WashU

Undergraduate Catalog

2025–26

Bulletin

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About This Bulletin

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

The *School of Continuing & Professional Studies Bulletin* is the catalog of the School of Continuing & Professional Studies (CAPS), the professional and continuing education division at Washington University in St. Louis. The catalog includes programs, degree requirements, course descriptions, and pertinent university policies for students earning a degree through CAPS.

The *2025-26 Bulletin* is entirely online but may be downloaded in PDF format for printing. Individual pages as well as information from individual tabs may be downloaded in PDF format using the PDF icon in the top right corner of each page. To download the full PDF, please choose from the following:

- Undergraduate Bulletin (PDF)
- School of Continuing & Professional Studies (undergraduate & graduate) (PDF)

The degree requirements and policies listed in the *2025-26 Bulletin* apply to students entering Washington University during the 2025-26 academic year. For more information, please visit the Catalog Editions page.

Every effort is made to ensure that the information, applicable key policies, and other materials presented in the *Bulletin* are accurate and correct as of the date of publication (July 1, 2025). To view a list of changes that have taken place after that date, visit the Program & Policy Updates page. Please note that the *Bulletin* highlights key university policies applicable to its students. Not all applicable university and departmental policies are included here.

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

The next edition of the *Bulletin* will be published on July 1, 2026. Midyear changes to current courses (titles, descriptions, and credit units) are not reflected in this *Bulletin.* For more information about determining the appropriate edition of the *Bulletin* to consult, please visit the Catalog Editions page in the About This Bulletin section.

For the most current information about registration, visit the Plan for Next Semester Overview page of the Workday@WashU website. To view current semester course listings, consult the Class Schedule Search on the Office of the University Registrar website.

Degree progress is maintained in the Workday Student information system. Students are responsible for reviewing their academic progress for accuracy and remaining credential requirements. Questions around degree requirements and credit application should be directed to advisors.

Please email the Bulletin editor (bulletin@wustl.edu) with any questions concerning the *Bulletin.*

More information may be found on the following websites:

- College of Arts & Sciences
- Olin Business School
- Sam Fox School of Design & Visual Arts (College of Architecture, College of Art)
- McKelvey School of Engineering
- School of Continuing & Professional Studies

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Bulletin Policies

Policies related to this catalog include the following:

Changes to the Bulletin

Every effort is made to ensure that the information, policies and other materials presented in the *Bulletin* are accurate and correct as of the date of publication. For more information about the content review process for the Bulletin, please visit the Catalog Editions page (p. 17).

The *Bulletin* for the upcoming academic year is published annually on July 1, and certain post-publication changes may be made until October 1. To view a list of changes that have taken place after the July 1 publication date, please visit the Program & Policy Updates page.

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

Discontinued Programs

Students enrolled in programs that discontinue admitting new students during their tenure are expected to meet degree requirements published in the *Bulletin* and in place during their year of matriculation. If a program's requirements change, a student may request to change to a subsequent version effective during their enrollment, which is subject to approval by their school. Students who leave the university may not be allowed to return to a discontinued program depending on the time frame the university has agreed that the program will teach out remaining students.

Students are held to other policies in effect and as published for the current academic year.

For more information, please visit the Prior Bulletins page (p. 17).

Year of Matriculation

Students are expected to meet degree requirements published in the *Bulletin* and in place during their year of matriculation. If a program's requirements change, a student may request to change to a subsequent version effective during their enrollment, which is subject to approval by their school.

For more information, please visit the Catalog Editions page (p. 17).

Course Numbering

Washington University adopted a new course labeling structure in Fall 2025. The first part is the subject code indicating the area of study: for example, ANTHRO for Anthropology or MEMS for Mechanical Engineering and Materials Science. The second part is a four-digit course number. Course numbers demonstrate a progression of difficulty and/or depth in coursework.

- 1000 to 1999 indicates an introductory undergraduate course, usually without prerequisites.
- 2000 to 2999 indicates an introductory or intermediate undergraduate course, sometimes with prerequisites.
- 3000 to 3999 indicates an upper-level undergraduate course, often with a prerequisite of a prior course or class standing (e.g., junior standing).
- 4000 to 4999 indicates an undergraduate course or seminar with advanced content, in which a graduate student may be eligible to register.
- 5000 to 9999 indicates a graduate course, in which advanced undergraduates may request to register.

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

Curriculum Designators

The subject designators shown below are used in Washington University's course descriptions and listed here alphabetically by code.

A

Code	Name
ACCT	Accounting
AFAS	African & African American Studies
AHBR	Applied Health Behavior Research
AMCS	American Culture Studies
ANESTH	Anesthesiology
ANTHRO	Anthropology
APL	Applied Linguistics
ARAB	Arabic
ARC	Archaeology
ARCH	Architecture
ART	Art
ARTARCH	Art History & Archaeology
ASGS	The Graduate School

B

Code	Name
BEYOND	Beyond Boundaries
BIOCHEM	Biochemistry & Molecular Biophysics
BIOL	Biology & Biomedical Sciences
BME	Biomedical Engineering
BMI	Biomedical Informatics
BSDC	Brown School Doctoral

C

Code	Name
CAPS-AFAS	CAPS - African & African American Studies
CAPS-AMCS	CAPS - American Culture Studies
CAPS-ANTHRO	CAPS - Anthropology
CAPS-ARAB	CAPS - Arabic
CAPS-ART	CAPS - Art
CAPS-ARTARCH	CAPS - Art History & Archaeology
CAPS-BIO	CAPS - Biology
CAPS-BUS	CAPS - Business
CAPS-CHEM	CAPS - Chemistry
CAPS-CHINESE	CAPS - Chinese
CAPS-CIM	CAPS - Computers & Information Management
CAPS-CLASSICS	CAPS - Classics
CAPS-COMM	CAPS - Communications
CAPS-COMPLIT	CAPS - Comparative Literature
CAPS-CRM	CAPS - Clinical Research Management
CAPS-CS	CAPS - Computer Science
CAPS-DANCE	CAPS - Dance & Somatic Movement Studies
CAPS-DATASTUDIES	CAPS - Data Studies
CAPS-DRAMA	CAPS - Drama
CAPS-EASIA	CAPS - East Asian Studies
CAPS-ECOMP	CAPS - English Composition
CAPS-ECON	CAPS - Economics
CAPS-EDUC	CAPS - Education
CAPS-ELIT	CAPS - English & American Literature
CAPS-ELP	CAPS - English Language Programs
CAPS-EPSC	CAPS - Earth & Planetary Sciences
CAPS-FILM	CAPS - Film & Media Studies
CAPS-FR	CAPS - French
CAPS-GERMAN	CAPS - Germanic Languages & Literatures
CAPS-GIS	CAPS - Geographic Information Systems
CAPS-GS	CAPS - General Studies
CAPS-HCARE	CAPS - Health Care
CAPS-HEBR	CAPS - Hebrew
CAPS-HINDI	CAPS - Hindi
CAPS-HIST	CAPS - History
CAPS-HRM	CAPS - Human Resources Management
CAPS-IA	CAPS - International Affairs
CAPS-IRISH	CAPS - Irish Studies
CAPS-IS	CAPS - International Studies
CAPS-ISLA	CAPS - Integrated Studies in Liberal Arts
CAPS-ITAL	CAPS - Italian
CAPS-JAPAN	CAPS - Japanese
CAPS-JME	CAPS - Jewish, Islamic, & Middle East Studies
CAPS-JRN	CAPS - Journalism
CAPS-KOREAN	CAPS - Korean
CAPS-LAS	CAPS - Latin American Studies
CAPS-LING	CAPS - Linguistics
CAPS-MATH	CAPS - Mathematics & Statistics
CAPS-MUS	CAPS - Music
CAPS-NPM	CAPS - Nonprofit Management
CAPS-PHIL	CAPS - Philosopy
CAPS-PHYS	CAPS - Physics
CAPS-POLSCI	CAPS - Political Science
CAPS-PORT	CAPS - Portuguese
CAPS-PSYCH	CAPS - Psychological & Brain Science (Psychology)
CAPS-RELST	CAPS - Religious Studies
CAPS-RUSS	CAPS - Russian
CAPS-SCAN	CAPS - Scandinavian
CAPS-SCI	CAPS - Science
CAPS-SOC	CAPS - Sociology
CAPS-SPAN	CAPS - Spanish
CAPS-SPCH	CAPS - Speech
CAPS-SUST	CAPS - Sustainability
CAPS-WGSS	CAPS - Women, Gender, & Sexuality Studies
CFH	Center for the Humanities
CHEM	Chemistry
CHINA	Chinese
CHST	Children's Studies
CLASSICS	Classics
CLNV	Clinical Investigation
CNST	Construction Management
COMPLITTHT	Comparative Literature & Thought
CSE	Computer Science & Engineering
CWP	College Writing Program
CYBER	Cybersecurity Management

D

Code	Name
DANCE	Dance
DAT	Data Analytics
DCDS	Division of Computational & Data Sciences
DESIGN	Design
DRAMA	Drama

E

Code	Name
EALC	East Asian Languages & Cultures
ECON	Economics
EDUC	Education
EECE	Energy, Environmental, & Chemical Engineering
EEPS	Earth, Environmental, & Planetary Sciences
EGS	Engineering Graduate Studies
ELIT	English Literature
EMED	Emergency Medicine
EMGT	Engineering Management
ENGR	General Engineering
ENST	Environmental Studies
ESE	Electrical & Systems Engineering
ETEM	Engineering Management

F

Code	Name
FASHION	Fashion Design
FILM	Film & Media Studies
FIN	Finance
FRENCH	French

G

Code	Name
GENETICS	Genetics
GENST	General Studies
GERMAN	Germanic Languages & Literatures
GLOBAL	Global Studies
GNCOUN	Genetic Counseling
GREEK	Greek

H

Code	Name
HBRW	Hebrew
HCO	Health Care Operations
HINDI	Hindi
HISTORY	History

I

Code	Name
IMSE	Institute of Materials Science & Engineernig
INFO	Information Management
INTERD	Interdisciplinary Studies
INTL	International Studies
IPMS	Movement Science
ITAL	Italian

J

Code	Name
JAPAN	Japanese
JCE	Joint Civil Engineering
JCHE	Joint Chemical Engineering
JCS	Joint Intro to Computing
JEC	Joint Engineering Communications
JEE	Joint Electical Engineer
JEMT	Joint Engineering Math
JIMES	Jewish, Islamic, & Middle East Studies
JME	Joint Mechanical Engineering

K

Code	Name
KOREA	Korean

L

Code	Name
LANDARCH	Landscape Architecture
LATAM	Latin American Studies
LATIN	Latin
LAW	Law
LAWO	Law Online
LING	Linguistics
LWST	Legal Studies

M

Code	Name
MAIR	Military Aerospace Science
MARM	Military Science
MATH	Mathematics & Statistics
MBIO	Molecular Biology
MBIOPHARM	Molecular Biology & Pharmacology
MEC	Managerial Economics
MEDH	Medical Humanities
MEDICINE	Internal Medicine

MEDINTER	Medicine Interdisciplinary
MEDPHASE 1	Medicine Phase 1
MEDPHASE 2	Medicine Phase 2
MEDPHASE 3	Medicine Phase 3
MEDPHYS	Medical Physics
MEDRSRCH	Medicine Research
MEMS	Mechanical Engineering & Materials Science
MGT	Management
MKT	Marketing
MSB	Biostatistics & Genetic Epidemiology
MUSIC	Music

N

Code	Name
NEUROL	Neurology
NEUROSCI	Neuroscience
NEURSUR	Neurological Surgery
NRSSCI	Nursing Science

O

Code	Name
OB	Organizational Behavior
OBGYN	Obstetrics & Gynecology
OPHTH	Ophthalmology & Visual Sciences
ORTHO	Orthopedic Surgery
OSP	Overseas Programs
OT	Occupational Therapy
OT-M01	Occupational Therapy Program
OTHER	Divisions, Institutes, & Other Categories
OTO	Otolaryngology

P

Code	Name
PACS	Audiology & Communication Sciences
PATH	Pathology
PBPMSTUDY	Biological & Physical Sciences for PBPM
PE	Physical Education
PEDS	Pediatrics
PHCC	Public Health Concentration Courses
PHEL	Public Health Electives
PHFN	Public Health Foundation
PHIL	Philosophy
PHPC	Public Health Practicum
PHRS	Public Health Research
PHS	Population Health Sciences
PHSL	Public Health Skill Lab
PHTPS	Public Health Transdisciplinary Problem Solving
PHYSICS	Physics
PHYSTHER	Physical Therapy Program - Grad
PNP	Philosophy-Neuroscience-Psychology
POLSCI	Political Science
PORTUG	Portuguese
PRJM	Project Management
PSY	Psychiatry
PSYCH	Psychological & Brain Sciences
PUBHLTHSOC	Public Health & Society

R

Code	Name
RADIOL	Radiology
RADONC	Radiation Oncology
RELPOL	Religion & Politics
REPRSCI	Reproductive Science
RESEARCH	Research
REST	Religious Studies
RUSS	Russian

S

Code	Name
SCOT	Supply Chain, Operations, & Technology
SDS	Statistics & Data Science
SLU	Saint Louis University
SOC	Sociology
SPAN	Spanish
SPCN	Social Policy Concentration
SPFN	Social Policy Foundation
SPGN	Social Policy General
SPHR	Speech & Hearing
SURGERY	Surgery
SWCD-S60	Social Work Community Development
SWCP	Social Work Concentration Practicum
SWDT	Social Work Doctoral
SWEL	Social Work Electives
SWEV	Social Work Evaluation
SWFN	Social Work Foundation
SWHS	Social Work History & Professional Theme
SWLM	Social Work Leadership & Management
SWPM	Social Work Practice Methods
SWSL	Social Work Skill Lab
SWSP	Social Policy
SWTH	Social Work Theory

T

Code	Name
TIPM	Industrial Management

U

Code	Name
UMSL	University of Missouri-St. Louis
URBDES	Urban Design
URST	Urban Studies

W

Code	Name
WGSS	Women, Gender, & Sexuality Studies
WRITING	Writing

Catalog Editions

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

Washington University students are expected to meet degree requirements published in the *Bulletin* and in place during their year of matriculation. Undergraduates who initially enroll in a summer term to pursue a special program follow requirements for the subsequent fall term. Students will need to check their school's processes to potentially change applicable catalog years or alter their degree requirements.

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

Prior Bulletins

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

2024-2025

- Graduate Architecture & Urban Design Bulletin (HTML) (PDF)
- Graduate Art Bulletin (HTML) (PDF)
- Graduate Arts & Sciences Bulletin (HTML) (PDF)
- Graduate Business Bulletin (HTML) (PDF)
- Graduate Engineering Bulletin (HTML) (PDF)
- Law Bulletin (HTML) (PDF)
- Medicine Bulletin (HTML) (PDF)
- Social Work & Public Health Bulletin (HTML) (PDF)
- Undergraduate Bulletin (HTML) (PDF)
- School of Continuing & Professional Studies Bulletin (HTML: Undergraduate, Graduate) (PDF)

2023-2024

- Graduate Architecture & Urban Design Bulletin (HTML) (PDF)
- Graduate Art Bulletin (HTML) (PDF)
- Graduate Arts & Sciences Bulletin (HTML) (PDF)
- Graduate Business Bulletin (HTML) (PDF)
- Graduate Engineering Bulletin (HTML) (PDF)
- Law Bulletin (HTML) (PDF)
- Medicine Bulletin (HTML) (PDF)
- Social Work & Public Health Bulletin (HTML) (PDF)
- Undergraduate Bulletin (HTML) (PDF)
- School of Continuing & Professional Studies Bulletin (HTML: Undergraduate, Graduate) (PDF)

2022-2023

- Graduate Architecture & Urban Design Bulletin (HTML) (PDF)
- Graduate Art Bulletin (HTML) (PDF)
- Graduate Arts & Sciences Bulletin (HTML) (PDF)
- Graduate Business Bulletin (HTML) (PDF)
- Graduate Engineering Bulletin (HTML) (PDF)
- Law Bulletin (HTML) (PDF)
- Medicine Bulletin (HTML) (PDF)
- Social Work & Public Health Bulletin (HTML) (PDF)
- Undergraduate Bulletin (HTML) (PDF)
- University College Bulletin (HTML: Undergraduate, Graduate) (PDF)

2021-2022

- Graduate Architecture & Urban Design Bulletin (HTML) (PDF)
- Graduate Art Bulletin (HTML) (PDF)
- Graduate Arts & Sciences Bulletin (HTML) (PDF)
- Graduate Business Bulletin (HTML) (PDF)
- Graduate Engineering Bulletin (HTML) (PDF)
- Law Bulletin (HTML) (PDF)
- Medicine Bulletin (HTML) (PDF)

- Social Work & Public Health Bulletin (HTML) (PDF)
- Undergraduate Bulletin (HTML) (PDF)
- University College Bulletin (HTML: Undergraduate, Graduate) (PDF)

2020-2021

- Graduate Architecture & Urban Design Bulletin (HTML) (PDF)
- Graduate Art Bulletin (HTML) (PDF)
- Graduate Arts & Sciences Bulletin (HTML) (PDF)
- Graduate Business Bulletin (HTML) (PDF)
- Graduate Engineering Bulletin (HTML) (PDF)
- Law Bulletin (HTML) (PDF)
- Medicine Bulletin (HTML) (PDF)
- Social Work & Public Health Bulletin (HTML) (PDF)
- Undergraduate Bulletin (HTML) (PDF)
- University College Bulletin (HTML: Undergraduate, Graduate) (PDF)

2019-2020

- Graduate Architecture & Urban Design Bulletin (HTML) (PDF)
- Graduate Art Bulletin (HTML) (PDF)
- Graduate Arts & Sciences Bulletin (HTML) (PDF)
- Graduate Business Bulletin (HTML) (PDF)
- Graduate Engineering Bulletin (HTML) (PDF)
- Law Bulletin (HTML) (PDF)
- Medicine Bulletin (HTML) (PDF)
- Social Work & Public Health Bulletin (HTML) (PDF)
- Undergraduate Bulletin (HTML) (PDF)
- University College Bulletin (HTML: Undergraduate, Graduate) (PDF)

2018-2019

- Graduate Architecture & Urban Design Bulletin (HTML) (PDF)
- Graduate Art Bulletin (HTML) (PDF)
- Graduate Arts & Sciences Bulletin (HTML) (PDF)
- Graduate Engineering Bulletin (HTML) (PDF)
- Law Bulletin (HTML) (PDF)
- Medicine Bulletin (HTML) (PDF)
- Social Work & Public Health Bulletin (HTML) (PDF)
- Undergraduate Bulletin (HTML) (PDF)
- University College Bulletin (HTML: Undergraduate, Graduate) (PDF)

2017-2018

- Graduate Architecture & Urban Design Bulletin (HTML) (PDF)
- Graduate Art Bulletin (HTML) (PDF)
- Graduate Arts & Sciences Bulletin (HTML) (PDF)
- Graduate Engineering Bulletin (HTML) (PDF)
- Law Bulletin (HTML) (PDF)
- Medicine Bulletin (HTML) (PDF)
- Social Work & Public Health Bulletin (HTML) (PDF)
- Undergraduate Bulletin (HTML) (PDF)
- University College Bulletin (HTML: Undergraduate, Graduate) (PDF)

2016-2017

- Graduate Architecture & Urban Design Bulletin (HTML) (PDF)
- Graduate Art Bulletin (HTML) (PDF)
- Graduate Arts & Sciences Bulletin (HTML) (PDF)
- Graduate Engineering Bulletin (HTML) (PDF)
- Medicine Bulletin (PDF)
- Undergraduate Bulletin (HTML) (PDF)
- University College Bulletin (HTML: Undergraduate, Graduate) (PDF)

2015-2016

- Graduate Arts & Sciences Bulletin (HTML) (PDF)
- Medicine Bulletin (PDF)
- Undergraduate Bulletin (HTML) (PDF)

2014-2016

- University College Bulletin (undergraduate & graduate) (PDF)

2014-2015

- Medicine Bulletin (PDF)
- Undergraduate Bulletin (HTML) (PDF)

2013-2014

- Medicine Bulletin (PDF)
- Undergraduate Bulletin (HTML) (PDF)

2012-2015

- Graduate Arts & Sciences Bulletin (PDF)

2012-2014

- University College Bulletin (undergraduate & graduate) (PDF)

2012-2013

- Medicine Bulletin (PDF)
- Undergraduate Bulletin (HTML) (PDF)

2011-2012

- Medicine Bulletin (PDF)
- Undergraduate Bulletin (HTML) (PDF)

2010-2011

- Medicine Bulletin (PDF)
- Undergraduate Bulletin (PDF)

2009-2012

- Graduate Arts & Sciences Bulletin (PDF)

2009-2010

- Medicine Bulletin (PDF)

2008-2010

- Undergraduate Bulletin (PDF)

2008-2009

- Medicine Bulletin (PDF)

2006-2009

- Graduate Arts & Sciences Bulletin (PDF) and accompanying 2008 Update (PDF)

2006-2008

- Undergraduate Bulletin (PDF)

About Washington University in St. Louis

Who We Are Today

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

The university offers more than 250 programs and 5,500 courses leading to associate, bachelor's, master's, and doctoral degrees in a broad spectrum of traditional and interdisciplinary fields, with additional opportunities for minor concentrations and individualized programs. For more information about the university, please visit the About WashU page of our website.

Enrollment by School

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

Our Mission Statement

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

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

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

Our goals are:

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

To this end we intend:

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

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

Trustees & Administration

Board of Trustees

Washington University's Board of Trustees is the chief governing body of Washington University in St. Louis. Please visit the Board of Trustees website for more information.

University Administration

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

The officers of the university administration are currently led by Chancellor Andrew D. Martin. University leadership is detailed on the Washington University website.

Academic Calendar

The academic calendar of Washington University in St. Louis is designed to provide an optimal amount of classroom instruction and examination within a manageable time frame, facilitating our educational mission to promote learning among both students and faculty. The dates listed here are the outline of the standard semester calendar, applicable to traditional undergraduate and many graduate programs. Certain schools or programs may have varying calendars due to the nature of particular fields of study. Please refer to the Office of the University Registrar's website for more information.

Fall Semester 2025

Date	Day	Description
August 25	Monday	First day of classes
September 1	Monday	Labor Day (no classes)
October 4-7	Saturday-Tuesday	Fall Break (no classes)
November 26-November 30	Wednesday-Sunday	Thanksgiving Break (no classes)
December 5	Friday	Last day of classes
December 8-10	Monday-Wednesday	Reading days
December 11-17	Thursday-Wednesday	Final exams

Spring Semester 2026

Date	Day	Description
January 12	Monday	First day of classes
January 19	Monday	Martin Luther King, Jr. holiday (no classes)
March 8-15	Sunday-Sunday	Spring Break (no classes)
April 24	Friday	Last day of classes
April 27-29	Monday-Wednesday	Reading days
April 30-May 6	Thursday-Wednesday	Final exams

Commencement

Date	Day	Description
May 15	Friday	Class of 2026 Commencement

Summer Semester 2026

Date	Day	Description
May 18	Monday	First Summer Session begins
May 25	Monday	Memorial Day (no classes)
July 3	Friday	Independence Day (no classes)
August 13	Thursday	Last Summer Session ends

Washington University recognizes the individual student's choice in observing religious holidays (PDF). Students are encouraged to make arrangements with instructors to complete work missed due to religious observance. Instructors are asked to make every reasonable effort to accommodate such requests.

Campus Resources

Student Support Services

The Learning Center

The Learning Center, located on the lower level of the Mallinckrodt Center and housed within the Center for Teaching and Learning, is the hub of academic support at Washington University in St. Louis. The Learning Center's programs are designed to support students in their course work by helping them develop the lifelong skill of "learning how to learn" and by stimulating their independent thinking. All services are free (with the exception of MCAT prep), and each year more than 1,800 students participate in one or more of our programs.

The Learning Center offers support for foundational courses through Peer-Led Team Learning and our drop-in mentoring programs (Residential Peer Mentoring and Drop-In Academic Mentoring). Individual peer-led coaching is available for academic skills such as time management, study strategies, note-taking, accessing resources, and managing test anxiety. Other services offered include small group mentoring for eligible students and an MCAT preparation program.

For more information, visit the Learning Center website or call 314-935-2066.

Disability Resources

Disability Resources supports students with disabilities by fostering and facilitating an equal access environment for the Washington University community of learners. Disability Resources partners with faculty and staff to facilitate academic and housing accommodations for students with disabilities on the Danforth Campus. Students enrolled in the School of Medicine should contact their program's director. Please visit the Disability Resources website or call 314-935-5970 for more information.

TRIO: Student Support Services

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

Medical Student Support Services

For information about Medical Student Support Services, please visit the School of Medicine website.

Office for International Students and Scholars

The Office for International Students and Scholars (OISS) is dedicated to fostering an inclusive environment that celebrates our international students' and scholars' diverse experiences, cultures, and aspirations. OISS plays a pivotal role in cultivating a vibrant, intercultural atmosphere on our campus, extending support to international students, scholars, faculty, and staff through immigration sponsorship. OISS commits to ensuring a seamless integration process for those who are admitted, appointed, or employed by Washington University. Grounded in the belief that education can shape global perspectives, the OISS mission is to empower the Washington University international community with the knowledge and resources needed to navigate U.S. immigration compliance while guiding them with care and compassion at every step.

The OISS main office is located on the Danforth Campus, with an additional office located on the Medical Campus. For information about OISS's location, office hours, staff, and services, visit the Office for International Students and Scholars website, email oiss@wustl.edu, or call 314-935-5910.

Office of Military and Veteran Services

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

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

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

Relationship and Sexual Violence Prevention (RSVP) Center

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

WashU Cares

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

The Writing Center

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

The Writing Center is located in Mallinckrodt Center on the lower level. Appointments are preferred and can be made online, but walk-ins will be accepted if tutors are available.

Student Health and Well-Being Services, Danforth Campus

The Student Health Center - Danforth Campus provides medical, psychiatric, and health promotion services for undergraduate and graduate students on the Danforth Campus. Please visit studenthealthcenter.washu.edu for more information about Health Center services and staff members.

Hours:
Monday, Tuesday, Thursday, and Friday: 8 a.m. - 5 p.m.
Wednesday: 10 a.m. - 5 p.m.
Saturday, Sunday, and university holidays: Closed

For after-hours care, students should access TimelyCare.

Medical Services

Medical Services staff members provide care for the evaluation and treatment of an illness or injury, preventive health care and health education, immunizations, nutrition counseling, sports medicine, travel medicine, and sexual health services. Student Psychiatry Services staff provide ongoing medication management for students to address their mental health concerns. Student Health Center providers are participating members of the Washington University in St. Louis Physician's Network. Any condition requiring specialized medical services will be referred to an appropriate specialist. The Health Center accepts health insurance plans that have met waiver criteria for the Student Health Insurance Plan and will be able to bill the plan according to plan benefits. The Student Health Insurance Plan requires a referral for medical care any time care is not provided at Student Health (except in an emergency). Call 314-935-6666 or visit the Student Health Center website to schedule an appointment.

Appointments are also available for the assessment and referral of students struggling with substance use.

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

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

All incoming students must provide proof of immunization for measles, mumps, and rubella (i.e., two vaccinations after the age of one year old; a titer may be provided in lieu of the immunizations). Proof of receiving a meningococcal vaccine on or after the age of 16 is required for all incoming undergraduate students. A TB test in the past six months is required for students entering the university who screen positive on the TB questionnaire found on the student portal. It is also recommended that before beginning their studies at WashU, all students will have received the tetanus diphtheria pertussis immunization, the hepatitis A vaccine series, the hepatitis B vaccine series, the HPV vaccine series, the meningitis B vaccine, and the varicella vaccine. Failure to complete the required forms will delay a student's registration and prevent their entrance into housing assignments. Please visit the Student Health Center website for complete information about immunization requirements and deadlines.

Health Promotion Services

Health Promotion Services staff and Peer Health Educators provide free programs and risk reduction information related to mental health, sexual health, alcohol/other drugs, and community care. For more information, visit the Zenker Wellness Suite in Sumers Recreation Center, consult the Health and Wellbeing Digital Library, follow us on Instagram (@washu_healthpromotion), and/or email wellness@wustl.edu. In 2018, this department launched the WashU Recovery Community to provide an opportunity for students in recovery from substance use to connect with other students with similar experiences.

Center for Counseling and Psychological Services (CCPS)

Hours:
Monday, Tuesday, Thursday, and Friday: 8 a.m. - 5 p.m.
Wednesday: 10 a.m. - 5 p.m.
Saturday, Sunday, and university holidays: Closed

For after-hours mental health support, students should access the TimelyCare app and request a "Talk Now" visit.

Located in the Student Health Center-Danforth Campus, CCPS is staffed by licensed professional staff members who work with students to resolve personal and interpersonal difficulties. These may include conflicts with or worry about friends or family, concerns about eating or drinking patterns, and feelings of anxiety and depression. Services include individual, group, and couples counseling; crisis counseling; and referral for off-campus counseling when students' needs can be better met outside of CCPS. All full-time students who pay the university health and wellness fee as part of their tuition are eligible for services. Visit the CCPS website or call 314-935-6695 to schedule an appointment during business hours. For additional information, visit the CCPS website or send an email to ccpscoordinator@wustl.edu.

Important Information About Health Insurance and Fees for Danforth Campus Students

All full-time, degree-seeking WashU students are automatically enrolled in the Student Health Insurance Plan upon completion of registration. Students may opt out of this coverage and receive a refund of the health insurance fee if they provide proof of existing comprehensive insurance coverage that meets all university requirements. Information concerning opting out of the student health insurance plan can be found online after June 1 of each year. All students must request to opt out by September 5 of **every year** in which they wish to be removed from the Student Health Insurance Plan. The Student Health Center provides billing services to many of the major insurance companies in the United States. Specific fees and copays apply to students using Medical Services and Student Psychiatric Services; these fees are billable to the students' insurance plans. More information is available on the Habif Health and Wellness Center website. In addition, WashU has a health and wellness fee designed to improve the health and well-being of the campus community. It is assessed by the university, and it is entirely separate from health insurance. This fee helps support membership to the Sumers Recreation Center, health education/prevention efforts, the Center for Counseling and Psychological Services, and TimelyCare.

Student Health Services, Medical Campus

For information about student health services on the Medical Campus, please visit the Student & Occupational Health Services page of the School of Medicine website.

Campus Security

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

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

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

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

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

For information regarding protective services at the School of Medicine, please visit the Campus Safety page of the Washington University Operations & Facilities Management Department.

Student Complaints

WashU provides students with different processes to handle complaints depending on the nature of the complaint. The Student Feedback & Complaint Form provides information on the different avenues available, as well as a web-form for submitting complaints. Complaints submitted through the form are reviewed by the Office of the Vice Chancellor for Student Affairs and forwarded to the University office or department that would be responsible for addressing the complaint. Complaints may be made anonymously, but students have the option of providing contact information to receive a response regarding steps taken to resolve the complaint. The University's Whistleblower Protection Policy applies to students making good-faith complaints regarding violations of policy or unethical acts.

If a student has a complaint related to distance education, as a participant in the National Council for State Authorization Reciprocity Agreements (NC-SARA), WashU follows the SARA policy that provides for the resolution of complaints resulting from distance education courses, activities, and operations provided by WashU to students who participate in such courses outside of the state of Missouri (including the District of Columbia, Puerto Rico, and the US Virgin Islands, but excepting California, which is not a member of NC-SARA). Under NC-SARA Policy Section 4.5 (Process for Resolving Complaints), students are asked to seek resolution of complaints first through WashU, as described above. If the complaint is not resolved, distance education students should contact the Missouri State Portal Entity:

> Joshua Fischer, Program Specialist
> Email: joshuafischer@dhewd.mo.gov
> Phone: 573-751-2361
> Missouri Department of Higher Education and Workforce Development
> PO Box 1469
> Jefferson City, MO 65102-1469

Students who participate in distance education courses and who reside in California may contact the Bureau for Private Postsecondary Education.

Policies

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

Application to Graduate

Students are required to file an Application for Program Completion in Workday prior to the semester in which they intend to graduate in order to be eligible for degree conferral. Additional information is available from the Office of the University Registrar.

Compliance with Section 103 of the Veterans Benefits and Transition Act of 2018

It is WashU's policy to not impose penalties on individuals using Veteran Education Benefits, including the assessment of late fees, the denial of access to classes, libraries or other institutional facilities, or the requirement to borrow additional funds to cover the student's inability to meet his or her financial obligations to the institution due to the delayed disbursement of a payment by the VA. This applies to individuals who submit their Certificate of Eligibility for entitlement to educational assistance to their VA School Certifying Official (SCO).

1. Students should submit a Certificate of Eligibility not later than the first day of a course for which the student wishes to use the entitlement for educational assistance. The SCO will advise the student to provide additional Documentation and information necessary for the proper certification of enrollment.
2. If a student does not receive their Certificate of Eligibility from the VA by the start of the academic term, the student should notify their SCO of their intent to use Veteran Education Benefits and should submit additional Documentation and forms as requested.
3. In cases where a student is unable to meet a financial obligation to the university because the amount of a disbursement from the VA is less than anticipated, the university will require additional payment from the student and will provide the student with a timeline for payment before assessing late fees. Students should contact their SCO for assistance.
4. Students may request certification for previous academic terms if they were eligible for benefits at the time for which they want to be certified. In cases where Veteran Education Benefits are used to certify previous academic terms, students are responsible for any late fees incurred prior to the date of the certification request. This excludes Yellow Ribbon benefits, which are not retroactive for previous fiscal years.

Courses and Credit

Academic Calendar

Washington University in St. Louis primarily follows a standard semester-based academic calendar: a fall and spring semester of approximately 16 weeks, including sessions of half-semester lengths and intersessions beginning before the term start date, and a summer term of 13 weeks, including sessions of half-term length, an intersession beginning before the term start date, and 3-, 5- and 8-week lengths. The Doctor of Medicine program follows a yearlong calendar supporting modular curriculum delivery.

Credit Measure

Credit hours for undergraduate and graduate programs are awarded as "units." A semester-long 3-unit undergraduate lecture class may meet three times per week for 50 minutes per session or twice per week for 80 minutes per session. Teaching and learning take many forms; online and hybrid classes require considerable time in the form of digital engagements such as discussion board activities, asynchronous webinar-type instruction or other online interactions. For all modalities of learning, the University assigns 3 units of credit when at least 9 full hours of standard academic work per week are expected of students.

Washington University credit for School of Law programs on the semester calendar is awarded in credit hours as outlined by the "American Bar Association (ABA) Standards and Rules of Procedure for Approval of Law Schools" document, further noted on the School of Law website.

Courses in the Washington University School of Medicine MD program are scheduled in weeks, and credit is awarded as credit hours such that each week of instruction is valued at 1 unit of credit. A week of instruction represents at least 45 hours of direct instruction and out-of-class related academic work.

For the full policy, visit the Office of the Provost website.

Email Communication

Email is the mechanism for official communication with students at Washington University. Students are expected to read email communications from the university in a timely fashion.

All students will be individually assigned a University email address, which will be maintained in the University email directory. Official University communications will be sent to the student's University email address in order to ensure such communications reach the intended recipient.

With the exception of School of Medicine students, a student may have email forwarded from their assigned University email address to another email address of the student's choice. School of Medicine students are prohibited from forwarding their University-assigned email address to an email address external to the University other than @bjc.org and @va.gov email domains. Students who choose to have email forwarded to another email address do so at their own risk. The University is not responsible for email forwarded to any other email

address. A student's failure to read official University communications sent to the student's University email address does not absolve the student of responsibility for awareness of and compliance with the content of the official communication. Faculty and administrators should use a student's University email address when communicating via email with the student. This policy will ensure that all students will be able to comply with course and other requirements communicated to them by email from course instructors and administrators.

Graduate Student Academic Integrity Policies

Authority of Schools Over Graduate and Graduate Professional Students

1. Each school at the university may establish an academic integrity officer and/or a panel to hear and decide cases of alleged academic or professional misconduct by its graduate or graduate professional students. Schools that so choose are required to create procedures to govern the process of investigating and adjudicating the complaints filed.
    a. The school dean, or a designee, determines the composition of such a panel and the scope of the panel's authority, which will not exceed the parameters set out immediately below.
    b. The panel has authority to impose or recommend appropriate sanctions to the school dean, including suspension or expulsion, if academic or professional misconduct is determined.
    c. Appeals of decisions made by an academic and professional integrity panel of a school may be made to the school dean, whose decision is final. This includes decisions of a school's academic and professional integrity panel, where the panel is vested with such authority, and the panel's decision is to impose the sanctions of suspension or expulsion. Schools are permitted, but not required, to establish an intermediate level of appeal that must be completed before a final appeal to the dean.
    d. Except for cases falling within the immediately preceding sub-bullet, any appeal from a decision of a dean of a school to suspend or expel a student will be made in accordance with the provisions of Section VI of the Code.
2. If a school does not establish an academic integrity officer or panel or if an established officer or panel fails to function, complaints of academic or professional misconduct against graduate or graduate professional students may be heard by Academic Integrity in the Office of the Provost, the Academic Integrity Board, or the Student Conduct Board.

Source: Washington University Student Conduct Code IV.A.6

Involuntary Leave Policy

Policy Statement

The primary goals of this Involuntary Leave Policy ("policy") are to protect the well-being and safety of Washington University students and the university community and to preserve the integrity of the university's academic, residential and administrative functions.

An involuntary leave under this policy will not be invoked unless the student's behavior is of such a serious nature that the continued presence of the student at the university is judged to threaten the safety, well-being or health of that student and/or others in the WashU community, or the ability of that student or others to engage in customary functions and activities at the university.

Examples of circumstances where this policy may be invoked include: suicidal threats; self-starvation or purging behavior; substance abuse or addiction; threats of harm to self or others; or disturbing, disruptive or destructive behavior.

This policy is not intended to replace disciplinary actions taken in response to violations of other university polices, including the university Student Conduct Code (SCC). A student who commits a violation of any university policy before taking voluntary leave or being placed on involuntary leave may be required to defend such charges before being considered for re-admission. Temporary suspension may also be issued in accordance with the SCC and this policy.

Policy Procedures

The vice chancellor for student affairs, the dean of any school or the designees of any of the aforementioned (referred to herein as "administrator") may be alerted to a student's concerning behavior from a variety of sources on campus including the student's advisor, a college dean, residential life staff, student affairs staff, health care providers or other faculty members. If the administrator deems it appropriate, the following procedures may be initiated.

1. **Notification:** Whenever possible, the administrator will notify the student that involuntary leave is under consideration and attempt to meet with the student to discuss his or her behavior. The administrator will provide the student with a copy of this policy. During the meeting, the administrator may choose to encourage the student to take a voluntary leave of absence, thereby eliminating the need to complete the procedures for involuntary leave. If the administrator believes that the student's well-being may be in imminent danger, he or she may proceed with a case conference without notifying and/or meeting with the student.
2. **Assembly of Case Conference Committee:** If the student is unable or chooses not to meet with the administrator, or if the student chooses not to take a voluntary leave of absence and the administrator still believes that involuntary leave may be appropriate, the administrator will convene a Case Conference

Committee ("committee") of appropriate individuals or their designates to conduct a case conference regarding the need for an involuntary leave of absence. The committee may include the following:

- The dean of the student's college or school
- The assistant/associate vice chancellors for student affairs
- Student conduct administrator
- Director of the Student Health Center, Danforth Campus
- director of Counseling and Psychological Services
- Assistant director of sorority and fraternity life
- Executive director of Campus Life
- Chief of police
- Residential Life staff
- Director of the Office of International Students & Scholars
- Office of the General Counsel
- The student's advisor(s) or academic dean
- Professors, instructors, or staff who have observed the student's behavior of concern

3. **Committee Consideration:** The administrator should convene a Case Conference as soon as possible. During this conference, the committee should address whether and to what extent the student engages in, or is judged to be likely to engage in, behavior described in this policy. Where deemed necessary by the committee to facilitate a more informed recommendation, the committee may consult with other university administrators, faculty or staff familiar with the student. The committee may seek additional information from the student or enlist the assistance of other university faculty or staff members familiar with the student to consult with the student on behalf of the committee. If contacted, the student may refuse to provide information, but such refusal shall not limit the right of the committee to make a recommendation under this policy, nor limit the right of the university to mandate an involuntary leave.
4. **Committee Recommendation:** Following the Case Conference and the review of relevant information, the committee will make a written recommendation to the administrator. In lieu of recommending involuntary leave, the committee may make recommendations as to other conditions and/or requirements under which the student may remain at the university.
5. **Decision:** After review of the committee's recommendation, the administrator will decide whether to mandate an involuntary leave of absence, to mandate other requirements if the student remains at the university, or to permit the student to remain at the university with no additional requirements. The administrator will give the student written notice of this decision. This notice will provide (1) a brief summary of the reasons for decision, (2) the duration of the leave or a description of the requirements for the student to remain on campus, and (3) the steps that the student must take to request readmission if involuntary leave is invoked. The administrator may notify a parent or guardian, in accordance with the Family Educational Rights & Privacy Act ("FERPA"). Pursuant to FERPA, the administrator may also notify a spouse or partner upon obtaining the student's consent. Where an involuntary leave is mandated, the student must leave campus within the time frame established in the notice. In that event, the student's parent(s), guardian(s) or other persons may be asked to make arrangements for the safe removal of the student from the university community.

Option of Voluntary Leave: At any time prior to the administrator's decision, the student may choose to take voluntary leave. The university expects students to notify family members when they voluntarily withdraw from the university. However, when permitted by FERPA, the university retains the discretion to notify parents, guardians, spouses or partners if the student chooses to leave.

Records and Tuition: Leave may affect academic grades, credits and access to university housing or other facilities. Tuition, financial aid, and housing costs will be refunded in accordance with university policy. Regardless of whether leave is voluntary or involuntary, the student's status at the university will be updated in student systems to reflect a leave of absence, which includes a notation on the transcript indicating: "Leave of Absence" and the start date. When involuntary leave is not mandated, but a student is required to fulfill certain requirements to remain on campus, the student's in-progress status is unchanged and no notation will be made on the transcript.

Safety and Security: In cases involving serious and imminent threat to the safety, well being or health of the student or other members of the campus community, or to the ability of others in the university community to conduct their customary university functions and activities, the administrator may take immediate action to remove the student from the university community. In such event, the administrator may immediately notify the student's parent, guardian, spouse, partner, or other relevant individuals in accordance with FERPA. The parent, guardian or other person may be asked to make arrangements for the safe removal of the student from the university community pending a decision on involuntary leave.

Request for Re-Enrollment

When a student is placed on involuntary leave or accepts voluntary leave, a letter from the administrator to the student will outline the conditions for re-enrollment. Conditions for re-enrollment are at the discretion of the administrator. If the leave was for health or medical reasons, the administrator will work with the director of health services or his/her designate to formulate appropriate conditions of return, which may include requirements and/or guidance regarding treatment. A copy of this letter will be forwarded to the academic dean of the student's college or school and, where health-related, to the director of the Student Health Center.

When a student's voluntary or involuntary leave is not health-related, the procedures to request re-enrollment will be outlined in the administrator's letter.

The following process will guide re-enrollment for all students taking involuntary or voluntary leave of absence for a health-related reason:

1. The student must contact in writing both the academic dean and the director of the Student Health Center to request re-enrollment between June 1 and July 1 for the upcoming fall semester or November 1 and December 1 for the spring semester.

2. The student's health status must be reviewed by the director of the Student Health Center or his/her designate. As part of the review, the student may be asked to present written evidence that the student has been evaluated and completed follow-up measures recommended by the student's treating health care professional. This evidence may include a recitation of the health care professional's credentials, a description of their contact with the student, the evaluation method, the diagnosis, the recommended follow-up measures and the student's efforts to complete them. The student's efforts to complete those follow-up measures will be evaluated to determine whether the student used the time away from the university to address the issues that led to the separation and to acquire skills to facilitate a successful return to the university.
3. A recommendation regarding medical eligibility for re-enrollment will be made by the director of the Student Health Center or his/her designate and forwarded to the student's academic dean and the administrator. The academic dean, in consultation with the administrator, will determine academic eligibility for re-enrollment and will communicate in writing the final decision and any conditions to the student.

Appeal of Administrator Decisions

A student may submit, within 24 hours of receiving the written decision from the administrator, a written appeal to the provost who will review the written record only. A decision to affirm or reverse the administrator's decision will be rendered within 48 hours. The decision of the administrator will be affirmed if supported by substantial information appearing in the record of the case. The decision of the provost is final.

Confidentiality

The university will strive to protect, to the greatest extent possible, the confidentiality of students involved in matters of voluntary or involuntary leave. Because the university has an obligation to preserve the security of its community, the university cannot guarantee complete confidentiality where it would conflict with the university's obligation to investigate meaningfully matters which may threaten a student's health or safety or the safety and security of the university community. When some disclosure of the university's information or sources is necessary, that disclosure will be limited to the extent possible. Medical records of a student will be protected in accordance with the WashU Student Health Center Notice of Privacy Practices. The university will, to the extent permitted by law, keep confidential all records of committee reviews. The records maintained by the Case Conference Committee will be available only to the administrator and other university officials in accordance with FERPA. All records will be destroyed after a period of ten (10) years from the date of final decision on involuntary leave or the student's decision to take voluntary leave.

Nondiscrimination Statement

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

Policy on Discrimination and Harassment

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

Sexual Harassment

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

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

Discrimination and Harassment Response Coordinators

Chalana Ferguson, Associate Vice Chancellor, Office of Institutional Equity
Phone: 314-935-2846
chalana.ferguson@wustl.edu

Gillian Boscan, Director, Investigations and Conflict Resolution, Office of Institutional Equity
Phone: 314-935-1139
oie-investigations@wustl.edu; gillian.boscan@wustl.edu

Office: The Link in the Loop
Address: 621 N. Skinker Blvd., Suite 300, St. Louis, MO 63130

WashU Confidential Concern Reporting Portal

Title IX Coordinator

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

Office: Umrath Hall, Room 001
Address: One Brookings Drive, MSC 1175-0153-0B, St. Louis, MO 63130

Inquiries or complaints regarding civil rights may also be submitted to the United States Department of Education's Office of Civil Rights at 400 Maryland Avenue, SW, Washington, DC 20202-1100; by visiting the U.S. Department of Education website; or by calling 800-421-3481.

Student Academic Records and Transcripts

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

All current and former students may request official Washington University transcripts of their academic records from the Office of the University Registrar. Current students may print unofficial transcripts for their personal use from Workday. Instructions and additional information are available on the Office of the University Registrar's website.

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

Student Conduct

The Washington University in St. Louis Student Conduct Code ("the Code") sets forth community standards and expectations for university students. These community standards and expectations are intended to foster an environment conducive to working, learning, and inquiry. Each student is held to the expectations outlined in the Code.

Freedom of thought and expression as well as respect for different points of view are essential to the university's academic mission. Nothing in the Code should be construed to limit the lawful, free, and open exchange of ideas and viewpoints, even if that exchange proves to be offensive, distasteful, or disturbing to some. However, such speech must conform to university policies.

The Code also describes general procedures that may be used to ensure that these standards and expectations are upheld by all students. The university is committed to ensuring that students adhere to university policies, take responsibility for their actions, and recognize how their choices may affect others.

Complaints against students that include allegations of sex-based discrimination — including sexual harassment, sexual assault, dating violence, domestic violence and stalking — in violation of the Student Conduct Code are governed by the procedures found on the Gender Equity and Title IX Compliance Office website. These procedures are also available in hard copy from the Title IX Coordinator or the director of the Office of Student Conduct and Community Standards.

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

For a complete copy of the Student Conduct Code, visit the Student Affairs website.

For more information, visit the Student Conduct and Community Standards website.

Student Financial Responsibility

Communication

Washington University in St. Louis uses University-assigned email accounts and University-supported systems for communication with students and authorized users. Washington University will also contact students via personal email addresses, cellular phone numbers, or wireless devices from time to time regarding the Student Account or other general information. Students are responsible for reading University communications in a timely manner.

Promise to Pay

When students register for any course at or receive any service from Washington University in St. Louis, they accept full responsibility to pay all tuition, fees, and other associated charges assessed as a result of registration and/or receipt of services such as housing, dining, and other University-provided items that exceed financial support provided by the University, the University payment plan, and/or third parties by the scheduled due dates shown on the WebSTAC student account. Failure to attend class or receive a bill does not absolve students of financial responsibility as described above.

Failure to Pay

University policies regarding Student Accounts (including payment options, late fees, holds, and refunds) are published on the University's Financial Services website. If a student fails to pay the Student Account balance by the scheduled due dates, the University will place a financial hold preventing the student from registering for future courses and could assess a late fee on the past due portion until the past due amount is paid in full. Failure to pay will result in a Delinquent Student Receivable Account. Delinquent Student Accounts will be referred to University's Collection Services department. Collection Services may report the Delinquent Student Account to one or more national credit bureaus, refer the Delinquent Student Account to a third-party collection agency, and pursue all legal and equitable remedies to collect the monies owed to the University.

Student Health

Drug and Alcohol Policy

Washington University is committed to maintaining a safe and healthy environment for members of the university community by promoting a drug-free environment as well as one free of the abuse of alcohol. Violations of the Washington University Drug and Alcohol Policy will be handled according to existing policies and procedures concerning the conduct of faculty, staff, and students. This policy is adopted in accordance with the Drug-Free Workplace Act and the Drug-Free Schools and Communities Act.

Tobacco-Free Policy

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

Medical Information

Entering students in Danforth Campus programs must provide medical information to the Student Health Center - Danforth Campus. This will include the completion of a health history and a record of all current immunizations.

If students fail to comply with these requirements prior to registration, they must obtain the required vaccinations and tests at the Student Health Center - Danforth Campus or in the community. Students will be assessed the cost of the vaccinations and/or tests. Students will be unable to complete registration for classes until all health requirements have been satisfied.

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

Medical and immunization information is to be given via the student portal on the Student Health Center - Danforth Campus website. All students who have completed the registration process should access the student health portal on the website. Students should fill out the form and follow the instructions for transmitting it to the Student Health Center - Danforth Campus. Student information is treated securely and confidentially.

Entering students in Medical Campus programs must follow the requirements as outlined on the Washington University School of Medicine Student Health Services website.

Time Away and Reinstatement

Degree-seeking students may be eligible to request a leave of absence for health or other personal reasons (e.g., family, military service, professional obligations, religious mission). The mechanism and process are described on the Office of the University Registrar's website. Such leaves may exceed no more than two years from the effective date of the leave; individual programs' policies may limit students to shorter leaves. Students must verify their school and program policies and any other relevant requirements related to immigration or financial aid/support policies. Students who have not requested and received approval for reinstatement after two years will have their records withdrawn.

Required enrollment reporting to the federal government will reflect a leave of absence for 180 days after it is enacted; any longer duration of institutional leave is recorded in their systems as a withdrawal.

Students on approved leave of absence will have their Washington University email addresses remain active, and they will retain access to Workday to review their records. Access to other University privileges such as recreation facilities and libraries as well as participation in activities are paused during a leave of absence.

Students are expected to request reinstatement to in-progress status to resume studies via the process outlined on the Office of the University Registrar's website. Depending on the nature of their leave, additional steps or documentation may be required and must be provided to appropriately consider the request. Students whose records have been withdrawn as a result of two years of inactivity may be allowed, depending on program-specific policies regarding the maximum time allowed to complete the program of study, to re-enter their programs. In these cases, additional requirements or steps may be required of the student depending on the circumstances, the length of time away, and whether their program of study has undergone curricular revisions since their enrollment.

Undergraduate Student Academic Integrity Policy

Effective learning, teaching, and research all depend upon the ability of members of the academic community to trust one another and to trust the integrity of work that is submitted for academic credit or conducted in the wider arena of scholarly research.

Such an atmosphere of mutual trust fosters the free exchange of ideas and enables all members of the community to achieve their highest potential.

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

Scope and Purpose

This statement on academic integrity applies to all undergraduate students at Washington University. Graduate students may be governed by policies in each graduate school or division. To the extent a graduate school or program has not adopted its own academic integrity policy, the provisions of this policy will apply. All students are expected to adhere to the highest standards of behavior.

The purpose of the statement is twofold:

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

This policy and statement were endorsed by the Faculty Senate Council. Any changes to the policy are to be reviewed by the Faculty Senate Council, as described in the Faculty Senate Council bylaws.

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

1. **Plagiarism**
   Plagiarism consists of taking someone else's ideas, words or other types of work product, and presenting them as one's own. To avoid plagiarism, students are expected to be attentive to proper methods of documentation and acknowledgement. To avoid even the suspicion of plagiarism, a student must always:
   - Enclose every quotation in quotation marks and acknowledge its source.
   - Cite the source of every summary, paraphrase, abstraction or adaptation of material originally prepared by another person and any factual data that is not considered common knowledge. Include the name of author, title of work, publication information and page reference.
   - Acknowledge material obtained from lectures, interviews or other oral communication by citing the source (name of the speaker, the occasion, the place and the date).
   - Cite material from the internet or material generated by an artificial intelligence as if it were from a traditionally published source. Follow the citation style or requirements of the instructor for whom the work is produced.
2. **Cheating on an Examination**
   A student must not receive or provide any unauthorized assistance on an examination. During an examination, a student may use only materials authorized by the faculty.
3. **Copying or Collaborating on Assignments Without Permission**
   When a student submits work with their name on it, this is a written statement that credit for the work belongs to that student alone. If the work was a product of collaboration, each student is expected to clearly acknowledge in writing all persons or artificial intelligences who contributed to its completion.

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

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

   To avoid cheating or unauthorized collaboration, a student should never:
   - Use, copy, or paraphrase the results of another person's work or material generated by an artificial intelligence and represent that work as their own, regardless of the circumstances.
   - Refer to, study from, or copy archival files (e.g., old tests, homework, solutions manuals, or backfiles) that were not approved by the instructor.
   - Copy another's work or to permit another student to copy their work.
   - Submit work as a collaborative effort if they did not contribute a fair share of the effort.
4. **Fabrication or Falsification of Data or Records**
   It is dishonest to fabricate or falsify data in laboratory experiments, research papers, reports or in any other circumstances; to fabricate source material in a bibliography or "works cited" list; or to provide false information on a résumé or other document in connection with academic efforts. It is also dishonest to take data developed by someone else and present them as one's own.

   Examples of falsification include:
   - Altering information on any exam, problem set, or class assignment being submitted for a re-grade.
   - Altering, omitting, or inventing laboratory data to submit as one's own findings. This includes copying laboratory data from another student to present as one's own; modifying data in a write-up; and providing data to another student to submit as their own.
5. **Other Forms of Deceit, Dishonesty or Inappropriate Conduct**
   Under no circumstances is it acceptable for a student to:
   - Submit the same work, or essentially the same work, for more than one course without explicitly obtaining permission from all instructors. A student must disclose when a paper or project builds on work completed earlier in their academic career.

- Request an academic benefit based on false information or deception. This includes requesting an extension of time, a better grade or a recommendation from an instructor.
- Make any changes (including adding material or erasing material) on any test paper, problem set or class assignment being submitted for a re-grade.
- Willfully damage the efforts or work of other students.
- Steal, deface, or damage academic facilities or materials.
- Collaborate with other students planning or engaging in any form of academic misconduct.
- Submit any academic work under someone else's name other than their own. This includes but is not limited to sitting for another person's exam; both parties will be held responsible.
- Violate any rules or conditions of test-taking or other course assessment (e.g., bringing materials or devices into an exam room when disallowed).
- Engage in any other form of academic misconduct not covered here.

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

Reporting Misconduct

Faculty Responsibility

Faculty and instructors are strongly encouraged to report incidents of student academic misconduct to the academic integrity coordinators in the Office of the Provost in a timely manner (normally within five business days of discovery) so that the incident may be handled fairly and consistently across schools and departments. Teaching assistants and assistants in instruction are expected to report instances of student misconduct to their supervising instructors. Faculty members are expected to respond to student concerns about academic integrity violations in their courses.

Student Responsibility

If a student observes others violating this policy, they are strongly encouraged to report the misconduct to the instructor, to seek advice from the academic integrity coordinator in the Office of the Provost, or to address the student(s) directly.

Exam Proctor Responsibility

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

Procedure

Jurisdiction

This policy covers all undergraduate students, regardless of their college of enrollment, as well as graduate and professional students whose schools and programs do not have a separate policy and procedure. Cases will be heard by a panel drawn from an Academic Integrity Board made up of faculty and students representing the undergraduate schools and participating graduate programs.

Student Rights and Responsibilities in a Hearing

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

- A presumption of non-responsibility unless and until a panel determines that, based upon the evidence, it is more likely than not that the student engaged in a violation of academic integrity under this policy.
- Request a mediation/facilitation session prior to a hearing.
- Review the written evidence in support of the charge.
- Ask relevant questions.
- Offer an explanation as to what occurred.
- Present relevant material that would cast doubt on the correctness of the charge.
- Determination of the validity of the charge by an unbiased and objective panel and generally without reference to any past record of misconduct.

When responding to a charge of an academic integrity violation, a student may:

- Deny the charges and request a hearing in front of an Academic Integrity Board panel.
- Admit the charges and request a hearing to determine recommended sanction(s).
- Admit the charges and accept the imposition of sanctions by the academic integrity coordinator without a committee hearing.
- Request a leave of absence from the university. The academic integrity matter must be resolved prior to re-enrollment. A notation will be placed on the student's transcript indicating there is an unresolved academic integrity matter pending.
- Request to withdraw permanently from the university with a transcript notation that there is an unresolved academic integrity matter pending.

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

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

Sanctions

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

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

If Found in Violation of the Academic Integrity Policy

If, after a hearing, a student is found responsible for violation of the academic integrity policy or if a student has admitted to the charges prior to a hearing, the academic integrity coordinator may impose sanctions, including but not limited to the following:

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

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

A hearing panel may also elect to refer their recommended sanctions to the SCB Chairperson for determination if, for example, the recommendation departs from their standard recommendations.

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

A copy of the sanction letter will be placed in the student's academic file and may be reported in accordance with the Policy on Reporting of Student Conduct Violations.

Appeals

If a student believes the panel did not conduct a fair hearing or if a student believes the sanction imposed is excessive (i.e., suspension or expulsion), they may seek an appeal within 14 days of the original decision. For cases in which the decision resulted in suspension or expulsion, the appellate officer will be the Vice Provost of Educational Initiatives or the Vice Provost for Graduate Education. For all other cases, the appellate officer will be the Chair of the Student Conduct Board. Appeals are governed by Section VI of the university Student Conduct Code.

Administrative Record-Keeping Responsibilities

It is the responsibility of the academic integrity coordinators to keep accurate, confidential records concerning academic integrity violations. When a student has been found responsible for an academic integrity violation, a letter summarizing the allegation, the outcome, and the sanction will be placed in the student's official conduct file and may be reported out in accordance with the Policy on Reporting of Student Conduct Violations.

In addition, a report of the outcome of every formal accusation of student academic misconduct will be shared with the director of university student conduct programs, who shall maintain a record of each incident.

Multiple Offenses

When a student is formally accused of academic misconduct and a hearing is to be held, the academic integrity coordinator shall query the Office of Student Conduct and Community Standards (OSCCS) about the student(s) accused of misconduct. OSCCS shall provide any information in the OSCCS records concerning prior code violations of that student to the integrity coordinator. Such information will be used in determining sanctions if the student is found responsible for an academic integrity violation in the present case. Evidence of past misconduct generally may not be used to resolve the issue of whether a student has committed a violation in a subsequent case unless the hearing chair deems it relevant.

Reports to Faculty and Student Body

Periodic (at least annual) reports will be made to the students and faculty of their school concerning accusations of academic misconduct and the outcomes, without disclosing specific information that would allow identification of the student(s) involved.

Endorsed by the Faculty Senate Council on March 16, 2010
Effective July 1, 2010
Updated December 4, 2014

Endorsed by the Faculty Senate Council on October 18, 2023
Updated April 18, 2024

University Affiliations

The accrediting organizations and memberships of the different areas of Washington University are listed below.

Additional information about professional and specialized accreditation can be found on the Office of the Provost website.

Washington University in St. Louis

Accreditation

- Higher Learning Commission

Memberships

- American Academy of Arts & Sciences
- American Association of Colleges & Universities
- American Council of Learned Societies
- American Council on Education
- Association of American Universities
- Hispanic Association of Colleges and Universities
- Independent Colleges and Universities of Missouri
- National Association of Independent Colleges and Universities
- National Council for State Authorization Reciprocity Agreements
- Universities Research Association

College of Arts & Sciences

Memberships

- American Academy of Physician Associates
- American Camp Association
- Association for Pre-College Program Directors
- Association of University Summer Sessions
- Diversity Abroad
- Forum on Education Abroad
- Higher Education Protection Network
- International Center for Academic Integrity
- International Educational Exchange
- Midwest Association of Pre-Law Advisors
- National Academic Advising Association
- National Association of Advisors for the Health Professions
- National Association of Fellowships Advisors
- North American Association of Summer Sessions
- Professional and Organizational Development Network

Office of Graduate Studies, Arts & Sciences

Memberships

- American Academy of Physician Associates
- Association of Graduate Schools
  (Founding member)
- Council of Graduate Schools
  (Founding member)
- Midwest Association of Pre-Law Advisors
- Pod Network
- Student Affairs Administrators in Higher Education
- The Council of Independent Colleges

Sam Fox School of Design & Visual Arts

Accreditation — College of Art

- National Association of Schools of Art & Design
  (Founding member)

Accreditation — College of Architecture

- Master of Architecture: National Architectural Accrediting Board
- Master of Landscape Architecture: Landscape Architectural Accreditation Board

Membership — College of Architecture

- Association of Collegiate Schools of Architecture

Accreditation — Mildred Lane Kemper Art Museum

- American Alliance of Museums

Membership — Mildred Lane Kemper Art Museum

- Association of Academic Museums and Galleries
- Association of Art Museum Directors
- College Art Association

Olin Business School

Accreditation

- Association of MBAs
- Association to Advance Collegiate Schools of Business International
  (Charter member since 1921)
- EQUIS

McKelvey School of Engineering

Accreditation

- In the McKelvey School of Engineering, many of the undergraduate degree programs are accredited by the Engineering Accreditation Commission of ABET.

Membership

- American Society for Engineering Education

School of Law

Accreditation

- American Bar Association
- Media Law Resource Center

Memberships

- American Association of Law Libraries
- American Society of Comparative Law
- American Society of International Law
- Association of Academic Support Educators
- Association of American Law Schools
- Central States Law Schools Association
- Clinical Legal Education Association
- Equal Justice Works
- Mid-America Association of Law Libraries
- Mid-America Law Library Consortium
- National Association for Law Placement
- National Association of Law Student Affairs Professionals
- Southeastern Association of Law Schools

School of Medicine

Accreditation

- Liaison Committee on Medical Education

Membership

- Association of American Medical Colleges

School of Public Health

Accreditation

- Council on Education for Public Health

Affiliation

- Association of Schools and Programs of Public Health

Brown School

Accreditation

- Council on Social Work Education

School of Continuing & Professional Studies

Memberships

- American Association of Collegiate Registrars and Admissions Officers
- Council for Adult and Experiential Learning
- International Center for Academic Integrity
- National Academic Advising Association
- National Association of Student Personnel Administrators
- University Professional and Continuing Education Association

Note: Business-related programs in the School of Continuing & Professional Studies are not accredited by the Association to Advance Collegiate Schools of Business International.

University Libraries

Membership

- Association of Research Libraries

Undergraduate Study

Policies & Guidelines

Academic Standing

The faculty of the school in which a student is enrolled determines the academic standing of that student. Each school, as appropriate to their respective degree requirements, considers the following key performance indicators to determine whether a student remains in good academic standing:

- Minimum semester and cumulative GPA of 2.0 (i.e., minimum required to graduate);
- Satisfactory progress in units completed, typically 12 per semester;
- Progress in the focused area of study, as defined by school (e.g., major requirements).

Failure to maintain the above indicators may cause a student to be placed into one of the academic standing categories described below, which is a signal that minimum standards for graduating are not being met. Unless a student demonstrates improvement, thereby indicating their ability to fulfill degree requirements within a reasonable period of time, the student may be dismissed from the university. Each school will determine the appropriate standards and actions for students to take, respective to each status:

Academic Concern

Any of the following performance indicators at the end of a semester will cause the student's standing to be reviewed and may cause the student to be placed on Academic Concern:

- Receiving an incomplete (first occurrence and all subsequent occurrences)
- Earning a semester GPA of less than 2.0 (first occurrence)
- Earning fewer than a total of 12 units in a regular semester (first occurrence)

While a student placed on Academic Concern remains in good academic standing, this status is a signal to the student that academic performance is below minimum standards and, if continued, will likely cause the student to fall out of good standing. This status is not noted on the official transcript; since it does not cause the student to fall out of good standing, it will not be incorporated into enrollment verifications requesting confirmation of academic standing.

Academic Notice

Any of the following performance indicators at the end of a semester will cause the student's standing to be reviewed and may cause the student to be placed on Academic Notice:

- Cumulative GPA of less than 2.0 (first occurrence and all subsequent occurrences)
- Semester GPA of less than 2.0 (second occurrence and all subsequent occurrences)
- Earning fewer than a total of 12 units in a regular semester (second occurrence and all subsequent occurrences)
- School-specific requirements:
  - Olin students earning a professional GPA of less than 2.0 (all business courses)
  - Arts & Sciences students earning below a C- in any major-related course

If the performance indicators contributing to the status of Academic Notice are raised above the threshold (e.g., by the resolution of an incomplete grade or the change of a final grade), the status may be reconsidered.

Academic Notice status indicates that a student is not in good academic standing. Although this status is not noted on the official transcript, it will be incorporated into enrollment verifications requesting confirmation of a student's standing.

Academic Time Away

Any of the following performance indicators at the end of a semester will cause the student's standing to be reviewed and may cause the student to be placed on Academic Time Away, which is a pause in enrollment at Washington University:

- Any third time a student becomes eligible for Academic Notice
- Any second sequential semester a student becomes eligible for Academic Notice (These are typically the fall and spring semesters, since most students do not enroll in summer classes. However, if a student does enroll in summer classes after a spring semester after which they were placed on Academic Notice, their performance will be reviewed.)
- Any semester in which student earns no degree credit

Academic Time Away status indicates that a student is not in good academic standing. Because this status is marked by a break in enrollment, this status is noted on the official transcript. The terms of the Time Away are determined by the student's school.

Grades and Grade Points

The following grades are used in calculating the grade point average:

Grade	Points per Unit
A or A+	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1.0
D-	0.7
F	0.0

The following grades and notations are ignored in calculating the grade point average:

Grade/ Notation	Value
Pass	Pass
No Pass	No pass
I	Course work incomplete; final grade pending
W	Withdrawal
N	No grade submitted; final grade pending
R	Retaken course
L	Successful audit
Z	Unsuccessful audit
Exam Credit	Exam credit
Transfer Credit	Transfer credit
Not Transferred	Course attempted, not transferred

Minimum/Maximum Course Load

Undergraduate degree programs in Arts & Sciences, Olin Business School, Sam Fox School of Design & Visual Arts, and McKelvey School of Engineering require full-time enrollment (p. 61). Full-time enrollment is between 12 and 21 units of credit per semester. Courses taken as "audit" are not factored into the full-time status measure since students are not pursuing them to earn credit. Undergraduate students may not enroll in fewer than 12 units without approval; recommendations for reduced course loads may be approved for documented disability accommodations or health reasons by the appropriate office in Student Affairs, or students' schools (typically if they are in their ninth semester of enrollment at Washington University and poised to complete degree requirements). Approvals for reduced course loads primarily allow students to pursue lower course loads without risking a violation of standard academic progress and standing requirements.

Enrollment in fewer than 12 units may affect undergraduates' eligibility for financial aid, athletics, immigration status and other services, and may be approved for reduced tuition but only as documented on the Tuition & Fees page (p. 62) of this *Bulletin.* Similarly, students may not enroll in more than 21 units without approval from their school, and will incur additional tuition charges (p. 62) for such enrollment.

Students should review school policies and consult advisors for information about typical course loads to make appropriate progress in their degree program, since consistently pursuing only the minimum required units will not allow a student to fulfill degree requirements in a timely manner. They should also verify with their school how dropping or adding courses may affect their academic standing.

Registration in Courses

Registration dates are published in advance on the Office of the University Registrar's website. Late registration after the term begins is permitted only until the "add/drop" deadline relevant to a student's program. Students will not earn credit for courses in which they are not duly registered. Students may not register in courses that have conflicting meeting times.

Students may drop a course by the published deadline found on the Office of the University Registrar's website; dropped courses do not appear on the permanent academic record, and no grade is recorded. Students may withdraw from a course after the drop deadline and until the published withdrawal deadline. A withdrawal will result in a W notation associated with the course on the permanent record, including the transcript. Students who wish to drop or withdraw from a course are expected to follow steps to do so by the appropriate deadline. Failure to drop a course or to withdraw by the published deadline may result in the failure of the course, and the transcript will reflect a failing grade.

Undergraduate students may request, under certain rare circumstances, to withdraw from all courses in a term, after the term is over, if circumstances beyond their control prevented them from exercising normal enrollment options described above during that term. They must submit the request according to the process and by the deadline described on the Office of the University Registrar's website.

Repeated Courses

When courses designed to be taken once are repeated, all attempts remain on the student's record, including the original grade. However, credit and grade points are only awarded one time.

Teaching and Learning

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

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

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

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

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

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

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

Expectations and responsibilities of the faculty

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

- presenting a syllabus that:
  - identifies the goals of the course and its prerequisites, a schedule of major assignments and examinations, and explicit criteria for how student work will be evaluated;
  - articulates ground rules for classroom interaction and consequences for infringement (How much active participation is expected of the student? Is attendance required? Is it acceptable to eat during class? What are the guidelines for collaboration inside and outside of the classroom?);
  - establishes behavior expectations for the class, including respecting every member, listening and engaging;
  - makes clear expectations for technology use during class;
  - includes links to information about inclusion and diversity, bias reporting, and accommodations based upon sexual assault and mental health;
- reminding students of and upholding the university's standards for academic integrity;
- bringing new perspectives and insights to assigned readings and other text materials;
- conducting classroom and one-on-one interactions in keeping with the university's guidelines on diversity and inclusion;
- regularly meeting and punctuality in starting and dismissing class;
- prompt and responsible grading (including midterms), with evaluative comments and opportunities for students to discuss their grades with the faculty member;
- adherence to the announced office-hour schedule and offering as many avenues as possible for contact, including by online venue, telephone or email;
- using appropriate, relevant technology both inside and outside of the classroom to enhance communication between faculty and students;
- uploading course materials and sending emails or other notifications in a timely manner;
- overseeing assistants in instruction (AIs), including the training of AIs; providing definitions of grading expectations as per the University Code of Conduct; providing detailed rubrics for grading evaluations, case studies and projects; and ensuring a faculty review in the event students contest their grade and petition for regrading, especially to ensure grading uniformity;
- regular communication between two or more professors when they share in the teaching process of a one-semester course, including agreement about responsibilities, assignments given to students, and due dates expected;
- facilitation of and reflection on student evaluations of the faculty member's teaching methods and materials, including midsemester evaluations, as a means of creating an atmosphere of shared responsibility within the classroom;
- regular communication with students regarding progress in the course, ways to improve, and grading structure;
- avoiding prohibitive costs when ordering textbooks and other course materials; making electronic texts available;
- adhering to the published final examination schedule to avoid interfering with students' preparation for other classes;
- showing up to all of the classes and giving students the full number of contact hours they deserve each semester.

Expectations and responsibilities of the students

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

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

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

Learning outside the classroom

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

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

Special student concerns

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

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

Responsibilities of the university administration

For its part, the university administration must:

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

Where to get help

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

For students: The instructor, the AIs, and the Learning Center can be counted on for guidance on best learning techniques and practices. The Writing Center can be a very helpful resource for all levels of written assignments from concept identification and document structuring through final paper editing.

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

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

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

If the student has a concern related to discrimination or harassment, the University Policy on Discrimination and Harassment provides additional information about resources and options.

10/30/2015

Transfer Credit Policy

Recording Policy

Transfer credit is articulated on a student's permanent record and listed on transcripts. Courses transferred from other institutions of higher education do not have grades or grade points assigned and therefore do not apply toward a student's GPA.

Institutionally, Washington University participates in the Inter-University Exchange Program (p. 1176). Courses taken at St. Louis University and the University of Missouri St. Louis, according to the parameters documented, are approved to transfer to Washington University. The McKelvey School of Engineering has agreements related to dual degree programs with other institutions.

Eligible Credit

In order to be eligible for transfer articulation, courses taken from another institution — whether taken before matriculation or after matriculation as preapproved domestic or study abroad enrollment — must meet the following criteria:

- Be offered and transcripted by a fully accredited institution of higher education (either according to U.S. Department of Education standards or by the appropriate national ministry of education for non-U.S. institutions);
- Have a quality final grade of C or better;
- Be offered in a subject matter/discipline taught at Washington University and at a level by which college/university credit would normally be awarded;
- Not be applied to high school graduation requirements;
- Be taught on the campus of a college or university and enrolled in primarily by duly matriculated college students (i.e., high school graduates); and
- Not be taken while a student is on suspension for violation of Academic Integrity or Student Code of Conduct policies.

Schools may have additional specific criteria about requirement areas that cannot be fulfilled with transfer credit (i.e., that can only be fulfilled by the completion of Washington University courses) as well as limits on the number of transferred credits that may apply to degree requirements or be taken during a summer term. Please review the school academic policy sections for details.

Admission Procedures

First-Year Admission

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

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

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

Most candidates' transcripts include the following:

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

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

- The student's academic performance (transcript), including course selection, grades, and class rank, if provided by the secondary school
- Counselor and teacher recommendations
- Essays
- Extracurricular and community involvement, including positive impacts on home and community (students who work for pay and/or have time-consuming family responsibilities should include this in their activity list)
- Standardized testing, if provided (see below)

Standardized Testing

WashU has a test-optional policy for applicants for admission in the fall semester of 2026. Applicants have the option of whether to submit standardized test scores. Students who are unable to or who elect not to submit their test scores will have the requirement automatically waived and will not be penalized. For those who do submit test scores, either SAT or ACT scores are acceptable, and neither the writing section nor SAT Subject Tests are required. Test results from any of the student's high school years are acceptable and we consider only the highest individual scores, whenever they occurred. Students may also submit additional testing (such as SAT Subject Tests, AP or IB exam scores, or other forms of testing) in addition to, or in lieu of, the SAT or ACT.

Applying for Admission

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

- Common Application or Coalition Application
- Nonrefundable $75 fee (automatically waived for students applying for financial aid)
- All required additional materials as outlined in the Office of Undergraduate Admissions guidelines, including a teacher recommendation, a school report, and official transcripts

Washington University also accepts applications through the QuestBridge Match process.

Decision Plans

WashU offers two binding Early Decision options (Early Decision I, with a deadline of November 3 and notification by December 15, and Early Decision II, with a deadline of January 2 and notification by February 14) and Regular Decision, with a deadline of January 2 and notification by April 1 each year.

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

Selecting a Division

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

If English Is Not the Student's Primary Language

International applicants for whom English is a second language are required to demonstrate evidence of English language proficiency by submitting results from the TOEFL (Test of English as a Foreign Language), IELTS (International English Language Testing System), or Duolingo English Test. Applicants may also seek a waiver, based upon specific circumstances. Students should refer to the Office of Undergraduate Admissions for additional guidance.

Portfolios

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

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

Deferred Enrollment

Admitted students who have submitted their enrollment materials but wish to begin their studies at a later date may request to defer enrollment at WashU for a period of one year, with extension possible for an additional year depending on individual circumstances. Requests to defer enrollment (“take a gap year”) are reviewed individually on a case-by-case basis and must be received by the Office of Undergraduate Admissions by May 15.

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

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

Please visit the Admissions website for more information.

Statement of Admissions Conduct

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

Transfer Admission

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

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

1. The applicant has finished secondary school and completed some college study.
2. The applicant would like to be considered for admission with advanced standing (as a second-year or third-year student) at WashU.

3. The applicant is interested in enrolling full-time in an undergraduate degree program with a specific academic focus.
4. The applicant has never attended any of WashU's full-time, degree-granting schools.

For information about transfer application deadlines, please visit the Admissions website.

Preparation for Transfer

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

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

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

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

For additional admissions information on how to apply as a transfer applicant, please visit the Admissions website.

To apply as a transfer applicant, applicants must submit their high school transcript(s), their application, official transcripts of all previous college work, a Transfer Academic Evaluation (letter of recommendation), a Transfer Registrar Report (College Report), and the nonrefundable $75 application fee (or fee waiver) to the Office of Undergraduate Admissions. Transfer applicants have the option of whether to submit standardized testing, such as the SAT or ACT.

Detailed information about applying for financial aid is available on the Student Financial Services website and in this *Bulletin*.

Transfer admission information for individual schools is listed as follows.

Transferring into Arts & Sciences

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

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

Transferring into Architecture

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

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

Transferring into Art

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

Transfer applicants to the College of Art are **required** to submit a portfolio through SlideRoom on the Common Application for faculty review. The portfolio should consist of 12 to 15 pieces of recent work and show a variety of art experiences, including drawings, work utilizing

design principles, and some work in color. Applicants should include examples of work from basic drawing and design classes that indicate their technical and conceptual level of accomplishment, and some drawing should be from direct observation. If possible, applicants should submit examples of work in different media to demonstrate a range of art and design experiences. If applying to the second- or third-year level, some of the work should be in the area of the applicant's intended major.

Transferring into Business

The Olin Business School offers transfer enrollment during the fall semester. The strongest candidates for admission are able to demonstrate solid academic performance at a two- or four-year college that mirrors most of the academic requirements that our students complete during their first or second year of study. For a sophomore-level transfer candidate, this would include Calculus II at the college level. Microeconomics is recommended. For a junior-level transfer candidate, this would include financial accounting, microeconomics, and perhaps macroeconomics and managerial accounting. All transfers to the Olin Business School must have completed an equivalent to Calculus II at the college level. Students who are admitted to the Olin Business School should expect a written course evaluation from the transfer student advisor within two weeks of receiving their offer of admission; this letter will indicate the courses that will be accepted by the business school. A maximum of 60 credits will be accepted toward our undergraduate degree. Students must earn at least a C grade in the course for the units to transfer to Washington University. Typically, courses taken online are not accepted as transfer credit. However, online courses taken during the COVID-19 pandemic (Spring 2020 through Summer 2022) will be transferable. Grades will not transfer to Washington University.

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

Please refer to the Degree Requirements for the Bachelor of Science in Business Administration degree.

Transferring into Engineering

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

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

Pre-Matriculation Credit Units

Pre-matriculation credit units are earned before an applicant's enrollment at Washington University as a first-year student and can be applied toward a Washington University degree. A maximum of 15 units of pre-matriculation credit may be counted toward an undergraduate degree; these units of credit will count toward graduation but will not count toward the distribution requirements/meet general education requirements.* Sources for pre-matriculation credit units include Advanced Placement (AP) examinations, International Baccalaureate (IB) courses, British Advanced (A) Levels, course credit earned by proficiency (e.g., Back Credit), and college credit earned after the student's sophomore year in high school. Credits earned via Arts & Sciences Pre-College Programs are considered to be pre-matriculation credit units and are subject to the same regulations. A transcript notation is made of all pre-matriculation credit units earned before enrollment in Washington University.

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

- A student in the **College of Architecture** may apply a maximum of 15 units of pre-matriculation credit toward an undergraduate degree; these units of credit will count toward graduation but will not count toward the distribution requirements, with the exception that 3 units can count toward MATH 1510 and 3 units can count toward PHYSICS 1740. A transcript notation is made of all pre-matriculation credit units earned before enrollment in Washington University.

Students who wish to receive pre-matriculation credit from their College Board AP examinations, International Baccalaureate courses, and British A-Level examinations should submit their official score reports to Washington University. All appropriate test scores will have course equivalents assigned to them and will be noted on the transcript. However, a maximum of 15 units of pre-matriculation credit will be awarded, provided credit has not been already designated as the result of college course work having been transferred as well. If a student takes a course in residence for which they have already received AP/IB/A-Level credit, the AP/IB/A-Level credit will be removed from their student record.

College Courses Prior to Washington University

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

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

Students in the **College of Arts & Sciences** who would like to apply to receive pre-matriculation credit for college courses completed at another college or university prior to matriculation should visit the College of Arts & Sciences website.

Students in the **Olin Business School** who would like to apply to receive pre-matriculation credit for college courses completed at another college or university prior to matriculation should contact the Olin Business School.

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

Students in the **McKelvey School of Engineering** who would like to apply to receive pre-matriculation credit for college courses completed at another college or university prior to matriculation should contact the McKelvey School of Engineering or email their questions about the transfer course equivalency review process to EUSS@wustl.edu.

Secondary School Coursework

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

Placement Examinations

Superior results on placement examinations may allow students to enter advanced courses at the beginning of their college career, fulfill some requirements for a major or a minor by examination rather than by course work, and earn credit toward their degree. Washington University Placement examinations are administered by various departments and have different requirements for advanced course placement.

Proficiency Credit and Placement

Superior proficiency results on Advanced Placement Examinations, International Baccalaureate tests, and Advanced (A) Levels (A-Levels) may allow students to enter advanced courses at the beginning of their college career, fulfill some requirements for a major or a minor by examination rather than by coursework, and earn credit toward their degree. Students will have all accepted pre-matriculation credit noted on their transcript so they may go directly into advanced courses.

Three types of examinations are recognized:

1. **Advanced Placement (AP) Examinations**. These are used for placement, partial fulfillment of major or minor requirements, and the granting of degree credit, according to the recommendations of the various departments. Examinations are given by the College Board in May of each year for secondary school (high school) students who have been enrolled in college-level courses in the same subject or subjects of the exam. Students who wish to receive pre-matriculation credit for their AP test scores must have their AP test scores sent to Washington University by contacting the College Board at www.collegeboard.org or 1-888-225-5427 (College Code 6929).

2. **International Baccalaureate**. Students who have earned the International Baccalaureate diploma or who have successfully passed examinations in the program should consult a dean in their undergraduate division of the university about advanced course placement and credit. These scores may be used for placement or granting of degree credit, according to the recommendations of the various departments. Subsidiary-level (SL) scores and Extended Essay (EE) scores are not recognized.
3. **Advanced (A) Levels (A-Levels).** These grades may be used for placement or granting of degree credit, according to the recommendations of the various departments.

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

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

O-Level Examinations: These scores are not accepted for credit or placement.

Advanced Placement Policy

1. A maximum of 15 units of pre-matriculation credit may be counted toward any undergraduate degree. These units will count toward graduation but will not meet general education requirements.
2. No department at Washington University offers absolute credit, without further study, for scores lower than 4. In French and German, a score of 3 confirmed by a course in residence at Washington University earns additional credit; see listings below.
3. If a student takes a course in residence for which they have already received AP credit, the in-residence course credit will show as retaken on the Workday Student Record and the AP credit will be removed from the transcript effective Summer 2025.

African and African American Studies (AFAS)

Grade 5, 4	3 units of elective credit for AFAS 2081 African American Studies: An Introduction. These units do not replace AFAS 2550 Introduction to Africana Studies, AFAS 1002 Foundations in African & African American Studies, or other specific course requirements for an AFAS major or minor.
Grade 3, 2, 1	No credit or placement awarded.

Art History (ARTARCH) — Test: AHS

Grade 5, 4	3 units of elective credit for ARTARCH 1515 Introduction to Western Art may be awarded contingent upon the completion of a 3000- or 4000-level Art History course with a grade of B or better. Students in the Sam Fox School must complete ARTARCH 1515.
Grade 3, 2, 1	No credit or placement awarded.

Biology (BIOL) — Test: BIO

Grade 5, 4	6 units of credit for BIOL 1996 (elective credit). Students who plan to major in Biology or who are pre-medicine normally will enroll in BIOL 2960 in the spring of freshman year and BIOL 2970 in the fall of sophomore year.
Grade 3, 2, 1	No credit or placement awarded.

Chemistry (CHEM) — Test: CHE

Those students who receive a 5 on the AP test in Chemistry will receive 3 units each of CHEM 1030 and CHEM 1040. Those students who receive a 4 receive 3 units of CHEM 1030. Receipt of these credits has no bearing on fulfillment of Chemistry requirements for pre-medicine or any science major and cannot be used to satisfy prerequisites for Organic Chemistry. All students who receive a score of 4 or 5 on the AP exam should enroll in CHEM 1701 rather than CHEM 1601. Students who wish to pursue a Chemistry major must take CHEM 1701 and CHEM 1702 and the associated labs, CHEM 1751 and 1752. Please note: In certain instances, students may substitute CHEM 1601/1602 for CHEM 1701/1702. Please consult the Chemistry Department's Director of Undergraduate Studies for details. Students who wish to pursue another major or a pre-professional preparatory curriculum requiring General Chemistry must take either CHEM 1601 and 1602 or CHEM 1701 and 1702 (specific requirements defined by the major program) and the associated labs, CHEM 1751 and 1752. Students who wish to exempt either the first or second semester of General Chemistry, including the labs, must pass a placement exam administered by the Department of Chemistry during the first week of classes in the fall.

Grade 5	3 units of credit for CHEM 1030 and 3 units for credit for CHEM 1040. These units do not replace CHEM 1601, 1602, 1701 or 1702. CHEM 1602 or 1702 must be completed prior to registration in CHEM 2561 or 4010 or any advanced courses in Chemistry.

Grade 4	3 units of CHEM 1030. These units do not replace CHEM 1601, CHEM 1602, CHEM 1701, or CHEM 1702.
Grade 3, 2, 1	No credit or placement awarded.

Computer Science (CSE) — A Test

Students who want to confirm their skills can take the online placement exam.

Grade 5, 4	3 units of general elective credit for CSE 1301. Students who want to confirm their skills can take the online placement exam.
Grade 3, 2, 1	No credit or placement awarded, but students who take the online placement exam may receive "proficiency" credit if a passing score is achieved.

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

Students who want to confirm their skills can take the online placement exam.

Grade 5, 4	3 units of general elective credit for CSE 0013. Students who want to confirm their skills can take the online placement exam.
Grade 3, 2, 1	No credit or placement awarded. Students who want to confirm their skills can take the online placement exam.

Economics–Micro (ECON) — Test: EMI

Grade 5	3 units of undergraduate general degree credit ECON 1997 may be awarded contingent upon completion of ECON 4001 with a grade of B or better. Placement into any economics course having an ECON 1501 prerequisite is permitted; however, bypassing introductory courses may be disadvantageous, and students are encouraged to consult with the department's academic coordinator. Bypassing ECON 1501 requires the completion of additional economics elective credit for the major/minors in Economics and for the major in Economics + Computer Science.
Grade 4, 3, 2, 1	No credit or placement awarded. Not recommended to bypass ECON 1501.

Economics–Macro (ECON) — Test: EMA

Grade 5	3 units of undergraduate general degree credit ECON 1998 may be awarded contingent upon completion of ECON 4002 with a grade of B or better. The credit will not count toward the economics major/minor. Placement into any economics course having an ECON 1502 prerequisite is permitted (assuming other prerequisites are met); however, bypassing introductory courses may be disadvantageous, and students are encouraged to consult with the department's academic coordinator. Bypassing ECON 1502 requires the completion of additional economics elective credit for the major/minors in Economics and for the major in Economics + Computer Science.
Grade 4, 3, 2, 1	No credit or placement awarded. Not recommended to bypass ECON 1502.

English: Language and Composition (WRITING) or Literature and Composition (ELIT) — Test: ENG

Grade 5	3 credits of elective credit WRITING 1996 contingent upon completing CWP 1500-1510 with a grade of B or better.
Grade 4, 3, 2, 1	No credit or placement awarded.

Environmental Science (ENST)

No credit or placement awarded.

French Language (FRENCH) — Test: LNF

All students who have previously studied French, regardless of their AP status, need to take the French Placement Exam before enrolling in their first class in the language at WashU. To receive Advanced Placement credit in French for a score of 3 or 4 students must complete a 3000-level course with a grade of B or better.

Grade 5	3 units of credits for FRENCH 1020 and 3 units of credits for FRENCH 2030. Students are likely qualified for FRENCH 3070, but should take the placement exam in any case.
Grade 4	3 units of credits for FRENCH 1020 is awarded, and another 3 units of credits for FRENCH 2030 may be awarded contingent upon satisfactory completion of a 3000-level course–other than conversation—conducted in the language, with a B or better.
Grade 3	3 units of credits for FRENCH 1020 and 3 units of credits for FRENCH 2030 may be awarded contingent upon satisfactory completion of a 3000-level course -other than conversation—conducted in the language, with a grade of B or better.
Grade 2, 1	No credit or placement awarded. Placement at the appropriate level is determined by departmental examination.

French Literature (FRENCH) — Test: LNF

All students who have previously studied French, regardless of their AP status, need to take the French Placement Exam before enrolling in their first class in the language at WashU. To receive Advanced Placement credit in French for a score of 3 or 4 students must complete a 3000-level course with a grade of B or better.

Grade 5	3 units of credits for FRENCH 1020 and 3 units of credits for FRENCH 2030. Students are likely qualified for FRENCH 3070, but should take the placement exam in any case.
Grade 4	3 units of credits for FRENCH 1020 is awarded, and another 3 units of credits for FRENCH 2030 may be awarded contingent upon satisfactory completion of a 3000-level course–other than conversation— conducted in the language, with a B or better.
Grade 3	3 units of credits for FRENCH 1020 and 3 units of credits for FRENCH 2030 may be awarded contingent upon satisfactory completion of a 3000-level course–other than conversation—conducted in the language, with a grade of B or better.
Grade 2, 1	No credit or placement awarded. Placement at the appropriate level is determined by departmental examination.

German (GERMAN) — Test: LNG

Grade 5	3 units of credit for GERMAN 1020 and 3 units for GERMAN 2010; students may enroll in GERMAN 2020.
Grade 4	3 units of credit for GERMAN 1020 is awarded, and another 3 units of credits* for GERMAN 2010 may be awarded contingent upon satisfactory completion of GERMAN 2020 (B- or better).
Grade 3	3 units of credit* for GERMAN 1020 and 3 units* for GERMAN 2010 may be awarded contingent upon satisfactory completion of GERMAN 2020 (B- or better).

Grade 2, 1	No credit or placement awarded. Placement at the appropriate level is determined by departmental examination. Students who place into and complete higher-level courses may be eligible for Back Credit for preceding courses; see the Back Credit policy for details.

* Students may receive this credit only if they start their language study at GERMAN 2020.

History (HISTORY)

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

Grade 5	3 units of credit for HISTORY 1145.
Grade 4	3 units of elective credit for HISTORY 1996.
Grade 3, 2, 1	No credit or placement awarded.

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

Grade 5	3 units of credit for HISTORY 1010.
Grade 4	3 units of elective credit for HISTORY 1996.
Grade 3, 2, 1	No credit or placement awarded.

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

Grade 5	3 units of credit for HISTORY 1146.
Grade 4	3 units of elective credit for HISTORY 1996.
Grade 3, 2, 1	No credit or placement awarded.

Human Geography

No credit or placement awarded.

Latin (LATIN) — Test: LNL

Grade 5, 4	3 units of credit for LATIN 1510 and 3 units of credit for LATIN 1520 may be awarded contingent upon completion of LATIN 3010, LATIN 3020, LATIN 3170 or LATIN 3180 with a grade of B or better. Placement at the appropriate level is determined by departmental examination.
Grade 3, 2, 1	No credit or placement awarded. Placement at the appropriate level is determined by departmental examination. Students who place into and complete higher-level courses may be eligible for Back Credit for preceding courses; see the Back Credit policy for details.

Mathematics (MATH) — Test: MAB

The Mathematics Department's placement exam is available online. All entering students planning to enroll in a calculus course should take the placement exam available on Canvas.

Grade 5	3 units of credit for MATH 1510. Students will be placed into MATH 1520.
Grade 4	Students will be placed into MATH 1520 and awarded a waiver for MATH 1510.* This waiver will be placed onto the student record to show that the student has learned the material and does not have to take MATH 1510 (students should contact their major program about department-specific requirements on math waivers).
Grade 3	Students with scores of less than 4 should consult with their advisors about placement based on the Math Department Placement Test, SAT scores and high school record. It will be helpful to advisors if students bring the title and the author's name of the calculus book they used in high school and a photocopy of its table of contents, indicating which chapters were covered.
Grade 2, 1	No credit awarded. Students will be placed into MATH 1510.

Note: Students entering the Calculus 1510-1520-2130 sequence may be awarded Back Credit for earlier courses in this sequence by successful completion of the next course in the sequence with a grade of C+ or better at Washington University (see the Back Credit policy for details). In all cases, this assumes that the student does not already have credit for the preceding courses (e.g., by transfer from another college or university).

Mathematics (MATH) — Test: MBC

The Mathematics Department's placement exam is available online. All entering students planning to enroll in a calculus course should take the placement exam available on Canvas.

Grade 5	3 units of credit for MATH 1510 and 3 units of credit for MATH 1520. Students will be placed into MATH 2130. Note: An AB Subscore of 5 will earn 3 units of credit for MATH 1510.
Grade 4	Students will be placed into MATH 2130 and awarded a waiver for MATH 1510 and for MATH 1520.* This waiver will be placed onto the student record to show that the student has learned the material and does not have to take MATH 1520 (students should contact their major program about department-specific requirements on math waivers).
Grade 3	Students with scores of less than 4 should consult with their advisors about placement based on the Mathematics and Statistics Department Placement Test, their SAT scores, and their high school record. It will be helpful to the advisor if the student brings the title and the author's name of the calculus book used in high school and a photocopy of its table of contents, indicating which chapters were covered.
Grade 2, 1	No credit awarded. Students will be placed into MATH 1520.

Note: Students entering the Calculus 1510-1520-2130 sequence may be awarded Back Credit for earlier courses in this sequence by successful completion of the next course in the sequence with a grade of C+ or better at Washington University (see the Back Credit policy for details). In all cases, this assumes that the student does not already have credit for the preceding courses (e.g., by transfer from another college or university).

Music Literature/Listening (MUS) — Test: MUL

No credit or placement awarded.	Students should take the departmental placement exam.

Music Theory (MUS) — Test: MUT

No credit or placement awarded.	Students should take the departmental placement exam.

Philosophy-Neuroscience-Psychology (PNP)

Grade 5	Waives the PNP 1000 Introduction to Psychology requirement for the Philosophy-Neuroscience-Psychology Major (for both the Cognitive Neuroscience and Language Cognition and Culture Concentrations), but no college credit is awarded.
Grade 4, 3, 2, 1	No credit or placement awarded.

Physics (PHYSICS)

Physics 1 Test — Test: P1

Grade 5	3 units of elective credit for PHYSICS 1013. This corresponds to the first semester in a two semester, algebra-based introductory physics sequence. Students who require calculus-based physics for course or major requirements should enroll in PHYSICS 1740 and PHYSICS 1741 in the Fall semester.
Grade 4, 3, 2, 1	No credit or placement awarded.

Physics 2 Test — Test: P2

Grade 5	3 units of elective credit for PHYSICS 1014. This corresponds to the second semester in a two semester, algebra-based introductory physics sequence. Students who require calculus-based physics for course or major requirements should enroll in PHYSICS 1742 and PHYSICS 1743 in the Spring semester. Students may not enroll in PHYSICS 1742 without first taking PHYSICS 1740.
Grade 4, 3, 2, 1	No credit or placement awarded.

C Test (Mechanics) — Test: PCM

Grade 5	4 total units of credit for PHYSICS 1740 (3 credits) and PHYSICS 1741 (1 credit). This corresponds to the first semester in a two semester, calculus-based introductory physics sequence. Students may enroll in PHYSICS 1742, the second semester of this introductory calculus-based physics sequence, in the Spring semester. Physics majors and students interested in an advanced treatment of introductory physics should enroll in PHYSICS 1760 and PHYSICS 1741 in the Fall semester, followed by PHYSICS 1762 and PHYSICS 1743 in the Spring semester.
Grade 4	3 units of elective credit for PHYSICS 1013. This corresponds to the first semester in a two semester, algebra-based introductory physics sequence. Students who require calculus-based physics for course or major requirements should enroll in PHYSICS 1740 and PHYSICS 1741 in the Fall semester.
Grade 3, 2, 1	No credit or placement awarded.

C Test (Electricity and Magnetism) — Test: PCE

Grade 5	4 total units of credit for PHYSICS 1742 (3 credits) and PHYSICS 1743 (1 credit). This corresponds to the second semester in a two semester, calculus-based introductory physics sequence. Physics majors and students interested in an advanced treatment of introductory physics should enroll in PHYSICS 1760 and PHYSICS 1741 in the Fall semester, followed by PHYSICS 1762 and PHYSICS 1743 in the Spring semester.
Grade 4	3 units of elective credit for PHYSICS 1014. This corresponds to the second semester in a two semester, algebra-based introductory physics sequence. Students who require calculus-based physics for course or major requirements should enroll in PHYSICS 1740 and PHYSICS 1741 in the Fall semester.
Grade 3, 2, 1	No credit or placement awarded.

Political Science (POLSCI)

American Politics — Test: POA

Grade 5, 4	3 units of undergraduate credit for POLSCI 1000 may be awarded contingent upon completion of an advanced (3000-/4000-level) course in American politics with a grade of C or better. The credit will not count toward the political science major/minor, but it waives the POLSCI 1000-level requirement.
Grade 3, 2, 1	No credit or placement awarded.

Comparative Politics — Test: POC

Grade 5, 4	3 units of undergraduate credit for POLSCI 1100 may be awarded contingent upon completion of an advanced (3000-/4000-level) course in comparative politics with a grade of C or better. The credit will not count toward the political science major/minor, but it waives the POLSCI 1000-level requirement.
Grade 3, 2, 1	No credit or placement awarded.

Psychological & Brain Sciences (PSYCH)

Grade 5	Waives the PSYCH 1000 Introduction to Psychology requirement, but no college credit is awarded.
Grade 4, 3, 2, 1	No credit or placement awarded.

Research

No credit or placement awarded.

Seminar

No credit or placement awarded.	

Spanish Language (SPAN) — Test: LNS

No credit or placement awarded.	All students wishing to enroll in Spanish must take the online placement exam. Class placement is decided solely on the basis of the placement exam and not by AP scores. Students who place into and complete higher-level courses may be eligible for Back Credit for preceding courses; see the Back Credit policy for details.

Spanish Literature (SAPN) — Test: LNS

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

No credit or placement awarded.	Placement at the appropriate level is determined by departmental examination. Students who place into and complete higher-level courses may be eligible for Back Credit for preceding courses; see the Back Credit policy for details.

Statistics (SDS) — Test: STA

Grade 5	3 units of credit for SDS 2020.
Grade 4, 3, 2, 1	No credit or placement awarded.

2D Art and Design (ART) — Test: A2D

Grade 5	3 units of elective credit for ART 1996.
Grade 4, 3, 2, 1	No credit or placement awarded.

3D Art and Design (ART) — Test: A3D

Grade 5	3 units of elective credit for ART 1996.
Grade 4, 3, 2, 1	No credit or placement awarded.

Drawing (ART) — Test: DRW

Grade 5	3 units of elective credit for ART 0001.
Grade 4, 3, 2, 1	No credit or placement awarded.

International Baccalaureate Policy

1. A maximum of 15 units of pre-matriculation credit may be counted toward any undergraduate degree. These units will count toward graduation but will not meet general education requirements.
2. Washington University accepts credit for Higher Level (HL) examinations only. Standard Level (SL)* examinations and Extended Essays (EE) will not be considered for credit or listed on student records.
3. If a student takes a course in residence for which they have already received IB credit, the in-residence course credit will show as retaken on the Workday Student Record and the IB credit will be removed from the transcript effective Summer 2025.

* The Mathematics Analysis and Approaches (AA) will accept SL-level examinations.

Biology (BIOL)

Grade 7, 6	6 units of credit for BIOL 1996 (elective credit). Students who plan to major in Biology or who are pre-med normally will enroll in BIOL 2960 during the spring of their first year and BIOL 2970 during the fall of sophomore year.
Grade 5, 4, 3, 2, 1	No credit or placement awarded.

Business & Management

No credit or placement awarded.	Placement at the appropriate level is determined by departmental examination. Students who place into and complete higher-level courses may be eligible for Back Credit for preceding courses; see the Back Credit policy for details.

Chemistry (CHEM)

Those students who receive a 6 or 7 on the IB test in Chemistry will receive 3 units each of CHEM 1030 and CHEM 1040. Receipt of these credits has no bearing on fulfillment of chemistry requirements for pre-medicine or any science major and cannot be used to satisfy pre-requisites for Organic Chemistry. All students who receive a score of 6 or 7 on should enroll in CHEM 1701 rather than CHEM 1601. All students who wish to pursue a Chemistry major must take CHEM 1701 and CHEM 1702 and the associated labs, CHEM 1751 and CHEM 1752. Please note: In certain instances, students may substitute CHEM 1601/ CHEM 1602 for CHEM 1701/ CHEM 1702. Please consult the Chemistry Department's Director of Undergraduate Studies for details. Students who wish to pursue another major or a pre-professional preparatory curriculum requiring general chemistry must take either CHEM 1601 and CHEM 1602 or CHEM 1701and CHEM 1702 (specific requirements defined by the major program) and the associated labs, CHEM 1751 and CHEM

1752. Students who wish to exempt either the first or second semester of general chemistry, including the labs, must pass a placement exam administered by the Department of Chemistry during the first week of classes in the fall.

Chemistry HL:

Grade 7, 6	3 units of CHEM 1030 and 3 units of CHEM 1040. These units do not replace CHEM 1601, CHEM 1602, CHEM 1701, or CHEM 1702. CHEM 1602 or CHEM 1702 must be completed prior to registration in CHEM 2561, CHEM 4010, or any advanced courses in Chemistry.
Grade 5, 4, 3, 2, 1	No credit or placement awarded.

Chemistry SL: No credit or placement awarded.

Chemistry EE: No credit or placement awarded.

Classical Greek (GREEK)

No credit or placement awarded.	

Computer Science (CSE)

- Students who want to confirm their skills can take the online placement exam.

No credit or placement awarded.	Students should take the the CSE 1301 placement exam. Contact the CSE office at 314-935-6160 for more information.

Design Technology (CSE)

- Students who want to confirm their skills can take the online placement exam.

No credit or placement awarded.	Students should take the the CSE 1301 placement exam. Contact the CSE office at 314-935-6160 for more information.

Economics (ECON)

Economics HL:

Grade 7	3 units of undergraduate general degree credit ECON 1997, contingent upon completion of ECON 4001 with a grade of B or better. Placement into any economics course is permitted (assuming other prerequisites are met); however, bypassing introductory courses may be disadvantageous, and students are strongly encouraged to consult with the department's Academic Coordinator. Bypassing ECON 1501 and/or ECON 1502 requires the completion of additional economics elective credit for the major/minors in Economics and for the major in Economics + Computer Science.
Grade 6, 5, 4, 3, 2, 1	No credit or placement awarded. Not recommended to bypass ECON 1501 or ECON 1502.

Economics SL: No credit or placement awarded.

Economics EE: No credit or placement awarded.

English Literature (ELIT) and Writing (WRITING)

English A Language and Literature HL, English A Literature HL, English A HL, English A1 HL, English A2 HL, and English B HL:

Grade 7	3 units of elective credit (WRITING 1996) contingent upon completing CWP 1500-1510 with a grade of B or better. Please note that no credit is awarded for writing or literature courses.
Grade 6, 5, 4, 3, 2, 1	No credit or placement awarded.

English SL: No credit or placement awarded.

English EE: No credit or placement awarded.

French (FRENCH)

No credit or placement awarded.	Placement at the appropriate level is determined by departmental examination. Students who place into and complete higher-level courses may be eligible for Back Credit for preceding courses; see the Back Credit policy for details.

Geography

No credit or placement awarded.	Placement at the appropriate level is determined by departmental examination. Students who place into and complete higher-level courses may be eligible for Back Credit for preceding courses; see the Back Credit policy for details.

German Al, German B (Modern Foreign Languages) (GERMAN)

No credit or placement awarded.	Placement at the appropriate level is determined by departmental examination. Students who place into and complete higher-level courses may be eligible for Back Credit for preceding courses; see the Back Credit policy for details.

Greek (GREEK)

No credit or placement awarded.	Placement at the appropriate level is determined by departmental examination. Students who place into and complete higher-level courses may be eligible for Back Credit for preceding courses; see the Back Credit policy for details.

History (HISTORY)

History HL, SL, EE:

American History: No credit or placement awarded.

European History: No credit or placement awarded.

African History: No credit or placement awarded.

Islamic World History: No credit or placement awarded.

South and Southeast Asia History: No credit or placement awarded.

South Asia and Middle East History: No credit or placement awarded.

Italian (ITAL)

No credit or placement awarded.	Placement at the appropriate level is determined by departmental examination. Students who place into and complete higher-level courses may be eligible for Back Credit for preceding courses; see the Back Credit policy for details.

Latin (LATIN)

No credit or placement awarded.	Placement at the appropriate level is determined by departmental examination. Students who place into and complete higher-level courses may be eligible for Back Credit for preceding courses; see the Back Credit policy for details.

Mathematics (MATH)

The Mathematics Department's placement exam is available online. All entering students planning to enroll in a calculus course should take the placement exam available on Canvas.

Analysis and Approaches (AA) HL:

Grade 7, 6	3 units of credit for MATH 1520.
Grade 5, 4, 3, 2, 1	No credit or placement awarded.

Analysis and Approaches (AA) SL:

Grade 7, 6	3 units of credit for MATH 1510.
Grade 5, 4, 3, 2, 1	No credit or placement awarded.

Applications and Interpretations (AI) HL

Grade 7, 6	3 units of credit for MATH 1510.
Grade 5, 4, 3, 2, 1	No credit or placement awarded.

Applications and Interpretations (AI) SL: No credit awarded.

Note: Students entering the Calculus 1510-1520-2130 sequence may be awarded Back Credit for earlier courses in this sequence by successful completion of the next course in the sequence with a grade of C+ or better at Washington University (see the Back Credit policy for details). In all cases, this assumes that the student does not already have credit for the preceding courses (e.g., by transfer from another college or university).

Music (MUS)

No credit or placement awarded.	Students should take the departmental placement exam.

Norwegian

No credit or placement awarded.

Philosophy (PHIL)

Philosophy HL:

Grade 7, 6	3 units of credit for PHIL 1040.
Grade 5, 4, 3, 2, 1	No credit or placement awarded.

Philosophy SL: No credit or placement awarded.

Philosophy EE: No credit or placement awarded.

Physics (PHYSICS)

Physics HL:

Grade 7	3 units of credit for PHYSICS 1013 and 3 units of credit for PHYSICS 1014.
Grade 6, 5	3 units of credit for PHYSICS 1013.
4, 3, 2, 1	No credit or placement awarded.

Physics SL: No credit or placement awarded.

Physics EE: No credit or placement awarded.

Psychological & Brain Sciences (PSYCH)

Psychology HL:

Grade 7, 6	Waives the PSYCH 1000 Introductions to Psychology requirement, but no credit is awarded.
5, 4, 3, 2, 1	No placement or credit awarded.

Psychology SL: No credit or placement awarded.

Psychology EE: No credit or placement awarded.

Russian (RUSS)

No credit or placement awarded.	Placement at the appropriate level is determined by departmental examination. Students who place into and complete higher-level courses may be eligible for Back Credit for preceding courses; see the Back Credit policy for details.

Social Anthropology (ANTHRO)

No credit or placement awarded.	Credit and placement are evaluated on an individual basis by the anthropology department.

Spanish (SPAN)

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

No credit or placement awarded.	Placement at the appropriate level is determined by departmental examination. Students who place into and complete higher-level courses may be eligible for Back Credit for preceding courses; see the Back Credit policy for details.

Visual/Studio Arts (ART)

Visual Arts HL:

Grade 7	3 units of elective credit for ART 0001.
6, 5, 4, 3, 2, 1	No credit or placement awarded.

Visual Arts SL: No credit or placement awarded.

Visual Arts EE: No credit or placement awarded.

A-Level (Advanced Level) Tests Policy

1. A maximum of 15 units of pre-matriculation credit may be counted toward any undergraduate degree. These units will count toward graduation but will not meet general education requirements.
2. O-Level exams as AS-Level (Advanced Subsidiary) test scores are not eligible for credit.
3. If a student takes a course in residence for which they have already received A-Level credit, the in-residence course credit will show as retaken on the Workday Student Record and the A-Level credit will be removed from the transcript effective Summer 2025.

Accounting (ACCT)

Grade A, B, C, D	3 units of accounting elective credit ACCT 1996.

Biology (BIOL)

Grade A, B	3 units of credit for BIOL 1996

Business Studies (MGT)

Grade A, B, C, D	3 units of accounting elective credit MGT 1996.

Chemistry (CHEM)

Grade A	3 units for CHEM 1030 and 3 units for CHEM 1040. These units do not replace L07 CHEM 1601, CHEM 1602, CHEM 1701 or CHEM 1702. CHEM 1602 or CHEM 1702 must be completed prior to registration in CHEM 2561 or CHEM 4010 or any advanced courses in Chemistry.
Grade B	3 units for CHEM 1030. These units do not replace CHEM 1601, CHEM 1602, CHEM 1701 or CHEM 1702.

Computer Science (CSE)

No credit or placement awarded.	Students can take the CSE 1301 placement exam. Contact the CSE office at 314-935-6160 for more information.

Economics (ECON)

Grade A	3 units of undergraduate general degree credit ECON 1997 contingent upon completion of ECON 4001 with a grade of B or better. Placement into any economics course is permitted (assuming other prerequisites are met); however, bypassing introductory courses may be disadvantageous, and students are strongly encouraged to consult with the department's Academic Coordinator. Bypassing ECON 1501 and/or ECON 1502 requires the completion of additional economics elective credit for the major/minors in Economics and for the major in Economics + Computer Science.

English (WRITING)

No credit or placement awarded.

French (FRENCH)

Grade A	3 units for FRENCH 1020 and 3 units of FRENCH 2030.
Grade B	3 units for French 2030 upon successful completion of a 3000-level course with a grade of C+ or better.

German (GERMAN)

No credit or placement awarded.	Placement at the appropriate level is determined by departmental examination. Students who place into and complete higher-level courses may be eligible for Back Credit for preceding courses; see the Back Credit policy for details.

Greek (GREEK)

No credit or placement awarded.	Placement at the appropriate level is determined by departmental examination. Students who place into and complete higher-level courses may be eligible for Back Credit for preceding courses; see the Back Credit policy for details.

History (HISTORY)

Grade A, B	3 units of elective credit for HISTORY 1996.

Latin (LATIN)

No credit or placement awarded.	Placement at the appropriate level is determined by departmental examination. Students who place into and complete higher-level courses may be eligible for Back Credit for preceding courses; see the Back Credit policy for details.

Mathematics (MATH)

The Mathematics Department's placement exam is available online. All entering students planning to enroll in a calculus course should take the placement exam available on Canvas.

Mathematics (MATH):

Grade A, B	3 units of credit for MATH 1510.

Mathematics (Further) (MATH):

Grade A, B	3 units of credit for MATH 1510 and 3 units of credit for MATH 1520.
Grade C	3 units of credit for MATH 1510, and an additional 3 units of credit for MATH 1520 contingent upon successful completion of MATH 2130 with a grade of C+ or better at Washington University.

Note: Students entering the Calculus 1510-1520-2130 sequence may be awarded Back Credit for earlier courses in this sequence by successful completion of the next course in the sequence with a grade of C+ or better at Washington University (see the Back Credit policy for details). In all cases, this assumes that the student does not already have credit for the preceding courses (e.g., by transfer from another college or university).

Music (MUS)

No credit or placement awarded.	Students should take the departmental placement exam.

Physics (PHYSICS)

Grade A	3 units of credit for PHYSICS 1013 and 3 units of credit for PHYSICS 1014.
Grade B	3 units of credit for PHYSICS 1013.

Psychological & Brain Sciences (PSYCH)

Grade A	Waives the PSYCH 1000 Introduction to Psychology requirement, but no credit awarded.

Spanish (SPAN)

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

No credit or placement awarded.	No credit or placement awarded. Placement at the appropriate level is determined by departmental examination. Students who place into and complete higher-level courses may be eligible for Back Credit for preceding courses; see the Back Credit policy for details.

Statistics (SDS)

Grade A, B	3 units of credit for SDS 2020.

Back Credit Policy

Students who place into and satisfactorily complete higher-level courses at Washington University may be eligible for Back Credit for preceding courses per the department's review and approval. Credit is not awarded twice if a student has already earned the Back Credit units from transfer credit or AP, IB, or A-Level scores. Placement in the appropriate course is determined by examination.

East Asian Languages

Students may be awarded back credit contingent upon successful completion of the following courses with the grade of B- or better. Native speakers are not eligible for back credit; evidence of secondary or post-secondary study of the language is required.

Chinese (CHINA)

CHINA 2011 or CHINA 2012	3 units for CHINA 1512
CHINA 3011 or CHINA 3012	3 units for CHINA 1512 and 3 units for CHINA 2012
CHINA 4021 or CHINA 4022	3 units for CHINA 2012 and 3 units for CHINA 3012

Japanese (JAPAN)

JAPAN 2013 or JAPAN 2014	3 units for JAPAN 1514
JAPAN 4013 or JAPAN 4014	3 units for JAPAN 1514 and 3 units for JAPAN 2014
JAPAN 4023 or JAPAN 4024	3 units for JAPAN 2014 and 3 units for JAPAN 4014

Korean (KOREA)

KOREA 2017 or KOREA 2018	3 units for KOREA 1518
KOREA 4017 or KOREA 4014	3 units for KOREA 1518 and 3 units for KOREA 2018
KOREA 4027 or KOREA 4028	3 units for KOREA 2018 and 3 units for KOREA 4018

French (FRENCH)

Students may be awarded back credit contingent upon successful completion of the following courses with the grade of B or better. Native speakers are not eligible for back credit; evidence of secondary or postsecondary study of the language is required. No back credit is awarded for FRENCH 1010.

FRENCH 2030	3 units for FRENCH 1010
FRENCH 3070	3 units for FRENCH 2030 and 3 units for FRENCH 1020
FRENCH 3080	3 units for FRENCH 3070 and 3 units for FRENCH 2030

Germanic Languages and Literatures (GERMAN)

Students may be awarded back credit contingent upon successful completion of the following courses with the grade of B- or better. Native speakers are not eligible for back credit; evidence of secondary or post-secondary study of the language is required.

GERMAN 2010	3 units for GERMAN 1020
GERMAN 2020	3 units for GERMAN 1020 and 3 units for GERMAN 2010
GERMAN 3010	3 units for GERMAN 1020 and 3 units for GERMAN 2010
GERMAN 3020	3 units for GERMAN 1020 and 3 units for GERMAN 2010

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

GERMAN 210D/2100	3 units for GERMAN 102D/1020
GERMAN 301D/3010	3 units for GERMAN 102D/1020 and 3 units for GERMAN 210D/2100
GERMAN 302D/3020	3 units for GERMAN 102D/1020 and 3 units for GERMAN 210D/2100

Greek (GREEK)

Students may be awarded back credit contingent upon successful completion of the following courses with the grade of B or better. Native speakers are not eligible for back credit; evidence of secondary or postsecondary study of the language is required.

GREEK 2010	3 units for GREEK 1510
GREEK 3170 or GREEK 3180	3 units for GREEK 1510 and 3 units for GREEK 1520

Italian (ITAL)

Students may be awarded back credit contingent upon successful completion of the following courses with the grade of B or better. Native speakers are not eligible for back credit; evidence of secondary or postsecondary study of the language is required. No back credit is awarded for ITAL 100 or ITAL 3010.

ITAL 2010	3 units for ITAL 1020
ITAL 3070	3 units for ITAL 2010 and 3 units for ITAL 1020
ITAL 3080	3 units for ITAL 3070 and 3 units for ITAL 2010

Jewish, Islamic, and Middle Eastern Languages

Students may be awarded back credit contingent upon successful completion of the following courses with the grade of B- or better. Native speakers are not eligible for back credit; evidence of secondary or postsecondary study of the language is required.

Arabic (ARAB)

ARAB 2010 or ARAB 2011	3 units for ARAB 1001
ARAB 3010 or ARAB 3011	3 units for ARAB 2010 and 3 units for ARAB 2011
ARAB 3010 or ARAB 3011	3 units for ARAB 2010 and 3 units for ARAB 2011
ARAB 4051 or ARAB 4061	3 units for ARAB 3010 and 3 units for ARAB 3011

Hebrew (HBRW)

HBRW 2010 or HBRW 2013	3 units for HBRW 1002
HBRW 3040 or HBRW 3041	3 units for HBRW 2010 and 3 units for HBRW 2013
HBRW 3140 or HBRW 3150	3 units for HBRW 2010 and 3 for HBRW 2013
HBRW 4010 or HBRW 4020 or HBRW 4030	3 units for HBRW 3040 and 3 units for HBRW 3041

Hindi (HINDI)

HINDI 2020 or HINDI 2018	3 units for HINDI 1031
HINDI 3000 or HINDI 3001	3 units for HINDI 2020 and 3 units for HINDI 2018

Urdu (HINDI)

HINDI 2050 or HINDI 2051	3 units for HINDI 1061
HINDI 3010 or HINDI 3011	3 units for HINDI 2050 and 3 units for HINDI 2051

Latin (LATIN)

Students may be awarded back credit contingent upon successful completion of the following courses with the grade of B or better at Washington University:

LATIN 3010	3 units of credit for LATIN 1510 and 3 units of credit for LATIN 1520
LATIN 3020	3 units of credit for LATIN 1510 and 3 units of credit for LATIN 1520
LATIN 3170	3 units of credit for LATIN 1510 and 3 units of credit for LATIN 1520
LATIN 3180	3 units of credit for LATIN 1510 and 3 units of credit for LATIN 1520

Mathematics (MATH)

Students may be awarded back credit contingent upon successful completion of the following courses with the grade of C+ or better at Washington University:

MATH 1520	3 units for MATH 1510
MATH 2801 or MATH 2802	3 units for MATH 1510 and 3 units for MATH 1520
MATH 2130	3 units for MATH 1510 and 3 units for MATH 1520
All other courses	no credit

Russian (RUSS)

Students may be awarded back credit contingent upon successful completion of the following courses with the grade of B or better. Native speakers are not eligible for back credit; evidence of secondary or postsecondary study of the language is required.

RUSS 3501or RUSS 3502	3 units for RUSS 2501 and 3 units for RUSS 2502
RUSS 2501 or RUSS 2502	3 units for RUSS 1502

Spanish (SPAN)

Students may be awarded back credit contingent upon successful completion of the following courses with the grade of B or better.* Native speakers are not eligible for back credit; evidence of secondary or postsecondary study of the language is required. Heritage speakers of Spanish may receive Back Credit if evidence is provided of secondary or postsecondary study of the language and certification by the director of undergraduate study in Spanish. All students seeking Back Credit or wishing to enroll in a Spanish class must take the Spanish placement exam first, regardless of previous experience in the language. No back credit awarded for SPAN 101 or SPAN 2023.

SPAN 2010	3 units for SPAN 1020
SPAN 2020	3 units for SPAN 2010 and 3 units for SPAN 1020
SPAN 3020 or SPAN 3021	3 units for SPAN 2020 and 3 units for SPAN 2010

* For students in the old Spanish program only:
  - SPAN 307D/3070 = 3 units for SPAN 202/2020 and SPAN 201E/2010
  - SPAN 308E/3080 = 3 units for SPAN 307D/3070 and 3 units for SPAN 202/2020

Note: Back credit for SPAN 307D/3070 can only be used for elective credit; it cannot be used toward a Spanish major or minor.

Financial Support

WashU is committed to continuing to find new ways to provide students the resources they need to engage fully in academic and campus life. Student Financial Services has worked to create a variety of special programs to ensure access and affordability for students regardless of their ability to pay tuition and fees.

WashU bases most financial assistance on a careful assessment of financial need. The university also offers a limited number of academic scholarships and fellowships awarded based primarily on academic achievement and outstanding promise for excellence at WashU. Other financing options and innovative plans — such as the university's Partners in Education with Parents program and the Installment Payment Plan (the monthly payment plan administered by CASHNet) — assist students and families with financing the university's costs.

Eligible WashU undergraduate students receive need-based financial aid, which is offered in combinations of scholarships, grants, and part-time on-campus employment.

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

The university strives to make attendance a financial reality for qualified students, even when financial need is great. Information about application procedures may be obtained from Student Financial Services.

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

Scholarship Funds

Many generous WashU donors provide scholarship funds to assist deserving students who need financial support to attend WashU. These scholarships are included in financial aid awards. In addition, all applicants for admission are jointly considered for scholarships offered by academic divisions based on merit and financial need. Our Signature Scholars Programs — Danforth, Ervin, and Rodriguiez — are awarded through a special application process. Signature Scholarships are awarded based primarily on merit, with consideration for financial need. For scholarship information, please visit the Admissions website.

Army ROTC Scholarships

High school seniors can apply for four-year Army Reserve Officers' Training Corps (ROTC) scholarships. Current students can apply for three- and two-year scholarships. Students pursuing a graduate or advanced degree can compete for a two-year scholarship. Army ROTC scholarships are awarded based on merit, and they cover the full amount of tuition and mandatory fees. Army ROTC scholarships also include support for textbook purchases once per semester and a monthly subsistence allowance during the period that the student is in school on scholarship status. Some students who receive Army ROTC scholarships also receive stipends from the university toward room and board. The source of the student's stipend will be the university, the federal or state government, or other scholarships, depending on the student's eligibility for financial assistance. For more information, contact the Military Science Department, Washington University in St. Louis, 700 Rosedale Ave., Suite 1550, St. Louis, MO 63112; call 314-935-5521; or visit the Washington University Army ROTC website. The Four-Year Scholarship application may be submitted through the Army ROTC National Headquarters website.

Air Force ROTC Scholarships

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

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

Corporation Awards to Children of Employees

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

Loans

While our financial aid packages do not initially include loans to meet demonstrated financial need, families may elect to take loans to pay their portion of costs. Washington University participates in federal student and parent loan programs. These loans provide reasonable interest rates and long-term repayment schedules.

Partners in Education with Parents (PEP)

Partners in Education with Parents (PEP) is an innovative multiple-option program financed and operated by WashU to help parents and families pay university charges for tuition, fees, housing, and meals.

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

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

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

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

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

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

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

Installment Payment Plan (Monthly Payment Plan)

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

Federal Work-Study

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

Academic Load Status for Financial Aid, Immigration and Enrollment Verification

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

Tuition & Fees

Tuition

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

In setting the tuition rate, our emphasis is on being able to hire a high-caliber faculty and to offer extensive opportunities to our students. For the 2025-26 academic year, the tuition rate also reflects, among other things, the cost of comprehensive measures we are taking that are necessary to enhance the safety of all members of our community.

Tuition for the 2025-26 academic year is $34,120 per semester for full-time study. Typical full-time study is 12 to 18 units. If students enroll in more than 21 units per semester, they will pay additional tuition of $2,843 for each credit unit beyond 21 units. Undergraduate students may be eligible to pay the per-credit unit tuition rate if they receive approval for a reduced course load below the required minimum of 12 units (see the Minimum/Maximum Course Load information on the Undergraduate Study page (p. 36)) and if they work to adjust their registration accordingly by the add/drop deadline. Recommendations for reduced course loads may be approved for documented disability accommodations or health reasons by the appropriate office in Student Affairs or by the student's school(s). (This typically occurs if the student is in their ninth semester of enrollment at Washington University and poised to complete their degree requirements.) Students must subsequently work with their school to adjust tuition. Students withdrawing from individual courses or recommended for reduced course loads after the add/drop deadline are not eligible for tuition reductions/refunds.

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

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

If a student cannot afford to pay the full balance, they should explore the university's extensive financial assistance opportunities, which are described in the Financial Support (p. 60) section of this *Bulletin*.

Many families prefer to pay educational expenses on a monthly basis. The Installment Payment Plan allows students to spread all or part of the academic year's expenses over equal monthly payments. The Washington University Partners in Education with Parents (PEP) plan offers monthly payment options over a period as long as 10 years at a competitive, fixed interest rate. The PEP plan is described in the Financial Support (p. 60) section of this *Bulletin*.

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

Fees

Student Activities

The mandatory student activities fee is 1% of tuition, and it supports students groups to develop engaging and unique activities, programs, and initiatives on campus. For the 2025-26 academic year, this fee is $341 per semester, but this special fee may vary from year to year. Information about the fee may be obtained from the Student Union page of the Campus Life website.

Student Health and Wellness

Washington University has a student health and wellness fee designed to improve the health and wellness of the entire Washington University community. The fee of $336 is assessed to the student each semester.

In addition, to protect the health of our entire community, the university requires all full-time degree-seeking students to have health insurance. Students either must purchase the Washington University Student Health Insurance Plan or prove that they have adequate coverage through another plan. The cost of the Washington University Student Health Insurance Plan, as well as instructions for obtaining a waiver through proof of adequate coverage, will be provided to enrolled students.

Late Registration

Students may register for classes through the add/drop period. Students in School of Continuing & Professional Studies programs who register after that period will incur a flat late fee of $50.

Returned Checks

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

Enrollment Deposit

First-year, transfer, and exchange students are required to pay a deposit upon admission to Washington University. The enrollment deposit is nonrefundable. The enrollment deposit will be used to cover costs associated with first- and second-year experiences, including orientation. International students are charged an additional fee to support international-specific orientations and new student programming.

- Domestic and permanent resident first-year students: $600
- International first-year students: $885
- Domestic and permanent resident transfer students: $285
- International transfer students: $570
- Exchange students: $600

Leaves and Withdrawals from the University and Refunds

The College of Arts & Sciences, the Olin Business School, the Sam Fox School of Design & Visual Arts, and the McKelvey School of Engineering follow a standard refund schedule, listed below, when students request a leave of absence or to withdraw from the university after classes have begun in a given semester. Students must submit a request for time away (p. 25) for either a leave or withdrawal, which will be routed automatically to the appropriate school for approval and sent to the Office of the University Registrar for processing.

Refunds are typically calculated based on the date the student notifies the university of withdrawal, although for health-related leaves the date a student was no longer able to participate in course activities may be used.

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

Tuition Refund Schedule

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

Changes in Fees

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

Nonpayment of Fees

Nonpayment of tuition or other charges due to the university or otherwise affecting the university will prohibit the student from receiving certain services. Students with outstanding financial obligations to the university will not be allowed to register. More information can be found in the university's Student Financial Responsibility policy (p. 29).

Majors (all schools)

All Undergraduate Majors, Listed Alphabetically

A

- Accounting, BSBA (p. 1054)
- Accounting, Second Major (p. 1057)
- African & African American Studies Major (p. 206)
- American Culture Studies Major (p. 218)
- Ancient Studies Major (p. 383)
- Anthropology Major (p. 270)
- Anthropology Major, Global Health and Environment Specialization (p. 272)
- Applied Mathematics Major (p. 699)
- Applied Science (Chemical Engineering) (EECE), BS (p. 1142)
- Applied Science (Electrical Engineering) (ESE), BS (p. 1128)
- Applied Science (Mechanical Engineering) (MEMS), BS (p. 1153)
- Applied Science (Systems Science & Engineering) (ESE), BS (p. 1128)
- Arabic Major (p. 667)
- Architecture, BA (p. 112)
- Architecture, BS (p. 112)
- Art History and Archaeology Major (p. 313)
- Art with Painting Concentration, BFA (p. 157)
- Art with Photography Concentration, BFA (p. 159)
- Art with Printmaking Concentration, BFA (p. 160)
- Art with Sculpture Concentration, BFA (p. 161)
- Art with Time-Based + Media Art Concentration, BFA (p. 163)
- Art, BA (p. 164)
- Art, BFA (p. 165)
- Art, Second Major (p. 172)
- Astrophysics Major (p. 796)

B

- Biology Major (p. 337)
- Biology Major, Ecology and Evolution Specialization (p. 339)
- Biology Major, Genomics and Computational Biology Specialization (p. 341)
- Biology Major, Microbiology Specialization (p. 343)
- Biology Major, Molecular Biology and Biochemistry Specialization (p. 345)
- Biology Major, Neuroscience Specialization (p. 347)
- Biomedical Engineering (BME), BS (p. 1081)
- Business and Computer Science (CSE), BS (p. 1104)

C

- Chemical Engineering (EECE), BS (p. 1140)
- Chemistry Major (p. 362)
- Chemistry Major, Biochemistry Specialization (p. 364)
- Classics Major (p. 384)
- Communication Design, BFA (p. 166)
- Comparative Literature and Thought Major (p. 404)
- Comparative Literature and Thought Major, Comparative Arts Specialization (p. 406)
- Computer Engineering (CSE), BS (p. 1096)
- Computer Engineering (ESE), BS (p. 1126)
- Computer Science (CSE), BS (p. 1097)
- Computer Science (CSE), Second Major (p. 1106)
- Computer Science + Economics (CSE), BS (p. 1098)
- Computer Science + Mathematics (CSE), BS (p. 1099)
- Computer Science + Mathematics (CSE), Second Major (p. 1107)

D

- Dance Major (p. 757)
- Data Science (CSE), BS (p. 1102)
- Data Science (CSE), Second Major (p. 1109)
- Data Science Major (p. 958)
- Design with Communication Concentration, BA (p. 168)
- Design with Fashion Concentration, BA (p. 169)
- Design, BA (p. 170)
- Design, Second Major (p. 173)
- Design: Communication Concentration, Second Major (p. 173)
- Design: Fashion Concentration, Second Major (p. 173)
- Double Majors and the Pre-Medical Program (EECE) (p. 1142)
- Drama Major (p. 759)

E

- Earth Science Major (p. 420)
- East Asian Languages and Cultures Major (p. 446)
- East Asian Languages and Cultures Major, Chinese Specialization (p. 448)
- East Asian Languages and Cultures Major, Japanese Specialization (p. 449)
- East Asian Languages and Cultures Major, Korean Specialization (p. 450)
- Economics and Computer Science Major (p. 464)
- Economics and Strategy, BSBA (p. 1054)
- Economics and Strategy, Second Major (p. 1058)
- Economics Major (p. 465)
- Educational Studies Major (p. 481)
- Electrical Engineering (ESE), BS (p. 1123)

- Electrical Engineering (ESE), Second Major (p. 1129)
- English Literature Major (p. 510)
- English Literature Major, Creative Writing Specialization (p. 513)
- English Literature Major, Publishing Specialization (p. 516)
- Entrepreneurship, BSBA (p. 1054)
- Entrepreneurship, Second Major (p. 1058)
- Environmental Analysis Major (p. 530)
- Environmental Biology Major (p. 349)
- Environmental Engineering (EECE), BS (p. 1141)
- Environmental Policy Major (p. 817)
- Environmental Science Major (p. 422)

F

- Fashion Design, BFA (p. 171)
- Film and Media Studies Major (p. 552)
- Film and Media Studies Major, Film and Media Production Specialization (p. 553)
- Finance, BSBA (p. 1055)
- Finance, Second Major (p. 1059)
- Financial Economics Specialization for Economics Majors (p. 468)
- Financial Engineering (ESE), Second Major (p. 1130)
- Financial Engineering, Second Major (p. 1059)
- Financial Engineering, Second Major for BSBA Students (p. 1055)
- French Major (p. 932)

G

- Germanic Languages and Literatures Major (p. 407)
- Global Studies Major, Development Concentration (p. 564)
- Global Studies Major, Eurasian Studies Concentration (p. 573)
- Global Studies Major, European Studies Concentration (p. 576)
- Global Studies Major, Global Asias Concentration (p. 581)
- Global Studies Major, Global Cultural Studies Concentration (p. 587)
- Global Studies Major, International Affairs Concentration (p. 598)

H

- Health Care Management, BSBA (p. 1056)
- Health Care Management, Second Major (p. 1060)
- Hebrew Major (p. 668)
- History Major (p. 642)

I

- Italian Major (p. 933)

J

- Jewish, Islamic, and Middle Eastern Studies Major, Comparative Jewish and Islamic Studies Concentration (p. 670)
- Jewish, Islamic, and Middle Eastern Studies Major, Modern Middle Eastern Studies Concentration (p. 671)

L

- Latin American Studies Major (p. 685)
- Linguistics Major (p. 690)

M

- Marketing, BSBA (p. 1056)
- Marketing, Second Major (p. 1060)
- Mathematical Sciences Major (p. 701)
- Mathematics and Computer Science Major (p. 704)
- Mathematics and Economics Major (Economics) (p. 466)
- Mathematics and Economics Major (Mathematics) (p. 708)
- Mathematics Major (p. 711)
- Mechanical Engineering (MEMS), BS (p. 1151)
- Music Major (BA) (p. 728)
- Music Major (BMus) (p. 729)
- Music Major, Composition Concentration (BMus) (p. 730)
- Music Major, General Concentration (BMus) (p. 731)
- Music Major, History and Culture Concentration (BMus) (p. 732)
- Music Major, Performance Concentration (BMus) (p. 733)
- Music Major, Theory Concentration (BMus) (p. 734)

O

- Organization and Strategic Management, BSBA (p. 1057)
- Organization and Strategic Management, Second Major (p. 1061)

P

- Philosophy Major (p. 770)
- Philosophy Major, Law and Policy Specialization (p. 772)
- Philosophy Major, Philosophy of Science Specialization (p. 773)
- Philosophy Major, Philosophy Research Specialization (p. 774)
- Philosophy-Neuroscience-Psychology Major, Cognitive Neuroscience Concentration (p. 781)
- Philosophy-Neuroscience-Psychology Major, Language Cognition and Culture Concentration (p. 783)
- Physics Major (p. 798)
- Physics Major, Biophysics Specialization (p. 799)
- Planetary Science Major (p. 424)
- Political Science Major (p. 818)
- Political Science Major, American Politics Specialization (p. 819)

- Political Science Major, Comparative Politics Specialization (p. 821)
- Political Science Major, International Politics Specialization (p. 822)
- Political Science Major, Political Methodology Specialization (p. 824)
- Political Science Major, Political Theory Specialization (p. 825)
- Psychological & Brain Sciences Major (p. 842)
- Psychological & Brain Sciences Major, Cognition in Children Specialization (p. 845)
- Psychological & Brain Sciences Major, Cognitive Neuroscience Specialization (p. 848)
- Psychological & Brain Sciences Major, Experimental Psychopathology Specialization (p. 850)
- Psychological & Brain Sciences Major, Lifespan Development Specialization (p. 853)
- Psychological & Brain Sciences Major, Personality and Individual Differences Specialization (p. 855)
- Psychological & Brain Sciences: Cognitive Neuroscience Major (p. 843)
- Psychological & Brain Sciences: Cognitive Neuroscience Major, Cognition in Children Specialization (p. 858)
- Psychological & Brain Sciences: Cognitive Neuroscience Major, Experimental Psychopathology Specialization (p. 861)
- Psychological & Brain Sciences: Cognitive Neuroscience Major, Lifespan Development Specialization (p. 864)
- Psychological & Brain Sciences: Cognitive Neuroscience Major, Personality and Individual Differences Specialization (p. 867)
- Public Health & Society Major (p. 873)

R

- Religious Studies Major (p. 897)
- Romance Languages and Literatures Major (p. 934)

S

- Sociology Major (p. 950)
- Spanish Major (p. 935)
- Statistics Major (p. 962)
- Supply Chain, Operations, and Technology, BSBA (p. 1057)
- Supply Chain, Operations, and Technology, Second Major (p. 1061)
- Systems Science & Engineering (ESE), BS (p. 1125)
- Systems Science & Engineering (ESE), Major (p. 1129)

W

- Women, Gender, and Sexuality Studies Major (p. 979)
- Women, Gender, and Sexuality Studies Major, Health Specialization (p. 983)
- Women, Gender, and Sexuality Studies Major, Politics Specialization (p. 984)

Minors (all schools)

All Undergraduate Minors, Listed Alphabetically

A

- Accounting Minor (Non-BSBA) (p. 1062)
- Aerospace Engineering Minor (MEMS) (p. 1154)
- African & African American Studies Minor (p. 208)
- American Culture Studies Minor (p. 220)
- Ancient Studies Minor (p. 385)
- Anthropology Minor (p. 273)
- Anthropology Minor, Global Health and Environment Specialization (p. 274)
- Applied Linguistics Minor (p. 278)
- Applied Microeconomics Minor (p. 469)
- Arabic Minor (p. 672)
- Architectural History and Theory Minor (p. 113)
- Architecture Minor (p. 114)
- Art History and Archaeology Minor (p. 315)
- Art Minor (p. 174)
- Asian American Studies Minor (p. 221)
- Astrophysics and Astroparticle Physics Minor (p. 801)

B

- Bioinformatics Minor (p. 350)
- Bioinformatics Minor (CSE) (p. 1111)
- Biology Minor (p. 351)
- Biomedical Data Science Minor (BME) (p. 1082)
- Biomedical Physics Minor (p. 802)
- Business Analytics Minor (p. 1062)
- Business Analytics Minor (Non-BSBA) (p. 1063)
- Business of Entertainment Minor (p. 1063)
- Business of Entertainment Minor (Non-BSBA) (p. 1064)
- Business of Social Impact Minor (p. 1064)
- Business of Social Impact Minor (Non-BSBA) (p. 1065)
- Business of Sports Minor (p. 1065)
- Business of Sports Minor (Non-BSBA) (p. 1066)
- Business of the Arts Minor (p. 1066)
- Business of the Arts Minor (Non-BSBA) (p. 1066)

C

- Chemistry Minor (p. 365)
- Children's Studies Minor (p. 519)
- Classics Minor (p. 385)
- Comparative Literature and Thought Minor (p. 408)
- Computer Science Minor (CSE) (p. 1112)
- Creative Practice for Social Change Minor (p. 174)

D

- Dance Minor (p. 761)
- Data Science in the Humanities Minor (p. 409)
- Design Minor (p. 174)
- Drama Minor (p. 762)

E

- Earth Science Minor (p. 427)
- East Asian Languages and Cultures Minor (p. 451)
- Educational Studies Minor (p. 483)
- Electrical Engineering Minor (ESE) (p. 1130)
- Energy Engineering Minor (EECE) (p. 1143)
- Energy Engineering Minor (ESE) (p. 1131)
- Energy Engineering Minor (MEMS) (p. 1154)
- English Minor (p. 520)
- Entrepreneurship Minor (Non-BSBA) (p. 1067)
- Environmental Engineering Science Minor (EECE) (p. 1144)
- Environmental Engineering Science Minor (MEMS) (p. 1155)
- Environmental Science Minor (p. 427)
- Environmental Studies Minor (p. 534)

F

- Film and Media Studies Minor (p. 553)
- Finance Minor (Non-BSBA) (p. 1068)
- French Minor (p. 937)

G

- General Economics Minor (p. 470)
- Geospatial Science Minor (p. 428)
- Germanic Languages and Literatures Minor (p. 410)
- Global Film and Media Studies Minor (p. 554)

H

- Health Care Management Minor (Non-BSBA) (p. 1068)
- Hebrew Minor (p. 673)
- History Minor (p. 644)
- Human-Computer Interaction Minor (p. 174)
- Human-Computer Interaction Minor (CSE) (p. 1112)

I

- Italian Minor (p. 937)

J

- Jazz Studies Minor (p. 735)
- Jewish, Islamic, and Middle Eastern Studies Minor, Comparative Jewish and Islamic Studies Concentration (p. 674)
- Jewish, Islamic, and Middle Eastern Studies Minor, Modern Middle Eastern Studies Concentration (p. 675)

L

- Landscape Architecture Minor (p. 114)
- Latin American Studies Minor (p. 686)
- Legal Studies Minor (p. 410)
- Linguistics Minor (p. 691)

M

- Managerial Economics Minor (Non-BSBA) (p. 1068)
- Marketing Minor (Non-BSBA) (p. 1069)
- Materials Science & Engineering Minor (MEMS) (p. 1156)
- Mathematics Minor (p. 713)
- Mechanical Engineering Minor (MEMS) (p. 1157)
- Mechatronics Minor (ESE) (p. 1131)
- Mechatronics Minor (MEMS) (p. 1158)
- Medical Humanities Minor (p. 645)
- Medieval and Renaissance Studies Minor (p. 410)
- Music – General Studies Minor (p. 736)

N

- Nanoscale Science & Engineering Minor (EECE) (p. 1144)
- Nanoscale Science & Engineering Minor (MEMS) (p. 1158)

O

- Organization and Strategic Management Minor (Non-BSBA) (p. 1069)

P

- Philosophy Minor (p. 776)
- Philosophy of Science Minor (p. 777)
- Philosophy-Neuroscience-Psychology Minor (p. 785)
- Physics Minor (p. 803)
- Planetary Science Minor (p. 429)
- Political Science Minor (p. 826)
- Psychological & Brain Sciences Minor (p. 870)
- Public Health & Society Minor (p. 877)

Q

- Quantum Engineering Minor (ESE) (p. 1133)

R

- Religion and Politics Minor (p. 892)
- Religious Studies Minor (p. 898)
- Robotics Minor (ESE) (p. 1132)
- Robotics Minor (MEMS) (p. 1159)
- Russian Language and Literature Minor (p. 941)

S

- Sociology Minor (p. 952)
- South Asian Studies (Hindi) Minor (p. 676)
- Spanish Minor (p. 938)
- Speech and Hearing Minor (p. 953)
- Statistics Minor (p. 963)
- Strategy Minor (Non-BSBA) (p. 1070)
- Supply Chain, Operations, and Technology Minor (Non-BSBA) (p. 1070)
- Systems Science & Engineering Minor (ESE) (p. 1132)

T

- Translation Studies Minor (p. 411)

U

- Urban Design Minor (p. 115)

W

- Women, Gender, and Sexuality Studies Minor (p. 987)
- Writing Minor (p. 521)

Architecture

Sam Fox School of Design & Visual Arts

The Sam Fox School of Design & Visual Arts is a unique collaboration in architecture, art, and design education, linking professional studio programs with one of the country's finest university art museums in the context of an internationally recognized research university.

The Sam Fox School is composed of the College of Architecture, the Graduate School of Architecture & Urban Design, the College of Art, the Graduate School of Art, and the Mildred Lane Kemper Art Museum.

Architecture

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

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

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

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

Architecture at Washington University

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

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

The **Bachelor of Science in Architecture** entails a more intensive study of architecture during the senior year. Students will take senior-level design studios focused on advanced building design along with structures courses, architectural history and theory courses that cover a broad range of topics, and technology courses in environmental systems.

The **Bachelor of Arts in Architecture** offers greater flexibility. During their senior year, students complete a capstone research project. With their remaining credits, they may choose to pursue courses in other areas of interest or take advanced architecture design studios and electives.

These undergraduate degree programs offer students the opportunity to gradually focus their undergraduate studies within the College and allow them to make an incremental commitment to a career in architecture. Should students choose to pursue a professional degree, the Bachelor of Science is the optimal springboard for graduate school; however, both programs prepare students to move on to master's degrees, positioning them for leadership positions in architecture and other related fields.

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

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Faculty

Endowed Professors

Derek Hoeferlin
Raymond E. Maritz Professor of Architecture
MArch, Yale University

Aki Ishida
Sam and Marilyn Fox Professor
MSAAD, Columbia University

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

Robert McCarter
Ruth & Norman Moore Professor
MArch, Columbia University

Eric Mumford
Rebecca and John Voyles Professor of Architecture
PhD, Princeton University

Professors

Patricia Heyda
MArch, Harvard University

John Hoal
PhD, Washington University in St. Louis

Linda C. Samuels
PhD, University of California, Los Angeles

Hongxi Yin
PhD, Carnegie Mellon University

Associate Professors

Chandler Ahrens
MArch, University of California, Los Angeles

Gia Daskalakis
Dipl de Postgrado, Universidad Politecnica de Catalunia

Catalina Freixas
Dipl Arch, Universidad de Buenos Aires

Pablo Moyano
MArch/MUD, Washington University in St. Louis

Constance Vale
MArch, Yale University

Kelley Van Dyck Murphy
MArch, Washington University in St. Louis

Assistant Professors

Wyly Brown
MArch, Harvard University

Seth Denizen
PhD, University of California, Berkeley

Rayshad Dorsey
MArch, Harvard University

Michelle Hauk
PhD, Columbia University

Petra Kempf
PhD, Karlsruhe Institute of Technology

Zahra Safaverdi
MArch, Harvard University

Senior Lecturers

Ryan Abendroth
MArch, University of Illinois at Urbana-Champaign

Matthew Allen
PhD, Harvard University

Julie Bauer
Diplom-Ingenieur in Architecture, Technical University of Berlin

Melissa Betts Sanders
MArch, Washington University in St. Louis
MUD, Washington University in St. Louis

George Johannes
MArch, Washington University in St. Louis

Carl Karlen
MArch, University of Illinois at Chicago

Karel Klein
MArch, Columbia University

Don Koster
MArch, Washington University in St. Louis

Doug Ladd
BA, Southern Illinois University, Carbondale

Dennis McGrath
BArch, University of Kansas

Allison Méndez
MArch, Washington University in St. Louis

Bob Moore
PhD, Washington University in St. Louis
BFA, Syracuse University

Justin Parscher
MLA, Harvard University

Aaron Schump
MArch, Columbia University

Jim Scott
JD, Saint Louis University School of Law

Jonathan Stitelman
MArch/MUD, Washington University in St. Louis

Lindsey Stouffer
MFA, Washington University in St. Louis

Ian Trivers
PhD, University of Michigan

Professors Emeriti

Kathryn Dean

Iain A. Fraser

Gerald Gutenschwager

Robert Hansman

James Harris

Sheldon S. Helfman

Stephen P. Leet

Adrian Luchini

Donald Royse

Carl Safe

Thomas L. Thomson

Heather Woofter

Deans Emeriti

Constantine E. Michaelides
FAIA

Cynthia Weese
FAIA

Majors

Architecture is interdisciplinary in nature, drawing from various bases of knowledge and requiring collaboration with other fields. Our program balances architectural education with a strong liberal arts base. Students can take classes in any field that interests them — art, engineering, computer science, psychology, literature, business, and more — allowing them to develop their abilities to think, communicate, and work across disciplinary lines. Students select a track in architecture that hones their focus as they advance through the program. This supports them in defining the knowledge area they would like to cultivate and prepares them for graduate school and career.

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

- Architecture, BA (p. 112)
- Architecture, BS (p. 112)

Minors

The College of Architecture offers several minors, which are available to all students at Washington University in St. Louis. Minors require a total of 15 units from approved courses. All courses applied toward an architecture minor must be taken for a grade, and students must earn a grade of C- or higher. At least 12 of the credit units must be applied exclusively to the minor and cannot be counted toward another major or minor. Architecture track (p. 100) courses count toward the minor. No individual course may count more than once toward the minor.

Elective options may vary each semester and each year. In the event that a required course is not offered during a given semester or a student has irreconcilable scheduling conflicts with required major courses or other minor courses, it is possible to substitute an appropriate alternate course with approval from the minor advisor.

- Architectural History and Theory Minor (p. 113)
- Architecture Minor (p. 114)
- Landscape Architecture Minor (p. 114)
- Urban Design Minor (p. 115)

Courses

- ARCH (p. 71): Architecture
- LANDARCH (p. 98): Landscape Architecture

Architecture

ARCH 1001 Architecture Elective (First-Year)
1000-level elective in architecture.
Credit 9 units.
Typical periods offered: Fall, Spring, Summer

ARCH 1010 Drawing
Students will learn to recognize and manipulate fundamental elements of line, tone, texture, volume, and plane with relation to representational drawing. Students work in a wide variety of media and techniques (charcoal, pencil, pastels, and wet media) from the figure, still life, and the environment.
Credit 1 unit.
Typical periods offered: Summer

ARCH 1020 Design Studio
The heart of the program, Design Studio drives creativity and discovery to foster passion and compassion in design. You'll learn how sustainability and the built environment are shaping the practice of architecture. Over the course of the program, you'll undertake a series of short design exercises that will introduce you to the design thinking process, culminating in an architectural project for review by faculty and guest critics.
Credit 1 unit.
Typical periods offered: Summer

ARCH 1110 Introduction to Design Processes I
The first year of the core studio sequence examines interactions between architecture and environments through the design of a small-scale project. Key concerns include global climate change, ecological systems, and sustainability. This year emphasizes experimentation in which students search for a conceptual position relative to architecture history, theory, and culture via the iterative development of form, geometry, space, and aesthetics. More specifically, this studio focuses on engagement with abstraction, context, and temporality in a series of design projects that include: (1) a body device, (2) a ground, and (3) a temporary structure. Exercises explore problems of translation between 2 and 3-dimension, site and climate study and design, and narrative design. Introduction to Design Processes I is the first in the series of the five required core studios in the undergraduate architecture program. All students initially register for section 01. The studio coordinator will assign students to sections at the start of the semester and students will change their section registration at that time.
Credit 4.5 units.
Typical periods offered: Fall

ARCH 1120 Introduction to Design Processes II
The first year of the core studio sequence examines interactions between architecture and environments through the design of a small-scale project. Key concerns include global climate change, ecological systems, and sustainability. This year emphasizes experimentation in which students search for a conceptual position relative to architecture history, theory, and culture via the iterative development of form,

geometry, space, and aesthetics. More specifically, this studio focuses on engagement with surfaces, flows, and assemblies in a series of design projects that include: (1) a tectonic surface, (2) land and waterscapes, and (3) a gathering space. Exercises explore problems of size and scale, object to field, and figure-ground. Introduction to Design Processes II is the second in the series of the five required core studios in the undergraduate architecture program.
Credit 4.5 units.
Typical periods offered: Spring

ARCH 1144 Architecture for Non-Architects
Architecture for Non-Architects introduces non-architecture students to the process through which architects think about, view and produce the built environment. This new course is meant to serve as an alternative to the traditional studio instruction in the major, thus allowing students who are curious about architecture to experience it without the demands and commitment of major courses. If a student decides to transfer into the architecture major later on, they will meet with the architecture minor lead advisor to jointly propose a planned course of study that addresses any missing credits and foundational skills required for successful completion of the architecture major. This foundational course proposes a combination of readings, class discussions and research that will be used to inform the design process. Field trips will initiate students into the act of seeing by challenging them to observe, interpret and critically engage with the built environment (the site) and those who are affected by it (the stakeholders) in specific scalar and temporal contexts.
Credit 3 units. EN: H
Typical periods offered: Spring

ARCH 1210 Representation I
This course introduces students to the ever-expanding, extra-disciplinary array of tools, techniques, software, equipment, and media at play in architectural representation. Organized as a lab, the course presents a series of one to three-week-long, in-class exercises that focus on skill-building and encourage experimentation within a narrow framework. Three primary areas of focus include visualization (freehand drawing, hand-mechanical projection, digital model-making, digital projection, and photography), fabrication (hand model-making, woodworking, and CNC routing), and curation (portfolio design, display, and presentation.) Representation I is the first in the series of two required representation workshops in the undergraduate architecture program.
Credit 1.5 units.
Typical periods offered: Fall

ARCH 1220 Representation II
This course introduces students to the ever-expanding, extra-disciplinary array of tools, techniques, software, equipment, and media at play in architectural representation. Organized as a lab, the course presents a series of one to three-week-long, in-class exercises that focus on skill-building and encourage experimentation within a narrow framework. Three primary areas of focus include visualization (freehand drawing, hand-mechanical projection, digital model-making, digital projection, and photography), fabrication (hand model-making, woodworking, and CNC routing), and curation (portfolio design, display, and presentation.) Representation II is the second in the series of two required representation workshops in the undergraduate architecture program.
Credit 1.5 units.
Typical periods offered: Spring

ARCH 1810 Independent Study
Credit 0 units.
Typical periods offered: Spring

ARCH 185 Practices in Architecture, Landscape Architecture, and Urban Design
This course offers first-year students in the College of Architecture an introduction to the subjects, theories, and methodologies of the disciplines of architecture, landscape architecture, and urban design. Examples are drawn from a range of historical periods, and contemporary practice highlights distinct processes of thinking and working in each discipline and areas of intersection and overlap. Concurrent registration in A46 112C or A46 144 is recommended.
Credit 3 units.
Typical periods offered: Spring

ARCH 2001 Architecture Elective (Sophomore)
2000-level elective in architecture.
Credit 9 units.
Typical periods offered: Fall, Spring, Summer

ARCH 2090 Design Process
This studio course will engage students in the process of design with an emphasis on creative thinking. Course content relates directly to the interests of engineers, arts & science, business and art students who wish to problem solve about positively shaping the texture and quality of the built world. A series of 2D & 3D hands-on problem-solving projects introduce students to design concepts as they apply to site (eco-systems and outdoor places), to humanistic place making (personal and small public spaces), to structure & materials (intuitive exploration of structural principles though model building), to environmental issues (effects of climate, light, topography, context and sensible use of natural resources). No technical knowledge or special drawing/model-making skills are required. There will be informal group and individual discussions of each person's stages in inquiry. The investigations will take the form of study models made of recycled materials. Guest lecturers will participate throughout the semester. The concluding project for the semester will allow each student to work with their unique academic and personal interests, utilizing the process of lateral thinking.
Credit 3 units. Art: CPSC
Typical periods offered: Fall, Spring

ARCH 2110 Architectural Design I
The second year of the core studio sequence examines interactions between architecture and technology through the design of a medium-scale project. Key concerns include transformative emerging technology, cultural and material production, and labor practices in relation to digital tools and systems. This year emphasizes choice as students are supported in clarifying their conceptual position relative to architecture history, theory, and culture via the iterative development of form, geometry, space, and aesthetics. More specifically, this studio focuses on engagement with materials, cladding, and interiors in a series of design projects that include: (1) modules, (2) a screen, and (3) a live/work space. Exercises explore problems of part-to-whole relationships, cladding and ornament, and public and private space. Architectural Design I is the third in the series of the five required core studios in the undergraduate architecture program. All students initially register for section 01. The studio coordinator will assign students to sections at the start of the semester and students will change their section registration at that time.
Credit 6 units.
Typical periods offered: Fall

ARCH 2120 Architectural Design II
The second year of the core studio sequence examines interactions between architecture and technology through the design of a medium-scale project. Key concerns include transformative emerging technology, 8 cultural and material production, and labor practices in relation to digital tools and systems. This year emphasizes choice as students are supported in clarifying their conceptual position relative to architecture history, theory, and culture via the iterative development of form, geometry, space, and aesthetics. More specifically, this studio focuses on engagement with representation, technology, and circulation in a series of design projects that include: (1) a drawing device, (2) a fabrication analysis, and (3) a production and display space. Exercises explore problems of representation and mediation, architectural labor and automation, and mass and volume. Architectural Design II is the fourth in the series of the five required core studios in the undergraduate architecture program.
Credit 6 units.
Typical periods offered: Spring

ARCH 2210 Architectural History I: Antiquity to Baroque
This lecture course will introduce major historical narratives, themes, sites, and architects from ancient Greece to the end of the Baroque period. We will take an extended look at the dawn of the modern period during the 15th and 16th centuries through a global perspective, turning eastward from Renaissance Europe to the Ottoman, Mughal, Chinese, and Japanese empires. The great chronological and geographic span of this course will be pulled together around the themes of classicism and its subsequent reinterpretations as well as the pursuit of the tectonic ideal. Our aim is to recognize how these ideological pursuits of modern architecture evolved out of longer historical processes. We will also pay close attention to major sites of landscape and urban-scale work. Requirements will include a mid-term exam, a final exam, and a series of short papers.
Credit 3 units.
Typical periods offered: Fall

ARCH 2220 Architectural History II: Architecture Since 1880
An introductory survey of the history and theory of architecture and urbanism in the context of the rapidly changing technological and social circumstances of the last one hundred and twenty years. In addition to tracing the usual history of modern architecture, this course also emphasizes understanding of the formal, philosophical, social, technical, and economic background of other important architectural directions in a global context. Topics range from architects' responses to new conditions in the rapidly developing cities of the later nineteenth century, through early twentieth-century theories of perception and social engagement, to recent efforts to find new bases for architectural interventions in the contemporary metropolis.
Credit 3 units.
Typical periods offered: Spring

ARCH 2810 Independent Study
Prerequisite: Sponsorship by an instructor and permission of the Dean of the School of Architecture. Sophomores may register for 1 unit.
Credit 1 unit.
Typical periods offered: Fall

ARCH 2811 Independent Study
Prerequisite: Sponsorship by an instructor and permission of the Dean of the School of Architecture. Sophomores may register for 1 unit.
Credit 1 unit.
Typical periods offered: Spring

ARCH 3001 Architecture Elective (Junior)
3000-level elective in architecture.
Credit 9 units.
Typical periods offered: Fall, Spring, Summer

ARCH 3031 Innovative Bamboo
In this seminar we will explore bamboo as a sustainable material for innovative structures. Bamboo is a natural composite with high tensile and compression strength and grows in a cylindrical form that is optimal for carrying longitudinal forces. Furthermore, it is fast growing, sequesters more carbon than timber, produces more oxygen than a boreal forest, and even absorbs heavy metals from soil. Students will look at historic and contemporary precedence of bamboo as engineered products and as structural construction using simple poles. We will play with ways to connect, assemble, and build with this natural material. Finally, we will build large-scale models and prototypes of structural designs. The goal is to explore the wide range of design and engineering potential of this natural, often overlooked, structural grass.
Credit 3 units.
Typical periods offered: Fall, Spring

ARCH 3110 Architectural Design III
The third year of the core studio sequence examines interactions between architecture and society through the design of a large-scale project. Key concerns include architectural agency, community activism, and socioeconomic justice. This year emphasizes voice as students adopt their own conceptual position relative to architecture history, theory, and culture via the iterative development of form, geometry, space, and aesthetics. More specifically, this studio focuses on engagement with tectonic assemblies, public space, and programming in a series of design projects that include: (1) a precedent analysis, (2) a detailed study of the project's urban context, and (3) a mixed-use vertical structure. Exercises explore problems of grids and frames, urban and architectural space, and programmatic interrelationships. Architectural Design III is the fifth in the five required core studios in the undergraduate architecture program. All students initially register for section 01. The studio coordinator will assign students to sections at the start of the semester and students will change their section registration at that time.
Credit 6 units.
Typical periods offered: Fall

ARCH 3120 Architectural Design IV
The third and fourth years introduce a selection of option studios to students. This year emphasizes voice as students adopt their own conceptual position relative to architecture history, theory, and culture through the iterative development of form, geometry, space, and aesthetics. More specifically, this studio focuses on advanced architectural design and an in-depth study of a specific topic through rigorous design development.
Credit 6 units.
Typical periods offered: Spring

ARCH 3121 Architectural Design IV (Urban Design + Landscape Systems)
The third and fourth years introduce a selection of option studios to students. This year emphasizes voice as students adopt their own conceptual position relative to architecture history, theory, and culture through the iterative development of form, geometry, space, and aesthetics. More specifically, this studio focuses on advanced architectural design and an in-depth study of a specific topic through rigorous design development.
Credit 0 units.

Typical periods offered: Spring

ARCH 3310 Environmental Systems I

Environmental Systems I is the foundation course in the architectural technology sequence. This course addresses the relationship between buildings and an expanded idea of context, including ideas of environment, landform, energy, material and space. The class places an emphasis on each student developing his or her own attitude toward architectural sustainability, its role within the design process, and its relationship to architectural form. The class is organized around the themes of climate, site and energy. The theme of climate addresses macro- and micro-climates, and the roles they have in developing architectural form through 'passive' strategies. The theme of site expands the idea of the architectural project to examine landform, position, access and region. The theme of energy looks at architecture as both embodied energy and a consumer of energy, to understand how the architect helps to control and direct these flows at macro and micro levels. Two goals for the class are to provide students with ways of thinking about and of working with issues of sustainability, which can inform their design practice, and to equip them with the basic knowledge needed to continue within the technology sequence.

Credit 3 units.

Typical periods offered: Fall, Spring

ARCH 3340 Building Systems

Building Systems will examine the performance and properties of building materials, both traditional and new, through an analysis of assemblies and related systems. Investigations of wood, masonry, steel and concrete and the integration of relevant building systems will provide the fundamental structure for the course. All systems will be investigated relative to their architectural purpose, impact on the environment, relationship to culture/context, technical principles and will also consider manufacturing, construction, our profession and the society in which we practice. Moreover, the course will also examine the performance characteristics of contemporary enclosure technology and explore the impact these technologies are having on design thinking. Although we will focus primarily on the aforementioned topics, we will also identify and consider the impact of other parameters on design and performance such as building codes, role of the profession, health and life safety, systems integration, sustainability and industry standards. The course strives to provide students with a sound familiarity and understanding of traditional building systems in wood, steel and concrete; as well as the skills necessary to represent these systems. The course also seeks to expose students to the material and poetic potential of these technologies related to the making of architectural environments.

Credit 3 units.

Typical periods offered: Fall

ARCH 3401 Drawing On the City

Drawing on the City brings together two seemingly disparate but actually complementary threads - the ability to draw and the opportunity to understand the city and its histories and issues in some breadth and depth. The course is open to both graduates and undergraduates, to students who are in the Sam Fox School and those who are not, and to students with any level of drawing ability - including none to start. During the first half of the semester, the drawing instruction is dominant, with the neighborhood visits becoming dominant in the second part of the semester. Generally a half-dozen or so neighborhoods are visited, and in most cases you will get to meet and spend time with residents. As the semester evolves, the two threads of the course will merge, and you will use your drawing ideas and your understanding of the city to create an ongoing book [writing, drawing, photography] of the semester, as well as a large, highly-individualized, ongoing drawing that builds on some aspects of the city experience that you wish to explore visually.

Credit 3 units.

Typical periods offered: Spring

ARCH 3402 Unveiling the Detail: A Lesson in Forensic Drawing & Discovery

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

Credit 1.5 units.

Typical periods offered: Spring

ARCH 3404 Community Building

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

Credit 3 units. Art: CPSC

Typical periods offered: Fall, Spring

ARCH 3406 Historic Preservation, Memory and Community

Whose history is significant enough to be worth preserving in physical form? Who gets to decide, and how? Does the choice to preserve buildings, landscapes and places belong to government, experts or ordinary people? How does the condition of the built environment impact community identity, structure and success? This place-based course in historic preservation pursues these questions in St. Louis' historically Black neighborhood The Ville, where deep historic significance meets a built environment conditioned by population loss, disinvestment and demolition. The course explores the practice of historic preservation as something far from neutral, but a creative, productive endeavor that mediates between community values,

official policies and expert assertion. Critical readings in preservation and public history will accompany case studies, community engagement and practical understanding. This course is open to both undergraduates and graduates.
Credit 3 units.
Typical periods offered: Fall

ARCH 3407 Re-Discover the Child
It is said that at this time in history the entire country must make a commitment to improve the positive possibilities of education. We must work to lift people who are underserved; we must expand the range of abilities for those who are caught in only one kind of training; and we must each learn to be creative thinkers contributing our abilities to many sectors of our society. In this course, during the semester we will expand our views about learning by experimenting with the creative process of lateral thinking. We will learn about learning by meeting with some brilliant people at the university and in the St. Louis community who are exceptional in the scholarly, professional, and civic engagement work they are accomplishing. We will learn about learning by working in teams to develop exciting curricula (based upon the knowledge and passion WU students bring from their academic studies and range of interests) for middle school students from economically disadvantaged urban families. Each week of the semester, we will learn about learning by giving 2-D / 3-D hands-on problem solving workshops, once a week for one hour each week, for elementary school students. You and your WU teammate will implement the workshops you create. In this course we celebrate the choices of studies we each pursue, and we expand our experience in learning from each other's knowledge bases and learning from each person's particular creativity in problem-solving. This course seeks students from all disciplines and schools, freshmen through seniors. Course fee applies to mandatory background check and is not refundable.
Credit 3 units. Art: CPSC
Typical periods offered: Fall, Spring

ARCH 3409 Cycles
Students design and build human-powered vehicles from discarded bicycles. The course collaborates with student mechanics involved with Bicycle Works (Bworks). Bworks collaborates in teams with Washington University students to design and build the work.
Credit 3 units. EN: H

ARCH 3415 Digital Fabrications
This course will focus on fabrications both real and virtual. The ubiquity of computers in design, studio art, communications, construction, and fabrication demand that professionals become comfortable with their use. It is also important in a group of ever-specializing fields that one know how to translate between different software and output platforms. This comfort and the ability to translate between platforms allow contemporary artists and designers to fabricate with ever-increasing freedom and precision. This course will introduce students to 3D software with a focus on 2D, 3D, and physical output. Through a series of projects, students will learn to generate work directly from the computer and translate it into different types of output. Starting from first principles, this course will cover the basics from interface to output for each platform used. This course will also familiarize students with a range of CNC technology and other digital output for both small- and large-scale fabrication. The course will be broken into three projects. In the first project, students will focus on computer-generated geometry and control systems. In the second part, students will generate physical output and line drawings. The final project will focus on rendering, context, and cinematic effects. The software covered in this course includes, but is not limited to Rhinoceros 3D, Maya, Illustrator, Photoshop. Additionally, students will use the 3D printer, laser cutter, and/or other digital output tools.
Credit 3 units.

ARCH 3416 Digital + Craft : Textile
The seminar blurs the distinct boundaries between Digital computing modeling and manual Craft making. The ease and immediacy of the hand in Craft making is channeled into the process of Digital computer modeling. The seminar dwells in the material complexity and the aesthetic allure of Textile and through the manner of Digital + Craft, begins to blur the classic opposition of structure and ornament.
The seminar begins with the modeling of Textiles in the computing environment, using the parametric controlled materials constraints of Cloth in Autodesk Maya or other Physics simulation software. CAD CAM capabilities will be employed to output pattern layout and cutting. The students are asked to design and fabricate an architectural assembly that uses Textile as the main form generator.
Credit 3 units.
Typical periods offered: Fall

ARCH 3419 Anxious Vision: Real Time and the Architecture of Video Games
What can architects learn from examining the visual structures of 3D video games? How have they influenced the culture of architectural representation? Why should the gaming perspective view and level structure be considered essential elements for contemporary architectural theory? How is video game theory instrumentalized in the creation of architecture? To begin, video game engines are becoming ubiquitous features in architectural rendering culture. Platforms like Unreal, Unity, and Twinmotion offer designers tools to create environments that can be explored and interacted with in real time by the user-client. Although 3D modeling, rendering, and animation platforms have been commonplace in architecture schools and experimental studios since the 1990s, accessible, interactive, real-time rendering platforms are a more recent and less studied phenomenon. The architecture of level design and the companion art of worldbuilding constitute a new representational paradigm. In this seminar, we will examine the spatial structures of contemporary gaming titles and explore a series of historical and theoretical texts from Video Game Studies. The final assignment will be project-based and designed using the Unreal Engine.
Credit 3 units.
Typical periods offered: Fall

ARCH 3420 Evolution of a Section: Architecture and Machine Learning
Throughout human history, architecture was seen as static, a quality attributed to its inherent physicality. This seminar encourages students to conceive of an architecture, through the medium of an architectural section, that mutates across space and time. Using Machine Learning processes, the class intends to propose an alternative and nonlinear means of production to the linear process of architectural design from conception to construction. Machine learning engages graphic information differently than designers do. All fidelity towards visual, cultural, political, and geometrical context is lost, resulting in a new class of compositions that are unique but not critical. The systems, including Generative Adversarial Networks, Convolutional Neural Networks, and Diffusion Models, are explored with input (images/texts) and analyzed as output images. We will collectively conjecture on how to 'train' the AI models to understand spatial features typical of an architectural section. We will rely on the rich history of architectural sections, across time, styles, and media, to inform the potential trajectories that our section follow. The works of contemporary artists and architects, like Matias Del Campo, Gabriel Esquivel, Helena Sarin, Refik Anadol, etc. who work with Machine Learning technologies, will be analyzed to understand approaches towards AI and Design.
Credit 3 units.
Typical periods offered: Spring

ARCH 3421 1 House
In this seminar, students will research and develop designs for a completely off-the-grid small house in Boquete, Panama, for Kaylee and Jordan of the Nomadic Movement YouTube channel. With input from Kaylee, Jordan, and their crew, students will research traditional sustainable building practices in Panama and develop schematic designs for a small house to be built by them on their property in Boquete, with construction beginning in May 2021. The course will include instruction in residential design, structure, and materials and methods of construction. A subtext of the course will be entrepreneurship and beginning one's practice as an architect. To this end, students will be asked to write a prospectus for their architectural practice, including naming, branding, and producing their first YouTube video.
Credit 3 units.
Typical periods offered: Spring

ARCH 3423 Matsumoto Modern
Between 1948-1961, the Japanese American architect George Matsumoto designed more than 30 award-winning residences in North Carolina. The houses -- demonstration homes for General Electric and Westinghouse, vacation houses sponsored by Women's Day and the Douglis Fir Plywood Association, and homes for clients interested in new ideas in architecture -- served as prototypes for domestic living inspired by postwar logics of mass production. The experimental homes provided opportunities to challenge norms and amplify particular design aspects through focused investigations of the potential of new materials, innovative construction systems, or provocative formal capabilities. Like the more well-known Art and Architecture magazine's Case Study House Program on the West Coast, Matsumoto's houses aspired to be functional, beautiful, and affordable while providing a model for modern American domesticity. Students in the course will undertake archival research for selected George Matsumoto-designed modern homes throughout the semester. Course work will include experimental, analytical drawings; archival research and writing; museum-level physical models; and other representations of residential work by Matsumoto. The resulting work is anticipated to be included in a future publication, an exhibition, and as a featured part of the larger research project Beauty in Enormous Bleakess: The Interned Generation of Japanese American Designers, which aspires to tell an urgently needed new chapter in design and architectural history that acknowledges the signal contributions of Japanese Americans to post-war culture and cultural life.
Credit 3 units. Arch: CAST, GACS
Typical periods offered: Fall

ARCH 3424 Urban Books
Since the beginning of the 20th century, art, architecture, and urbanism together have investigated the production of images that shape the symbolic dimension of our experience of large cities. The main goal of this course is to critically embrace this tradition through the format of the artist's book. St. Louis is the focus for our observations because it is familiar to our everyday lives and also because it provides key situations for understanding contemporary forms of urbanity and how urban space is produced and imagined. The course bridges the curricular structures of art and architecture by enhancing the collaboration between the practical and scholarly work developed in both schools, with additional support from Special Collections at Olin Library. It combines the reading, lecture, and discussion format of a seminar with the skill building and creative exploration of a studio. This course is divided into three progressive phases of development: the first consists of weekly readings, discussion, and responses in the form of artist's books. The second phase focuses on the Derive with physical activities and assignments based on interacting directly with the urban environment. The third phase focuses on individual research, documentation, and final book design and production. College of Architecture and College of Art sophomores, juniors, and seniors have priority. Fulfills Sam Fox Commons requirement.
Credit 3 units. Arch: GAUI Art: CPSC, FADM EN: H
Typical periods offered: Spring

ARCH 3425 Sustainability
This student-initiated course seeks to define sustainability and its relation to our built environment through the lens of anthropology, environmental science, business, law and architecture. The course networks the University's resources by bringing professors from varying disciplines to speak weekly on the issues of sustainability and design. We will examine broad issues from history, philosophy, and literature to practical studies of current land use, climate and technology.
Credit 3 units.

ARCH 3426 Biomimicry: A Biokinetic Approach to Sustain(able) Design
There is a conceptual similarity between the way an organism and a building engage their respective environments. A biological system responds to the unique condition of its ecosystem; architecture responds to the unique conditions of the site. Building on this principle are the fields of biomimicry, the study of design and process in nature, and biokinetics, the study of movement within organisms, and their ability to address architectural problems with elegant, technologically advanced, sustainable solutions. Biomimicy: A Biokinetic Approach to Sustain(Able) Design focuses on kinetics as an essential element of biomimicry in the context of architecture and employs the study of the kinetic aspects of biological systems - structure, function, and movement - to inform the design and engineering of buildings. A systematic approach to researching and translating the kinetic function of organisms leads to a successful bridging of biological and architectural concepts.
Credit 3 units.

ARCH 3427 Biomimicry, Teleology & Organic Architecture
This seminar is intended to develop an understanding of the history and evolution of Biomimicry as a significant design tool from the emergence of Biology as a science in the early 19th century to the present. Biology was the first discipline to confront the problem of teleology, of design in nature. For the past one hundred years, biological references and ideas are present in the work of architects and in the writings of architectural theorists. Biomimicry, a term coined by Janine Benyus, has developed into a new discipline that studies well-adapted organisms designs and processes and then imitates life's genius to design human applications, aiming at a sustainable development. The intent of this seminar is to establish a systematic approach to research and analysis of the history and theory of this biological analogy and its influence on the history of environmental architecture, as seen through the lens of biomimcry. In addition to a historical analysis, students will analyze case studies that exemplify the relationship of architecture to biology, focusing not only on built work, but on the writings and the designer's positions in terms of this relationship. Classes will consist of a combination of formal lectures and facilitated discussion periods. In addition, each student will choose a particular architect and, through research and analysis, will assess the influence of biomimicry in his/her work and present these results in a paper that includes a critical analysis and a proposal on how to advance the architect's work to the highest level of biomimicry.
Credit 3 units.

ARCH 3429 In Detail: Observation, Drawing, & Discovery
This course explores architectural detailing from the quotidian to the sublime to posit architectural design intent. Through fieldwork and research, students will study the role of architectural detailing in the configuration and execution of architectural space making. Students will be asked to carefully observe their own constructed environment and architectural precedents to understand the truth and fiction in construction. This course seeks to help students understand the role of architectural detail in articulating and reinforcing architectural concepts. It will strengthen students' understanding of material properties, opportunities and limitations, construction sequencing, and design execution. Students will gain a new appreciation for the exquisitely executed architectural detail and strengthen the skill to anticipate and navigate detailing challenges in their own design work. Students will be asked to explore architectural details through various drawing methods, modeling, and modes of representation. This course is open to architecture students at all levels with an interest in drawing and realizing architecture as a constructed practice.
Credit 3 units.
Typical periods offered: Spring

ARCH 3432 The Corner Problem
The corner problem is a classic architectural challenge of how a material, pattern or system turns a corner. In particular, the class will focus on facades that include sun shading elements, thus increasing the thickness of the assembly. Turning a corner sounds benign until you consider that all materials have thickness, and then the problem reveals itself. This too often results in an oversimplification and thus reduction of the design intent. This course will focus on designing custom facade systems using advanced digital modeling techniques and testing through physical prototypes. Knowledge of material systems and modeling techniques will be supplemented through discussions with industry leaders in facade design and fabrication.
Credit 1.5 units.
Typical periods offered: Spring

ARCH 3434 Body as Site: Jewelry Design as Architecture
In this course, students will undertake a 3D printing and casting process to realize an architecturally conceived set of jewelry in metal and create drawings and renderings of this set. Often, metal 3D printed parts are used as industrial components and engineered mechanical parts. This project will reverse that to create delicate objects that engage with skin. Students will create a parure (a set of related pieces of jewelry) that will examine the human body as an architectural site and test the potential of metal 3D printing in architecture. We will use Autodesk Maya to create hyper-articulated surfaces and employ lost wax and lost plastic metal casting, consequently blurring the line between traditional and contemporary techniques. As a result, we will not simply conceive of a project and outsource its production. Instead, we will use the foundry to provide firsthand experience with material processes. The set of pieces will share characteristics of form and geometry as well as tactics of physical interconnection with the human body, adjusting through site-specific responses to finger, wrist, neck, ear, or head. In addition to a set of renderings and drawings, students will produce wax hand-carved models and 3D-printed plastic objects for lost plastic casting. For artifacts that require fine detail, students will outsource their projects to wax 3D-printing and casting facilities. (Outsourcing for a typical ring costs approximately $15 in steel and $35 in silver. Total course costs are estimated to be $100.)
Credit 1.5 units.
Typical periods offered: Fall

ARCH 3435 Furniture
This seminar will explore the work of the Italian architect Enzo Mari, with a focus on his autoprogettazione? furniture and book project of 1974. The book offers free designs of furniture that can be built with only a few tools, simple materials, and basic skills, such as measuring, cutting, and hammering. In 2015, Mari granted the Berlin-based CUCULA: Refugees Company for Crafts and Design the rights to redesign and sell the furniture. Students will take up this charge and redesign the furniture from autoprogettazione? again, with each student building a redesigned chair. Please note that this seminar will require students to acquire the following tools: a measuring tape, a hammer, a hand saw, and a hand drill and bits (approximate cost of $75.00 new, $25.00 if the student is resourceful). (The professor will contact the student in 25 years and ask if they still have the tools.)
Credit 1.5 units.
Typical periods offered: Spring

ARCH 3436 Service Learning Course: Environmental Issues
This interdisciplinary service-learning experience allows WU students to bring their knowledge and creativity about the many subjects they are studying to students at a St. Louis City elementary school. WU students will learn about the creative process of lateral thinking (synthesizing many variables, working in cycles, and changing scales). WU students will work in teams to experiment with the design of 2-D and 3-D hands-on problem-solving workshops for small groups of students to accomplish. WU students will devise investigations for the workshops about environmental issues embracing fields in the natural sciences, humanities, social sciences, architecture, art, engineering, and business with the community. In this course, we celebrate the choices of studies we each pursue, and we expand our experience by gaining from each other's knowledge bases and each person's particular creativity. This course is for Arts & Sciences students of differing majors and minors, business, social work, architecture and art students, and engineering students from all engineering departments. Course fee applies to mandatory background check and is not refundable.
Credit 3 units. Art: CPSC
Typical periods offered: Fall, Spring

ARCH 3437 Isamu Noguchi's Models: Of Measurement, of Place, of Situation
"It's extremely interesting to me, this whole business of measurement, of place, of situation… You can say that architecture is sculpture as an experience to be completely experienced, not just looking at it… You're encased in it." Isamu Noguchi, "Towards a Reintegration of the Arts," College Art Journal 7 (Autumn 1949): 59. In 1946, architect Harris Armstrong commissioned the Japanese American sculptor Isamu Noguchi to design a sculptural lobby ceiling in the American Stove Company headquarters building in St. Louis. Noguchi's ceiling was one of three built lunar landscapes inspired by his incarceration at the Poston Internment Center, which he voluntarily entered in 1942. Noguchi created dozens of plaster models of lunar landscapes; however, only three were built: a ceiling in the Time and Life Building in New York, the interior wall of the SS Argentina Ocean Liner, and the American Stove Company ceiling in St. Louis. The American Stove ceiling, though only recently uncovered in 2016, is the only lunar landscape still in existence today. The earlier models, often misunderstood as sculptures, were proposals for spaces meant to be inhabited. Noguchi identified himself primarily as a sculptor and had no architectural training; however, he commanded an extraordinary understanding of space. He designed spaces at various scales, from the body to urban design proposals to outer space, as well as a range of functions: furniture, theater sets, memorials, and monuments. The course will revisit his work, and, through models and photography, reimagine them as inhabitable spaces. Students will individually analyze selected models of Noguchi's realized and unbuilt work in tandem with a discussion of texts by Noguchi and others that explore his life and career. Coursework will include experimental visualization

techniques, archival research and writing, physical model building, and photography. The class will include a visit to the U-Haul facility (formerly the American Stove Headquarters) to view Noguchi's ceiling, as well as the WashU archives and SLAM to review archival models and drawings of the space.
Credit 1.5 units.
Typical periods offered: Fall, Spring

ARCH 3438 Carbon Neutrality in Architectural Design
Team WashU aims to create a solar home to educate the public on a state-of-the-art, carbon-neutral, adaptive healing space for occupational therapy services using innovative interior, architectural, and system design to meet the users' physical, social, and emotional challenges. The study will focus on design, materials, and renewable energy by illuminating the role of carbon in the built environment, and it will help students understand the principles and application of carbon assessment methods and Life Cycle Analytical (LCA) tools. Students will integrate carbon-neutral design principles into design, fabrication, and construction processes, testing the limits of conventional sustainable design practices and developing new strategies for designing carbon-neutral buildings. Students will work individually to create preliminary design schematics (and their associated structural morphologies, enclosure systems, and MEP systems). They will be fused around a single design strategy developed as a group design project, analyzed for its environmental impact and carbon footprint, and finally built by the student team. The course encourages students to participate in the fabrication and construction process developed as collaborative research, design, and construction effort and support professional consultants or manufacturing partners.
Credit 3 units. Art: CPSC
Typical periods offered: Spring

ARCH 3439 Materials of Memory: Designing a Pavilion for Peace Park
In Wounded Cities (2012), Karen E. Till writes, Artistic interventions advance the difficult 'work' of memory in wounded cities marked by particularly violent and difficult pasts. Such projects also may offer possibilities of place-based mourning and care work across generations that build self-worth, collective security, and social capacity. In this course, architecture students will work alongside art students enrolled in a parallel seminar to develop integrated designs for an open air pavilion, a bus shelter, and educational signage for North St. Louis's Peace Park. This seminar is the current phase of an ongoing collaborative between Washington University and the College Hill Community to find tangible actions that can address past injustices, respect memories of the neighborhood, begin a process of healing in the present, and build infrastructure for the future. Students will conduct memory work by collecting narratives from local residents, exploring the recent and distant history of the site, and examining past placemaking projects that have successfully utilized memory work to create healing spaces. This foundational work will be used as the basis for the design and construction of large operational presentation models to be placed on display for the local residents. This collaborative process will continue after this semester and will result in a built project by the end of the summer of 2023.
Credit 3 units.
Typical periods offered: Fall

ARCH 3440 Design, Build, Scale: Entrepreneurship in the Built Environment
Are you ready to break into the world of entrepreneurship and create a thriving business—or even transform an existing one? Design, Build, Scale: Entrepreneurship in the Built Environment offers students an in-depth exploration of the entrepreneurial process with an emphasis on foundational steps of starting and scaling a business. This course examines the principles of entrepreneurship as critical tools for building and sustaining successful ventures in architecture, construction, and related industries. Topics include developing a growth mindset, crafting effective business models, establishing business structures, acquiring clients, and navigating the challenges of scaling a successful business. Special emphasis will be placed on financial considerations, including personal finance, business finance, and project financing. Students will be encouraged to approach professional practice with the same levels of creativity as they would any design project. Additionally, students will explore entrepreneurial opportunities within existing organizations and address unique challenges in business that impact the built environment.
Credit 3 units.
Typical periods offered: Fall, Spring

ARCH 3445 The Art Museum: History, Theory & Design
This course will study the conceptual basis of the institution of the art museum in the United States and Europe, including its history, theoretical foundations, design, and cultural function. We will begin with the origins of the modern museum in the 18th century and earlier; trace the development in the 19th century of the earliest national art museums in the United States and Europe; consider the opportunities and problems of museums of modern and contemporary art in the 20th century; address the question of appropriate architectural strategies for art museums of the past and the present; and consider a variety of developments in the art museum today. Prerequisite: Introduction to Modern Art (L01 211), Architectural History II (A46 2284/4284), or permission of instructor. Students in the College of Architecture may register for this course under the assigned College of Architecture course number.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH BU: HUM EN: H

ARCH 3449 Designing Sustainable Environments
The seminar will introduce fundamental concepts of sustainability and sustainable development. Emphasis will be placed on understanding natural systems, the development of the built environment within natural systems, and the economic, social, ecological, ethical, philosophical, political, psychological, aesthetic, and cultural issues that help shape design decisions. Students will evaluate a range of methods that may be used to identify and select sustainable solutions to design problems, improve existing solutions, and develop critical thinking. The LEED Rating system will be presented within the context of its role in professional practice and larger issues of human and environmental health, including how LEED fits into the realm of high performance design and the effective use of the LEED Rating System and principles of sustainability. The course will be divided into three phases: 1) research current interpretations of sustainability in architecture, examining theories and practices that encourage the development of ecological consciousness as the context of Sustainable Design; 2) critical comparison of the underlying principles of sustainability and design proposed by the different rating systems available today and evaluation of the ways of assessing the sustainability of the built environment currently in use, including the LEEDTM rating system; and 3) the development of a project design in studio that will follow the LEED-NC Version 2.2 Manual as the organizing structure. In this final project, students will be required to obtain a minimum of 26 points on the LEED-NC rating system in order to have their project certified. Students will produce the necessary documentation required for LEED-NC certification and make an oral presentation to a panel of guest critics.
Credit 3 units.
Typical periods offered: Fall, Spring

ARCH 3450 Biomimicry: Toward a Sustainable Design
The construction and operation of buildings consume the majority of the world's natural resources and energy, and contribute to expand the landfills. Buildings have diverse effects on the environment during their entire life cycles. Although the tangible impacts are visible only after construction begins, the environmental consequences can be prevented in the first stages of design. The building form and envelope should respond to specific site conditions to help achieve environmental sustainability in architecture. The seminar will be a collaborative studio that welcomes students fo disciplines such as Biology, Engineering, and Architecture, among others. The goal of this course is to create environmental awareness; understanding building ecosystems, and increase the ability to design sustainable buildings from an interdisciplnary perspective. Based on scientific principles, concepts, and methodologies required to understand the relationships of the natural world, the students will analyze alternative solutions for resolving and/or preventing specific environmental problems. The aim of this seminar is to prepare the students to participate in cross-disciplinary design teams that can develop workig methods to study complex architectural problems and challenges, and facilitate a technical, as well as aesthetically successful, durable and sustainable design. This course will research and study the structure and function of biological systems as models for the design and engineering of materials for buildings. It will involve the study of nature's design and processes as a tool to bring a solution to an architectural problem that will push technology forward while helping us minimize our environmental impact.
Credit 3 units.
Typical periods offered: Fall, Spring

ARCH 3451 Portfolio Design
Architecture portfolios play an essential role in framing and presenting work in academic and professional contexts. The portfolio serves as a record of one's creative and intellectual thought, production, and experience. Through the highly personal and reflective act of re-presenting images and texts, the portfolio frames an individual's position in the field of architecture. Architecture Portfolio Design facilitates the production and development of a comprehensive portfolio and covers the essential concepts and techniques of contemporary portfolio production.
Credit 3 units.
Typical periods offered: Spring

ARCH 3453 Projective Excavation: Drawing Out the Untold History of St. Louiss Chinatown
From 1869 to 1966 in downtown St. Louis, a small but thriving Chinese immigrant community existed in the area that is now occupied by the Spire Headquarters. St. Louis's Chinatown was home to laundromats, grocery stores, restaurants, shops, and residences until it was razed for urban renewal as part of the Busch Memorial Stadium project in 1966. After the last residents were forced out, the site remained a surface parking lot for decades. Today, St. Louis's Chinatown (or Hop Alley, as it was often referred to) only resides in historical fragments and memories. Working in collaboration with the Chinese American Collecting Initiative at the Missouri Historical Society, students will develop drawings and models that reveal the suppressed history of this site that formed the backdrop of everyday life for Chinese Americans in St. Louis. Focusing on the daily rituals, events, and activities sourced from photos and personal stories, students will develop projective representations of the interior lifeworld of St. Louis's Chinatown. Using techniques adapted from graphic novels, architectural drawing, Chinese landscape painting, and 19th-century panoramic maps, students will investigate how we can use the disciplinary tools of architecture to reveal hidden histories and construct new narratives.
Credit 1.5 units.

ARCH 3455 Y.E.S. (Year End Show): Curatorial Practice
This course offers selected students the opportunity to lead the curatorial design and execution of Y.E.S., the annual Year-End Show for the College of Architecture and the Graduate School of Architecture & Urban Design. Students are selected through a competitive proposal process juried by faculty. One undergraduate and one graduate curatorial team are chosen each year. Selected students are responsible for the conceptualization, design, coordination, building, and installation of the exhibitions, featuring the work of graduating students. Graduate student work will be exhibited in Steinberg Hall Gallery, and undergraduate student work will be displayed in Weil Hall 121–122. Students work closely with faculty advisors, staff, and their peers to realize a public exhibition, developing skills in curatorial strategy, project management, exhibition design, and collaborative leadership.
Credit 1.5 units.
Typical periods offered: Spring

ARCH 3460 Reverence and Revolution: Traditional Construction and Post-WWII Built Environment
This course examines the evolution of building and furniture construction techniques throughout the 20th century, focusing on the shift from traditional materials like wood, masonry, and forged metal to industrial materials such as plastics, plywood, and tube steel. Students will explore the historical context and technological advances that transformed construction, particularly in the post–World War II era. Topics include traditional wood frame craftsmanship—joinery, framing, and furniture-making—and how these were altered or replaced by mass-production techniques. The course investigates why materials like plastic and plywood gained popularity, emphasizing how their development led to faster, cheaper, and more temporary construction methods. It also addresses the rise of planned obsolescence and its impact on postwar housing, suburban growth, and the disposability of modern building elements. Through case studies, students will analyze the social and economic implications of these changes. The course integrates research and hands-on practice through 3D CAD, manual fabrication, and CNC processes, encouraging a critical understanding of both traditional and modern construction. By the end, students will grasp how material innovation has shaped architecture, design, and the economics of the built environment.
Credit 1.5 units.
Typical periods offered: Fall, Spring

ARCH 3520 Bathrooms: The Design History of an Overlooked Space
Today, the bathroom is one of the most essential and familiar spaces in modern architecture, one that students design again and again in studio. But what exactly goes into a bathroom and when did it take the form that we are familiar with today? How the bathroom is designed, which technologies are used in it, and what functions it serves depend on the specific social and cultural needs of a particular time and place. The bathroom of today, with its flush toilets, showers, baths, and sinks, is a rather new formation. This seminar will explore the history of the bathroom and its design across time and space, challenging students to reconsider exactly what a bathroom is and inviting them to think about new ways of designing it. Weekly readings will introduce students to the ways in which changing hygienic norms, the spread of a “culture of flushing,” and access to new materials and technologies shaped how architects designed bathrooms from Roman communal toilets and public baths to Japanese high-tech “Washlets” and prefabricated bath units. For their final projects, students will identify, research, and respond to a key social, environmental, or technological issue related to present-day bathrooms.
Credit 3 units. Arch: CAST, GACS
Typical periods offered: Fall, Spring

ARCH 3534 Furniture Design
This course explores design and fabrication methods for objects of human interaction. Each student will design and build a table, based on a unique concept. To this end, it is up to the individual student to define what the particular table is for, and clearly communicate his or her intentions and ideas. Contemporary technologies will be combined with traditional techniques of metal fabrication, woodworking and plastic forming in the design and production. The course objective is for students to learn how to work directly with machinery and materials in the realization of their design. It is expected that students will have basic shop skills addressed in course prerequisites. Advanced techniques will be introduced, and students will select those most appropriate to their work to build upon. A high level of craft and a great deal of independent investigation are required to excel in this course. Students propose and develop ideas using drawings, models and mock-ups in order to realize the maximum potential for their design.
Credit 3 units. Art: FAAM EN: H
Typical periods offered: Fall, Spring

ARCH 3535 Digital Lighting Design: Rapid Prototyping and the CNC
Students in this course will develop an intimate understanding of CNC technology and its ability to rapidly prototype and fabricate within an iterative design process. Through an accelerated feedback loop, the class will work quickly through maquettes, renderings, prototyping, and fully formed products multiple times within the semester. Lectures will include both current and historic approaches to lighting design to better inform the initial drawing process. This course will also include technical instruction on CNC, processes specific to the equipment at Sam Fox. Coursework will culminate in an exhibition of lighting displays and relevant documentation to accompany the research. Students wishing to enroll in this class should have a functioning knowledge of Rhino.
Credit 3 units.
Typical periods offered: Fall, Spring

ARCH 3570 Historic Preservation in Practice: Keeping Wright's Edward Irving House
The Edward Irving House is a Midwest Prairie-style house in Decatur, Illinois. Frank Lloyd Wright drafted preliminary sketches for the house in the fall of 1909, right before he departed for Europe, to work on the Wasmuth Portfolio. Marion Mahony, Wright's draughtsman at the time and later one of the first licensed female architects in the world, completed the designs for the house with the engagement of George M. Niedecken, who designed a floor-to-ceiling mural depicting sumac and other prairie flowers for around the house's fireplace. The first component of this course will trace the preservation impulse in the Midwest Prairie from the Dana-Thomas House, the Robie House, to the Edward Irving House. The students will explore its origin, aesthetic, furnishing, fabrication, and historical backgrounds. They will also explore the house's current conditions, potential hazards, and possible restoration strategies onsite by visual observation and manual measurement, with the support of cutting-edge digital preservation devices and techniques, such as LiDAR, photogrammetry, etc. The course will conclude with survey documents qualifying for the Charles E. Peterson Prize 2026.
Credit 3 units. Arch: GACS
Typical periods offered: Fall, Spring

ARCH 3710 Special Topics
The subject of this seminar varies from semester to semester.
Credit 3 units.
Typical periods offered: Fall, Summer

ARCH 3720 Special Topics Workshop
Special Topics Workshop
Credit 1 unit.
Typical periods offered: Fall, Spring

ARCH 3752 Impossible Collaborations: Architecture and Machine Learning
The mass availability of Machine Learning processes makes individuals with limited experience of the tools perceive themselves as 'AI Experts'. The ever-evolving forms of the technology make it challenging to identify its vast potential influence on the design workflow. This course investigates how the presently available AI tools can productively disrupt prevailing design norms. Student projects will leverage Machine Learning's ability to disassociate from cultural affinities to defy preconceived notions of the architectural canon. These projects will imagine collaborations between canonical architectures and underrepresented, historically ignored architectures. We will rigorously speculate on how these hybrids become relics of a world beyond time, space, and identity by absorbing the exceptional qualities of their origins and introducing a novel method of interpreting precedents in architecture. We will explore AI processing tools like Google Colab, Automatic1111, RunwayML, Adobe Firefly, and Midjourney and delve into transposing/spatializing these images onto architectural elements using 3D modeling software like Rhinoceros, Blender, and Z-Brush. The final deliverables will be a series of estranged architectural models.
Credit 1.5 units.
Typical periods offered: Fall

ARCH 3810 Independent Study
Prerequisite: Sponsorship by an instructor and permission of the Dean of the School of Architecture. Credit: To be determined in each case.
Credit 5 units.
Typical periods offered: Fall, Spring

ARCH 3811 Independent Study
Prerequisite: Sponsorship by an instructor and permission of the Dean of the School of Architecture. Credit: To be determined in each case.
Credit 5 units.
Typical periods offered: Spring

ARCH 3827 The Space Within: Interior Experience as the Origin of Architecture
An undergraduate seminar structured around the themes put forward in the book, The Space Within: Interior Experience as the Origin of Architecture, by Robert McCarter. Throughout human history, and particularly in the modern period, interior space and its experience has served as both the beginning, the initial inspiration for the design of architecture, as well as the end, the final purpose of architecture as it is evaluated through inhabitation. Since the beginning of the modern period, and continuing today, pivotal discoveries in architectural design may be traced back to a generative ideal of intimate interior experience, and the quality of the interior spatial experience of the inhabitants may be shown to be both the primary determinant of the architectural design process, as well as the means of appropriately evaluating a work of architecture after it is built. This seminar explores how interior space has been integral to the development of modern architecture, and how generations of modern architects have engaged interior space and its experience in their design processes, enabling them to fundamentally transform the traditional methods and goals of architectural composition. For the leading modern architects and for the most recognized and respected architects practicing today, the conception of the interior spatial experience continues to be the necessary starting point for design, and the inhabitation of interior space remains the primary reason to construct works of architecture.

Each class will consist of both faculty lectures based on the chapters of the textbook, The Space Within, and, parallel with the textbook themes, student analyses of selected interior spaces in Florence and Venice, to be visited during the first half of the fall semester. Analytical methods employed in the course cover the full range of contextual, cultural, material, constructive, and experiential attributes of buildings, with particular emphasis on the manner in which the spaces of a building are ordered by the patterns of occupation and the poetics of use, as well as the poetics of construction, or the way in which a building is built, and of what materials it is made, and how all these combine to construct the experience of those who inhabit it.

Credit 1.5 units.

Typical periods offered: Fall

ARCH 3828 Lets Go to the Market

Set against the backdrop of the heavy stone walls of the Renaissance city, the Florentine piazza serves as a hub of rotating events and informal activity centered around the exchange of goods and culture. Concerts, football matches, temporary exhibitions, and markets upon markets fill the public space, contrasting old and new, temporary and permanent. This seminar is intended to get students out of the studio and into the city to observe and engage with these lively spaces through a series of field studies. Students in the course will explore the city and document their observations through various media and techniques, including drawing, printmaking, scanning, and model-making. Using techniques adapted from graphic novels, painting, and traditional and contemporary architectural drawing, the final project will take the form of a field guide that frames Florence as a living system, focusing on themes of mobility, permanence, exchange, and daily life.

Credit 1.5 units.

Typical periods offered: Fall

ARCH 3910 Disegno: Encounters in Public Space (Florence)

One of the origins of the term design is the Italian word 'disegno,' which delineates drawing both as a mark-making process and as a form of critical inquiry. Building upon this dual trajectory, this architectural design studio focuses on a series of site-specific projects that explore public space as a visual and conceptual phenomenon--a space of social encounter that is drawn, re-drawn, and ultimately (re)designed through a series of drawing strategies, including freehand drawing, drafting and making. The projects engage architecture, culture and identity using modern metropolitan Florence as a laboratory for visual experimentation. By embracing the complexities of contemporary Italian society--including its evolving ethnic, cultural and social dynamic--the projects explore the critical dichotomies of past-present and global-local. This course is a dynamic learning environment that encourages students to develop a unique way of working by building upon their intellectual curiosity and diverse educational backgrounds. Course requirements include studio work, discussions and field trips.

Credit 6 units.

ARCH 3915 Building Pictures: The Architectural Imaginary of Italian Renaissance Painting (Florence)

Italian Renaissance painters such as Antonello, Botticelli, and Crivelli, and their contemporaries, often depicted architectural spaces – buildings, streets, piazzas - in their works. The rendered spaces were both religious and secular, ancient and modern all within the two-dimensional canvas surface. The masterpieces, often intertwining real and imagined spaces were depicted as hyper-real with tremendous amounts of focused detail on the specific setting, lighting, ornament, historical elements, and artifacts. Perspectival linework and architectural frameworks were often drawn onto the canvas at the start. In this course, students will build architectural models of selected paintings exploring their formal composition, materiality, light sources, staging, and details. The models, crafted out of paper, paint, and marmorizzazione will prompt the class examine the role of architecture in painting while engaging the fantastical spaces within the architectural imaginary of Italian Renaissance Painting. The class will include visits to the Uffizi and the Galleria dell'Accademia to research and view some of the artworks in person.

Credit 1.5 units.

Typical periods offered: Fall

ARCH 3919 The Space Within: Inside / Outside (Florence)

This seminar will engage the Dutch architect Aldo van Eyck's understanding of the concept of "interior space" as including all spaces designed for human inhabitation—whether interior or exterior—and so extending from the interior room, to the "inside-outside" courtyard (Le Corbusier), to the exterior piazza and street. Inside / Outside will take the subject of the piazza as a field of study to speculate through drawing, photography, and Rhino how we experience being inside an outside space. We will adopt the premise that the material of a space and its construction contribute to its experience. The first order of business will be for each student to become a spider and search out and locate a particular and unique piazza (veranda), piatzzetta (little piazza), campo (in Venice). There are more than 30 in the center of Florence, but we will find others. We will visit these in subsequent classes and then draw (photograph, model) them in such a way that the subject of our experience which is generally in the background becomes foregrounded. Of particular attention will be the materials and how the materials are rendered through the labor of construction.

Credit 1.5 units.

Typical periods offered: Fall

ARCH 3921 Fifteenth & Sixteenth Century Florence, Rome & Venice: Rethinking Renaissance Visual Culture

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

Credit 3 units. Arch: RW Art: AH EN: H

Typical periods offered: Fall, Spring, Summer

ARCH 3922 Florence as a Cultural Artifact: The History of Architecture as the History of the City

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

Credit 3 units.

Typical periods offered: Fall

ARCH 3980 Transect: Bangkok

Bangkok, a global mega city of 15 million people, is located at the mouth of the Chao Phraya River, in an expansive deltaic landscape. The city sits roughly 5 meters above sea level on a soft bed of sediment, and is slowly subsiding. Over the past century, the city has expanded along its historic canals, covering water ways and exchanging porous land for impermeable surfaces. Climate change is resulting in more intense rain storms which inundate the city, straining infrastructure and putting the vast majority of the city at risk of increasingly long floods. Sea level rise is eroding the coastal area of the city, displacing communities at the outskirts of the city. At the same time, intense development pressure continues, and the few remaining open spaces in the city are under threat of being paved over. While the challenges facing the city are manifold, Bangkok continues to be a vibrant, culturally diverse place with a deep history of living in balance with the River. In Bangkok we see the confrontation of politics, climate change, globalization, and everyday life. While in the field, students will divide their time between direct observation, urban documentation, lectures from designers working to adapt and transform infrastructure, and recuperate natural systems, to increase the city's resilience and enrich the public realm. We will be joined by Kotchakorn Voraakhom, the Pulitzer Artist in Residence. By working between embodied experience (field work) and abstract representations of the city (mapping), students will grapple with the cultural and environmental implications of climate change.

Credit 3 units.

Typical periods offered: Summer

ARCH 4001 Architecture Elective (Senior)

4000-level elective in architecture.

Credit 9 units.

Typical periods offered: Fall, Spring, Summer

ARCH 4110 Architectural Design V

The third and fourth years introduce a selection of option studios to students. This year emphasizes voice as students adopt their own conceptual position through the iterative development of form, geometry, space, and aesthetics. More specifically, this studio focuses on advanced architectural design and an in-depth study of a specific topic through rigorous design development. All students initially register for section 01. Studio section assignments will be made through a lottery process at the start of the semester and students will change their section registration at that time.

Credit 6 units.

Typical periods offered: Fall

ARCH 4111 Architectural Design V (Florence)

The third and fourth years introduce a selection of option studios to students. This year emphasizes voice as students adopt their own conceptual position through the iterative development of form, geometry, space, and aesthetics. More specifically, this studio focuses on advanced architectural design and an in-depth study of a specific topic through rigorous design development.

Credit 6 units.

Typical periods offered: Fall

ARCH 4120 Architectural Design VI

The third and fourth years introduce a selection of option studios to students. This year emphasizes voice as students adopt their own conceptual position through the iterative development of form, geometry, space, and aesthetics. More specifically, this studio focuses on advanced architectural design and an in-depth study of a specific topic through rigorous design development.

Credit 6 units.

Typical periods offered: Spring

ARCH 4121 Architectural Design VI (Urban Design + Landscape Systems)

The third and fourth years introduce a selection of option studios to students. This year emphasizes voice as students adopt their own conceptual position through the iterative development of form, geometry, space, and aesthetics. More specifically, this studio focuses on advanced architectural design and an in-depth study of a specific topic through rigorous design development.

Credit 6 units.

Typical periods offered: Spring

ARCH 4190 Senior Capstone in Architecture

The Senior Capstone in Architecture allows undergraduate students in their final semester of study to pursue individual research projects. All students will participate in shared discussions and presentations, as well as pursue a highly individualized line of research inquiry that potentially starts where a former project left off, supplementing current or previous coursework, or investigating a previously unexplored route. The course will culminate in a presentation and defense of a well-articulated and developed research project.

Credit 3 units.

Typical periods offered: Spring

ARCH 4340 Structures I

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

Credit 3 units.

Typical periods offered: Fall

ARCH 4350 Structures II

Continuation of ARCH 4340 Structures I, with consideration of the effects of forces on structural members of various materials. Introduction to the design of structural members in steel, reinforced concrete and wood.

Credit 3 units.

Typical periods offered: Spring, Summer

ARCH 439 Environmental Systems II

We as architects have to analyze and address complex issues and relationships, synthesize them, and then make them manifest through clear design strategies. Building systems must reconcile solar heat gain, glare control, daylight levels, thermal insulation, ventilation, acoustics, air quality, structure and fabrication - all in relation to the scale and comfort of the human body. The development of environmental systems into a clear, comprehensive, and elegant design solution cannot be an afterthought; it must be a synthesized and integral part of the design process, with a clear strategy that operates at multiple scales. Building upon the passive strategies explored in

Environmental Systems I, this course will lay the foundation for the integration of active environmental systems with enclosure, space, and the requirements for human occupation. This will be done through the study of climate, air, temperature, water, light, sound, and energy. Each topic will be assessed against problems, principles, possibilities and potential. This course focuses on how important it is to consider active systems as part of an integrated design strategy addressing both FORM and PERFORMANCE throughout the design process. Prerequisites: Environmental Systems I & Building Systems I

Credit 3 units.

Typical periods offered: Spring

ARCH 4416 Performance Enhancing

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

Credit 3 units.

ARCH 4418 Mapping Complex Spatial Sequences

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

Credit 3 units.

ARCH 4419 Building Performance for a Solar Powered House

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

Credit 3 units.

ARCH 4420 Fabricated Drawings

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

Credit 3 units.

Typical periods offered: Spring

ARCH 4427 Digital Ceramics

The production of ceramic building materials spans from individually constructed and handcrafted to industrial and mass produced. Some of the earliest examples of permanent structures include clay-based building components. At the turn of the century, the Hydraulic Press Brick Company in St. Louis was the most innovative brick company in world, producing 100 million bricks per year by 1900. The abundance of clay and the affordability of bricks contributed to the longevity of building stock, where even modest homes had ornamental bricks, corbeling, recesses, and extensions. Historically, fired clay building components were valued for their strength, modularity, fire resistance, raw material availability, and aesthetics. Ceramic building units are pervasive in their use in the built environment, but they have been underappreciated in contemporary architecture practice. Digital Ceramics examines new possibilities for masonry and ceramics in

architecture through computational design and digital fabrication. Algorithmic design techniques, digital fabrication, and ceramic research will be merged for the design and production of nonstandard ceramic components in aggregated assemblies. Readings, tutorials, and guest lectures throughout the course will focus on innovations in digital technology, digital fabrication, advanced geometry, and material practices. Student work will include the creation of 3D-printed and/or CNC-produced molds and slip-cast ceramic components. Additional course work will include drying and firing clay components, staining and glazing techniques, and clay body research. Students will also be introduced to ceramic 3D printing during the course. Digital Ceramics confronts the seemingly disparate modes of physical making and digital form-giving with the introduction of a new material system that expands the aesthetic and performative potential of aggregated enclosure assemblies. In recent digital discourse, we have seen the ability for endless variation and customization through the use of parametric design software. This course intends to underscore a thoughtful consideration of the relationship between technology and adaptability. Through material behavior and calibrated irregularities, we have the capacity to make each component unique. Experience with digital modeling (Rhino) and digital fabrication is strongly encouraged.
Credit 3 units.

ARCH 4430 American Architecture and Modernism in St. Louis
This advanced history and urban issues seminar will explore the history of urbanism as it developed in the United States in the late nineteenth and early twentieth centuries and trace some of its international outcomes. We will examine changing theories of how urban environments should be shaped, placing efforts by designers to transform the built environment within the context of major social, cultural and political changes. These include public urban parks and parkways, City Beautiful neo-classical urban environments, regional planning, auto-based planned communities and shopping centers, highrise hotels, theme parks, and megastructural airports. We will explore the relationships between the built environment, social change, political struggle, and design theory. We will, in addition, track the establishment, professionalization, growth and contests over the fields of architecture, landscape architecture, urban planning and design. We will pay close attention to shifting conceptions of, conflicts over, definitions of the urban public, the boundaries of the public sphere, the relationship between public and private spaces, and the role of government in shaping and policing the urban landscape. By using historical methods to analyze documentary evidence, the course will facilitate greater understanding of the complexity and layering of the urban landscape and critical urban design and landscape practices.
Credit 3 units.

Typical periods offered: Fall, Spring

ARCH 4432 Modern vs. American: Rethinking the Architectural Relationship
What is American about American architecture? Architects, historians, and theorists have asked this question throughout our nation's history, but it gains renewed importance in this age of globalization. Can we, should we, continue to apply national labels to our architecture? This seminar will examine the architectural culture of the United States in the twentieth century, with special attention to the relationship between national identity and the internationalizing forces of modernity, particularly European modernism. Through analysis of theoretical writings, developments in education and practice, and key projects like the Chicago Tribune Tower Competition, the Illinois Institute of Technology, and U.S. embassies around the world, students will gain insight into the dynamic between the local and the global in the design of the built environment. Course requirements include in-class presentations, field trips, and a substantial research paper. Fulfills History/Theory elective requirement.
Credit 3 units.

ARCH 4433 Modernism in St. Louis
This seminar allows students to examine modernist architecture in St. Louis through a series of lectures followed by building tours of local examples. Lecture topics will include: Classicism Reevaluated, The FLW Influence, The International Style, Concrete Forms, Utopian Visions, and Personal Statements. Among the works to be visited will be that of Charles Eames, FLW, William Bernoudy, Harris Armstrong, HOK, Buckminster Fuller, Carl Safe, and Adrian Luchini. Each student will be asked to document one of the buildings visited for an exhibition at the end of the semester. The course is limited to undergraduate seniors. The availability of a car is required.
Credit 3 units.

ARCH 4434 Building Detectives: A Practical Seminar On Researching Historic American Architecture in St. Louis
The purpose of this seminar is to both acquaint students with and give them practical experience in the methods of researching historic architecture, both in archives of primary documents and in the field. Initial course sessions are aimed at giving students necessary background in understanding both the formal (stylistic, technological, and material) and spatial content of historic buildings. Reading buildings for what they reveal about the social and material aspects of everyday life will be emphasized. Then students will learn how to use the documentary record to both uncover the history of individual buildings, as well as their urban and social contexts, by visiting local archival repositories. The remainder of the course sessions will be spent in a group collaborative project, recording and documenting a particular building or set of buildings in a St. Louis neighborhood and uncovering the hidden histories encoded in structure, space, and the historical record. It is anticipated that aournd one-half to two-thirds of the class will be spent in archives and in the field. Given the collaborative nature of the final project of this course, students will be expected to be diligent in their attendance and to pull their own weight in helping to complete the final project. The site and the product of the course will depend to some extent on enrollment--the more people in the class, clearly the more ambitious the project will be. At the very least, a visual (photographic and drawn) record of a historic building will be produced, and a documentary record will be established for it, and these will be assembled in a form appropriate for public presentation. This documentation will be intended to aid local St. Louis heritage/preservation/civic efforts.
Credit 3 units.

ARCH 4435 Marina City: Bertrand Goldberg and the Aura of Chicago Modernism
This seminar explores the mid-century architectural modernism and its relationship to visual imagery, finance, and labor. It focuses on Bertrand Goldberg's Marina City, a pioneering mixed-use housing complex completed in 1964 in Chicago. With its unique circular form, Marina City quickly became a popular icon of modern lifestyle and was often represented in film, magazines, and on the CD covers. A study of Marina City's design, construction, promotion and reception will extend into a detailed study of Goldberg's entire opus, contextualizing his work within the larger trajectory of the Chicago School of Architecture. The course will draw comparisons to the work of Goldberg's educators, such as Mies van der Rohe and Josef Albers, as well as the work of other Chicago architects such as Walter Netsch and Harry Weese. Goldberg's work will be conceptualized within a broader socio-economic context, illuminating his buildings with a selection of primary theoretical texts relevant to architectural modernism. Course requirements include weekly reading summaries, in-class discussions, presentations and a substantial research project.
Credit 3 units.

Typical periods offered: Fall, Spring

ARCH 4436 Gender, Race, and Architecture in the American City, 1865-1960

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

Credit 3 units.

Typical periods offered: Fall, Spring

ARCH 4437 American & International Urbanism

This advanced history and urban issues seminar will explore the history of urbanism as it developed in the United States in the late nineteenth and early twentieth centuries and trace some of its international outcomes. We will examine changing theories of how urban environments should be shaped, placing efforts by designers to transform the built environment within the context of major social, cultural and political changes. These include public urban parks and parkways, City Beautiful neo-classical urban environments, regional planning, auto-based planned communities and shopping centers, highrise hotels, theme parks, and megastructural airports. We will explore the relationships between the built environment, social change, political struggle, and design theory. We will, in addition, track the establishment, professionalization, growth and contests over the fields of architecture, landscape architecture, urban planning and design. We will pay close attention to shifting conceptions of, conflicts over, definitions of the urban public, the boundaries of the public sphere, the relationship between public and private spaces, and the role of government in shaping and policing the urban landscape. By using historical methods to analyze documentary evidence, the course will facillitate greater understanding of the complexity and layering of the urban landscape and critical urban design and landscape practices. Fulfills History/Theory elective requirements. Fulfills Urban Issues elective requirement.

Credit 3 units.

ARCH 4438 Urbanism: Cambridge Ma

This design research seminar will focus on urban buildings adjacent to two transit stops adjacent to two major university campuses, Harvard and MIT, in the City of Cambridge, a Boston area city of about 105,000 people. Its continuing rapid growth as a center of research and digital economic activities have led to continuous transformations in its urban form, particularly in the past few decades. This seminar will combine historical and field research on some of the many architectural urban design interventions in Cambridge near the Harvard and Kendal Square subway stations. A class field trip will take place, and students with choose among several topic areas to produce detailed drawings and digital models of specific Cambridge urban interventions. There will likely be a publication of the work. Topic areas include the campus planning and built work of Josep Lluis Sert and others near Harvard Square; buildings on the MIT campus by Eero Saarinen, Frank Gehry, Fumihiko Maki, and others; and recent Kendall Square area corporate urban developments by Maya Lin and others.

Credit 3 units.

Typical periods offered: Fall, Spring

ARCH 4439 Urbanism: Chicago

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

Credit 3 units.

ARCH 4440 Unbuilt Sert

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

Credit 3 units. Arch: GACS

ARCH 4441 Designing the Modern City

This course, which is based on the textbook Designing the Modern City: Urbanism Since 1850, is a lecture course that examines designers' efforts to shape modern cities. Topics covered include the technical and social changes in mid-19th century industrial cities, notably London, Paris, and Barcelona, as well as varied efforts to shape urban extensions and central new interventions elsewhere. These include reform housing efforts for the working class in 19th-century London and New York, Städtebau (city building) in German-speaking environments, the Garden City Movement, the American City Beautiful movement, town planning in Britain, and urbanisme in France (the source of the contemporary term urbanism). Less well-known topics that will also be addressed are urban modernization in East Asia before 1940 and suburban planning in the United States, including Frank Lloyd Wright's Broadacre City. The book also addresses social change and modern urbanism in Europe in the 1920s, including the emergence of CIAM (International Congresses for Modern Architecture), which met from 1928 to 1956; the political, technological and urban transformations of World War II; the expansion of racially segregated decentralization in the United States; and some European and Latin American postwar urbanism. It also addresses urbanistic aspects of

postwar architectural culture, including critiques of modernist planning by Jane Jacobs and others and more recent responses to the ongoing challenges posed by efforts to create organized self-build settlements and to make more ecologically sustainable cities.
Credit 3 units. Arch: GAMUD, GARW, GAUI, RW
Typical periods offered: Fall, Spring

ARCH 4442 Modern St. Louis, 1940 to 1974: Art, Architecture and Social Change
This seminar addresses the research question, How did modern art and architecture become such a major aspect of St Louis's cultural life in the middle decades of the 20th century? Offered in preparation for a fall 2022 exhibition on this topic at the Kemper Museum, the seminar will research this question, both by presenting notable works of modern architecture that were built here and by examining art collecting and philanthropy here during this time period, where new and more socially inclusive values then associated with modern art had a significant impact on changing both the political and artistic culture of this large metro region. Architectural works to be researched include the works of Harris Armstrong; Cloethiel Woodard Smith (a Washington University architecture alumna); Samuel Marx; Frederick Dunn; Eric Mendelsohn; Eero Saarinen; Dan Kiley; Joseph Murphy and Eugene Mackey, Jr; George Hellmuth, Minoru Yamasaki and Gyo Obata; and Charles E. Fleming.
Credit 3 units. Arch: GARW, RW
Typical periods offered: Fall, Spring

ARCH 4443 The Chicago Skyscraper
This seminar will consider a set of projects by Burnham and Root, Holabird and Roche, Wm. Le Baron Jenney, Louis Sullivan, and others. A central example will be the Monadnock Building, with its two sections by Burnham and Root (1891) and Holabird and Roche (1893). As one of the main lines of inquiry, we will define the skyscraper type, evaluate examples through comparative study, and unfold intersectional aspects of the buildings with respect to race, gender, and labor. Special attention will be paid to symbolism and the relationship between structure, tectonics, and ornament programs. Circumstances permitting, the seminar will apply photogrammetric techniques to the documentation and study of architectural details, entailing a field trip. Space will be reserved for undergraduate students. Prerequisite: Architectural History I or II.
Credit 3 units. Arch: GARW, RW
Typical periods offered: Fall

ARCH 4444 Peking and Forbidden City
The life history of China's imperial capital from the 13th-century Khanbaliq visited by Marco Polo to the Peking of the last emperor, Pu Yi. Topics include Chinese city planning and symbolism, timber-frame architecture, ceremonial and mortuary sites, domestic architecture and gardens. Readings in primary sources.
Credit 3 units. A&S IQ: HUM Art: AH BU: HUM, IS
Typical periods offered: Fall, Spring

ARCH 4445 Urban Topographies
This digital seminar introduces students to the basics of Geospatial modeling at both regional and local scales, with an emphasis on the creative application of GIS data towards design thinking, site analysis, and speculative urban design. The course explores the potential for GIS data as more than just for inventory and mapmaking, but also as an invaluable creative design tool. A series of digital workshops will touch on a range of cross-platform workflows, from digital cartography to parametric modeling to 3D animation. Tying this together will be a speculative urban landscape project that the students will model and visualize utilizing the software introduced. This year's iteration will lean more towards an experimental and explorative use of GIS for design, art, and visualization. This course is intended to give students the flexibility to approach the syllabus as an independent study or as a supplement to their studio work. Software that will be covered includes ArcGIS, Autodesk Infraworks, 3DSMax, and Grasshopper.
Credit 3 units. Arch: ECOL

ARCH 4447 Meso-American Architecture
The first half of the course will trace the major civilizations of central Mexico from 1500 BC until the Spanish conquest after 1400 AD, focusing on developments in architecture and landscape, calendarics and cosmology, ceramics, the ballgame and sacrificial rituals, gods, myths and legends, language and hieroglyphics, and political, religious, and social organization. The survey will feature detailed and extended tours of specific sites by means of drawings, maps, slides, and digital images, we may even attempt a couple of virtual tours on-line. In the second half we will deal with the Mayan area, ranging from the lowland jungles of Chiapas and Yucatan to the Peten and the highlands of Belize and Guatemala. High points include the Jaguar dynasty of Yaxchilan, the reign of Pacal at the hybrid site of Palenque, and the demise of 18 Rabbit in the city of Copan, Honduras. Tikal will be featured as the culmination of Mayan culture, and the Chenes, Rio Bec and Puuc styles will also be examined. See a complete and independent cultural development going back at least 7000 years, and equal in greatness to Egypt, Greece, or Rome. This is also a chance to examine civilizations existing at the margins of ecology and sustainability, and how they may at times succumb when the limits have been reached. Students will be encouraged to focus on a particular area of interest for further inquiry, to be developed into a paper or a project.
Credit 3 units.
Typical periods offered: Fall, Spring

ARCH 4448 Discover Latin America: Literature, Culture & Cinema
This seminar aims to explore the identity of Latin America through its own literary production and cinema. Our point of departure will be the popular image of Latin America in a permanent state of crisis. We will analyze how this extended condition has determined a resliient search for original survival strategies. We will take these artistic forms as the space of resistance against social, historical, economic and cultural impositions. We will particularly study the short story tradition within Latin America and its main contributions to the self-exploration process. We will concentrate on issues such as the confrontation between nature/environment and man, tradition vs. change, the economic struggle and social exclusion/inclusion, the urban movement and the realist portrait, the fantastic exploration and the power of the unconscious, the Latin American boom and new directions, the strategies of humor and transgression, and the female voice and its personal challenges. In turn, we will discuss a selection of films that depict the diverse range of Latin American realities in connection with specific scenarios of crisis--the literary crisis (the fantastic representation, the magical realist answer, the neo-baroque turning point), the political crisis (dictatorships, revolutions, wars, national mythologies, exile, censorship), and the social/cultural crisis (mainstream machism, patriarchal traditions, imperialism, language andorigins, hybridity, gender issues, poverty, injustice, margins). The course consists of the critical reading/watching and formal literary/visual analysis of the selected texts and films. The main goal is to open an engaging dialogue among participants to better understand what we call Latin America, and also to learn to think critically when it comes to tradition, identity, and paths of self-discovery.
Credit 3 units.
Typical periods offered: Fall, Spring

ARCH 4449 Latin American Literature

This course will explore the process through which different Latin American countries have come about. We will concentrate on a selection of literary texts that somehow represent the quest for a national voice in each case. The "labyrinth" of Latin American self-exploration strategies implies a diversity of artistic paths. Thus, we will include other cultural forms involved in the on-going and current self-constructing protrayal of Latin America--films, theater, current events, art exhibits, music, and tango/milongas, among others. We will pay especial attention to those films that have a literary inspiration or are the adaptation of a literary piece in order to study the connection between literary and visual discourses in particular. Through this analysis, we aim to enhance the experience and understanding of Latin America as a vibrant cultural system. The seminar attempts to shed light on the different nation-building processes and on their permanent search of identity. The main goal is to open a critical and engaging dialogue through which students will be able to learn about Latin America's past and present, as well as to integrate their own first-hand impressions from the unique immersion opportunity they will have while being in Buenos Aires.

Credit 3 units.

Typical periods offered: Fall, Spring

ARCH 4450 American Architecture and Urbanism

This seminar will focus on new ways of thinking about American architecture and urbanism in the 20th century. It is part of an effort to offer new conceptual frameworks to understand American architecture within its larger context of social, political, and urbanistic change. Unlike an architectural history survey course, it will not only focus on the canonical works of well-known designers such as Ludwig Mies van der Rohe and Louis Kahn, but it will also situate architecture within the various new social, spatial, technological, and legislative directions that have shaped American metropolitan areas since then. Students will present selected readings and pursue individual research projects for this course.

Credit 3 units. Arch: GARW, RW

Typical periods offered: Fall

ARCH 4452 The Design of Practice in America

The Design of Practice in America will trace the changes and developments of architectural practice in the United States from the mid-nineteenth century through the present. Through historical case studies, students and professor will explore how architects and designers shaped and responded to the changing demend for their services in the marketplace through periods of growth, depression, and change. Key examples will illustrate how figures like Frank Lloyd Wright, Albert Kahn, and john Portman developed working structures, partnerships, and business models to put forth their ideas and designs and make a living. We will look at a variey of strategies that architectus have developed over time to define, vallidate, and sell architecture as a n artistic enterprise, community service and profession. Weekly discussion will focus around themes in the creative design of architectural practice. Local practitioners will be invited to class to share their experiences in a variety of practice settings. Students will also undertake a semester-long research project on a St. Louis firm whose papers have been preserved or whose history is maintained through oral history. The goal is to familiarize the students with the process of primary research and the inner workings and development of a firm.

Credit 3 units.

Typical periods offered: Fall, Spring

ARCH 4453 Architecture in the Age of Identity: Race, Gender, Ethnicity and Their Discontents

Identity is both an individual and social category. It is deeply personal, woven with memories, feelings and emotions, but also collective, informed by history, society and culture. Consequently, this gap between individual self-expression and societal conformity remains one of the fundamental tensions of human existence, but also a source of inspiration and imagination in our rapidly changing world. Categories such as race, gender, class and ethnicity-as well as their intersections and overlaps-remain dynamic. They constantly evolve, responding to the changing socio-economic context and engaging an ever-expanding array of cultural production-from literature and film to philosophy and sociology. This course expands the conversation even further, examining the relationship between design and identity in architecture, with a particular emphasis on architectural education. Covering a range of case studies that emerged after World War I, the course moves freely across various divides-between North-South and East-West, between socialism and capitalism-examining the representation of identity through a variety of architectural media, including drawings, texts and buildings. The course probes architecture schools and practices as both disciplinary enterprises and as hubs of identity formation, suggesting the capacity of equity and representation to serve as agents of both political and architectural emancipation. The course content includes lectures, discussions and presentations, as well as reading and research.

Credit 1.5 units. Art: CPSC

Typical periods offered: Fall

ARCH 4454 Modern Architecture, Race, and Ethnicity

This course will review the issues mentioned in the title as represented in recent literature and historical examples, focusing mainly on the urban context but more on architecture than urbanism. Themes will include the history and theory of architecture; architecture as art and as service; architecture and social class; and technology and intersectionality. An emphasis will be placed on information literacy, including the use and management of primary and secondary sources, accessed digitally. Assignments will include a series of short papers and a final paper. Space will be reserved for undergraduates. Prerequisite: Architectural History II or equivalent.

Credit 3 units. Arch: GARW, RW Art: CPSC

Typical periods offered: Fall, Spring

ARCH 4455 Decoding Sustainability

This course engages worldwide conversations regarding current global environmental issues in relation to the production of building materials. Students will begin by defining dilemmas faced by designers and architects in the selection of materials, followed by introductory information on Biomimicry, Natural Capitalism, True Cost, and LIfe Cycle Analysis. This course will then look at national, international and industry environmental standards that govern building materials with respect to the triple bottom line: environmental impact, economic impact and social equity. By anaylzing specific certified building materials, students will see how much or low little is being measured and how transparent the certification processes are. Building materials and the environmental standards that govern them will continue to evolve throughout the entirety of a designer's life. Therefore, developing a thinking/filtering process to employ in the selection will aid each designer in theri career. This course seeks to develop design thinking in relation to the environment while developing tools to understand how building materials can be evaluated for sustainability.

Credit 3 units. Art: CPSC

Typical periods offered: Spring

ARCH 4456 Precarious Structures: Composition/Anti-Composition
This design seminar will explore the construction of architectural compositions as time-based events using motion graphics, physics engines and scale models. Design exercises will be supplemented by readings and lectures that track intersections between abstract painting, color theory, choreography, video game physics, and architectural space. The suite of digital videos and models generated during the course of the workshop will make an argument for animation software as an architectural-form-generation technique. This workshop is designed as a visual-studies-focused exploration of material assemblages. In his recent text entitled Bad New Days: Art, Criticism, Emergency, theorist Hal Foster analyzes contemporary visual artists like Thomas Hirschhorn and suggests the term precarity to describe one of the major emerging themes in post-2001 art; this is a meta-category that he puts forward alongside the abject, mimetic, archival and postcritical. These terms, Foster suggests, might replace the postmodernist overprivileging of images and language. Following the work Foster highlights in his text, we will engage with what sculptor Robert Morris calls anti-form: the material and optical territory of the formless (all that is horizontal, unconstructed, and otherwise base). It is without doubt that the specters of postminimalism -- Alice Aycock, Robert Morris, Eva Hesse and Mary Miss, for example -- loom large in contemporary aesthetic research. This pervasive (if underarticulated) interest in base materialism, elemental tectonics, and provisional structures owes much to the antiformal revisions of minimalism that these artists celebrate in their work (so many piles, ruins, stacks, stick-frame forts, huts, and shelters). Can architecture revitalize these types and add elements (spatial, economic, political and technological complexity) to the sculptural articulation of precarity? Can we design with formal provisionality at the forefront? Requirements: Beginners with no background in the following platforms are welcome. However, some familiarity with Rhino 3D, the Maya platform, and processing will be helpful.
Credit 3 units.
Typical periods offered: Spring

ARCH 4457 Surface It, With Pieces
The seminar will focus on the in-depth understanding and development of ideas based on the technical, experiential and aesthetic exploration of one material: concrete, into a specific application; pavers. The students will design a module and then explore different pattern options. The pattern modules will consider the limitations of the material in terms of strength, weight, size, etc. The goal is to make a single piece or pieces that can be lifted by a single person without much effort and combine them in different ways in order to create an artificial topography. Students will learn about the material itself as well as the act of construction, assemblage, and mass production; which will include methods and technology, ranging from tools to form work. The forms for the concrete pieces will be built through a process of CNC milling and/or vacuum formed plastic. The challenge will be to define environmentally sensitive strategies for problem solving, conceptual development and poetic expression at both levels of the design process, conceptual and real. Sustainable principles, such as the use of recycled materials as an aggregate in the concrete mix, will be an important consideration for this class. They will be also asked to investigate water run off in a given area and alter the percentage of open grids as a way to create a pervious, though walkable surface. Construction will be the ultimate goal.
Credit 3 units.

ARCH 4458 Furnish It, With Pieces
Public space is a key constituent that determines the character of a neighborhood and a city. It is embedded the urban fabric and it can mediate the relationship between people and their particular surrounding landscape. Urban furniture and hardscape can play an important role in offering a wide range of uses for public spaces. The design of such pieces affects the way people live and experience a particular environment. The ultimate goal of this course is to design, fabricate and install a set of repeatable units to equip a vacant urban lot in order to offer opportunities for social interaction. The seminar focusses on the in-depth understanding and development of ideas based on the technical, experiential and aesthetic exploration of one material: concrete, into one specific application: urban furniture. This seminar builds up on the scope of the Creative Activity Research Grant awarded by the Sam Fox School of Design & Visual Arts where 5 porous concrete pavers were designed for a vacant plot in North St. Louis. The challenges are to adapt the given pavers to a new site condition and to propose new urban furniture made out of concrete. It involves the construction of pieces able to equip a gathering space as well as sidewalks that can offer local residents the opportunity to interact with others. This provides not only aesthetic appeal to the residents and visitors, but also allows the possibility of implementing an actual project in an abandon plot in Old North. We will enrich the community with a wide range of training opportunities as each step in the process of making the plaza will be used for teaching purposes, from making pavers and other pieces, to salvaging, reusing or repurposing recycled material. Students are asked to design and build concrete urban furniture necessary for the gathering area. The pieces can encompass a wide range of uses: chair and benches, tables, raised beds, planters, litterbins, modular fencing and mobility-related pieces such as bike racks, bollards and car stoppers. This is an opportunity for hands-on experience. These pieces have to consider the limitations of the material in terms of strength, weight, size, etc.; learning about the material itself as well as the act of construction, assemblage and mass production, which will include methods and technology, ranging from tools to molds. The formwork for the concrete pieces will be built through a process of CNC milling and rubber molds or vacuum formed plastic. The challenges are to define environmentally sensitive strategies for problem solving, conceptual development and poetic expression at both levels of the design process, conceptual and real. Sustainable principles such as the use of recycled materials as an aggregate in the concrete mix will be an important consideration. Construction is the ultimate goal of this class. We will be working in collaboration with Anova, a local manufacturing company dedicated to the design and production of site furnishings. Anova will provide some materials and bring their expertise to the project.
Credit 3 units.

ARCH 4459 Precast Concrete Enclosures
In contemporary construction practice, building enclosures are sophisticated assemblies conceived through complex processes that merge design, science, technology and craft. The outermost layer of the exterior wall is the most exposed to natural forces and therefore it needs careful attention as it must work effectively over the lifetime of the building. The primary goal of this fabrication seminar is the construction of full-scale mockup pieces that function as part of real building envelopes; this is an opportunity for hands-on experience. Students will design, develop and build enclosures out of different types of precast high-performance concrete assemblies as critical components of building envelopes. The course will be developed in partnership with Gate Precast, a leader company in the precast concrete industry. Supported by a grant from the PCI Foundation, students will have a budget of $12,500 to design and prototype precast mockups of building envelopes. Students will start by conducting research and analyzing historic and contemporary buildings, focusing on their skin properties and configurations. Then, they will proceed to identify specific environmental condition(s) and develop an enclosure as a response to such condition(s), advancing the design through detail drawings and study models, culminating in a full-scale mockup mold. Construction of the molds will be done at Washington University's facilities combining digital and analog methods of fabrication, including CNC milling, laser cutters, 3D printers, and vacuum-formed plastic, among other methods; a fully equipped wood shop is also available. Once the molds are finalized, they will be transported to Gate's architectural plant in Ashland City, TN, for

reinforcing and concrete casting; this project will culminate in the demolding of full-scale precast mockup pieces. Students will tour the facility and participate in the entire fabrication process, including mold preparation, reinforcing, casting, demolding, handling and finishing of the final panels.
Credit 3 units.
Typical periods offered: Spring

ARCH 4460 Advanced Grasshopper
With a base knowledge of the Rhino+Grasshopper interface, this class will focus on developing an entirely scripted building system. Each student will be given a set of initial parameters (building volume, square footage, percent of transparent/opaque facade, required programmatic elements/size, etc.) They will begin by selecting a formal precedent that will help them determine a structural system. Within this framework, students will develop an algorithmic logic to organize program and then articulate a responsive skin. The goal of this exercise will be to develop understanding of the potential use of scripting in design. Scripting allows the designer to transform their design dynamically as the parameters change or update. The final output of this class will be detailed, annotated drawings of each student's structural system as well as a 1/4 scale model of a small portion of their design utilizing available tools in the FabLab such as 3D printing and CNC routing. Students taking this course must have working knowledge of Grasshopper. This class is an advanced class exploring design through generative modeling.
Credit 3 units.

ARCH 4461 Information Modeling & Technology
This foundation-level course will introduce students to the digital tools of Geographic Information System (GIS), Building Information Modeling (BIM), and Building Performance Analysis (BPA). Its goal is to equip the student with the ability to gather information, analyze it, and make decisions within the information-rich environment of architectural design and construction. Students will develop an understanding of these three seemingly distinct approaches and their role in preserving the quality and quantity of accumulated information for 'upstream' use. The topics addressed in the course will be further developed in more advanced courses during subsequent semesters. The introduction of information-gathering principles within GIS will expose students ot the wealth of information, such as maps and census data, that is already available, as well as methods of turning raw data into analytical material for use in their design work. This segment of the course not only provides a foundation to ArcGIS, but also leads toward use of this information within applications like Revit Architecture. Creating and managing an information pool of digital GIS and design and construction data and making it available throughout the lifecycle of a project is commonly referred to as BIM. In the second part of this course, we will explore how BIM is being utilized today and learn the basics of one of the leading BIM compliant applications, Autodesk Revit Architecture 2010. During the third part of this course, students will be introduced to BPA, a process that embodies a holistic approach toward the integration of sustainability and design. By understanding when and how to apply sets of analytical exercises via applications like Ecotact Analysis within the context of Information Modeling, students will develop an understanding of how design decisions have a profound and lasting impact on the overall building sustainability and performance.
Credit 3 units.

ARCH 4462 BIM in Practice
BIM (Building Information Modeling) is a developing method of creating, sharing and managing project data through a visualized 3D or 4D model. While it continues to deliver on an initial promise to increase design consistency and efficiency while minimizing errors, the focus of attention is shifting to the use of BIM to facilitate integrated methods of project delivery. The course will explore the use of the BIM platform and the development of data exchange methods in architectural design through a case study and subsequent design project. Students will be provided instruction in Revit covering the creation, management, and extraction of data from a model, but will also look at the technology more broadly, discussing the changes advanced by the deployment of BIM processes in practice.
Credit 3 units.

ARCH 4463 Coding Growth: Scripting & Computational Methods for Design
The course will cover an array of advanced design techniques using scripting within the rhino/grasshopper environment. Although, thorough knowledge of grasshopper is not required, it will help to ease the transition away from graphic algorithm creation, and into the C# scripting language. C#, while slightly more difficult than its technical equal, VB, the language can be used in a wide variety of other programs and applications, such as 'Processing and the Arduino micro-controller, which students will have the opportunity to explore should they feel comfortable in those environments. The foundation of the class will be based around three major categories: Mathematical Systems, Agent-Based systems, and simulated Growth. Before covering the base material, a three-week intensive overview of grasshopper will cover nearly everything students will need to know in order to proceed successfully. We will begin basic scripting exercises by duplicating existing grasshopper components and proceed to the advanced categories from there. In the first category, mathematical systems, students will learn how to create and control useful L-Systems like branching, fractals, and generational scaling. We will then move into topological algorithms, in order to learn how to sort and search through the scripted results to quantify their success or failure. Once single codes can be executed relatively successfully, the course will progress into agent-based systems. The topic will be introduced through simple investigations in basic geometrical relationships like circle packing and mesh relaxation. We will then study the behaviors of birds, ants, fish, and termites in order to extract the necessary parameters to mimic their behavior. Building complexity yet again, students will investigate the ways in which one can code growth. This will ultimately lead to an architectural project at the pavilion scale where students will be asked to design a single unit that will mutate and deform itself iteratively in order to achieve explicit performance criteria that have been laid out for them. Students will learn how to use genetic and generative algorithms, (a combination of the previous lessons) to design the building unit and appropriate transformation criteria, and, hopefully, by the end of all of this, each student will have designed a site-adaptable, feasible pavilion without knowing what that pavilion will look like in any given application.
Credit 3 units.

ARCH 4464 Advanced BIM in Practice
While the adoption of BIM continues to grow across the industry, criticism of its effectiveness as a design tool remains. The foundation of BIM, the creation and management of geometric objects with associated non-geometric data, is often at odds with established methodologies of design. Current practice typically manages this schism by separating design from the use of BIM for documentation and construction. The class will seek to develop methods of design within a BIM environment, not through the translation or reshaping of traditional techniques, but through the design of a methodology that seeks to capitalize on what BIM enables: direct, digital collaboration and the facile management of large data sets. This is not an introductory class. Basic knowledge in Revit (or an alternative BIM software) is required. Skill in other parametric and 3D modeling software as well as a basic knowledge of Grasshopper or other algorithmic processes is strongly preferred. Students will investigate and design digital processes using a short design brief to enable the investigation.
Credit 3 units.

ARCH 4465 Designing With Grasshopper
The best way to learn how to design with Grasshopper is to use it. Each student will be guided through five different projects incorporating computational design logic throughout. The outputs of this course will be published on Instagram (@wustlhopper) and/or reddit (r/generative). The course will build in complexity as it progresses through Grasshopper methods and plugins. At the end of the course, each student will have completed a 2D patterning project going from Rhino to Illustrator/Photoshop, another 2D patterning project animated in Grasshopper through Photoshop, a 3D patterning project animated in Grasshopper through Photoshop, a simulated interaction using Kangaroo and animated, and a fully rendered looping model incorporating all of the lessons from throughout the course.
Credit 3 units.
Typical periods offered: Fall

ARCH 4466 Digital Diversions
This course will employ advanced digital computing tools to examine the fabrication and assembly of materials diverted from the construction industry waste stream for new possibilities within design. While current digital fabrication techniques are commonly used to produce cut sheets and fabrication instructions for the assembly of cousom components, this often results in a large amount of raw material entering the waste stream despite complex nesting (cut sheet configuration) softwares. In addition, the EPA estimates that building-related construction and demolition debris totals approximately 136 million tons per year, accounting for nearly 60 percent of total non-industrial waste gereration in the U.S. Given the scale of materials available and the introduction of powerful, advanced computing techniques, this course will closely consider the construction waste stream as a point of entry for the digital design of highly repetitive assembly systems. Students will research and develop desigh proposals that minimize the production of waste using standard CNC production techniques or porpose innovative methods to employ digital tools to assemble materials destined for the waste stream. Students will follow a research trajectory throughout the semester that utilizes one or more of the advanced computing techniques being addressed in the course (scripting and/or parametric modeling) to design a prototypical assembly system that makes "something out of nothing."
Credit 3 units.
Typical periods offered: Fall, Spring

ARCH 4467 Expanding Skin
In the 1957 text The Pliable Plane: Textiles in Architecture, Anni Albers wrote, if we think of clothing as a secondary skin we might enlarge on this thought and realize that the enclosure of walls in a way is a third covering, that our habitation is another 'habit'. In this text, Albers proposed the concept of skin as an inhabitable layer, first as a covering for the body and then as an expanded layer of enclosure. This course will explore Albers' concept of a second skin by developing new strategies for constructing complex surfaces at the scale of the human body, particularly in the context of digital fabrication and computational design. Emphasis will be placed on assemblies that yield innovative visual or tactile effects while also engaging specific material performance. How can we design with a focus on performative pattern that can enclose the body and its structural and geometric complexities? How can we conceive of patterns that are not disrupted by these complexities but rather enhanced by them? The course will consist of lectures, readings and seminar discussions, tutorials, iterative material investigations, 3D digital modeling, and digital fabrication. Student projects will focus on the design of inhabitable, layered constructions while engaging constructive techniques from both the fashion and architectural disciplines. Rhino (with Grasshopper), Maya or Z Brush will be utilized for the initial digital investigations. Students will experiment with materials and develop innovative construction methods that engage digital fabrication tools such as the 3D printer, laser cutter, and CNC mill for the production of a second skin in the form of a garment for the human body.
Credit 3 units.
Typical periods offered: Fall

ARCH 4468 Modern Architecture in Japan
Japan was among the first non-Western countries to emerge as a major center of international modernism. This seminar will examine major movements, events, figures, sites, and other contingencies associated with this historical process. Themes will include national style, technology, architecture and art, tradition and historiography, historic preservation, housing, and institutions of architecture, such as schools, journals, construction industry, and codes and regulations. The seminar will start with the Meiji period when 19th century European architectural styles and construction methods were transplanted into Japan. We will end the course with the recent past, such as the early careers of Ando and Ito. Students in Architecture should have completed the Architectural History I & II sequence.
Credit 3 units.
Typical periods offered: Fall, Spring

ARCH 4470 The Japanese House
This seminar examines the Japanese House as a modernist idea as it evolved over the course of the 20th century, both within Japan and internationally. The single-family, tofu-cutter house came to define Japan's suburban, industrialized landscape in the postwar era, but the type historically emerged out of a certain modernist imagination of Japan's pre-modern architecture, as architects and critics such as Bruno Taut and Arthur Drexler projected their specific readings of shoin and minka architecture onto a mandate for contemporary practice. The seminar will investigate major strains of domestic architectural design in postwar Japan, paying particular attention to the formalist exercises of Shinohara Kazuo and technology-driven designs of Ikebe Kiyoshi. More contemporary pursuits by SANAA and Atelier Bow-Wow in materiality, transparency, smallness, and urban complexities will also be covered. This course satisfies the History/Theory elective requirement.
Credit 3 units.

ARCH 4471 Aviation & Architecture: Air Terminal Design and Emergence of AIrport Cities
As seaports and train stations were once hubs of commerce and trade, airports serve as vital engines to today's economy, linking cities and regions to the globalized economic landscape. Surrounding airports, entire cities are emerging both organically and in planned developments, building upon the business related to air travel with office parks, conference centers, hotels, entertainment districts and retail. This seminar will be structured in three parts. In the first part, we will examine the fundamentals of transportation architecture and the way air terminal design has developed. Starting as simple structures on an airfield in the 1920s, airports were designed as heroic modern structures from the 1940s to 1980s, ubiquitous terminals in the 1980s thru early 2000s, and most recently as regionally expressive terminals in the 21st century. Students will research, analyze and present case studies, mapping an understanding of the basic architectural components of air terminal design. In the second part, we will explore the rise of airport cities. Students will work in teams of two to research and analyze the planning, governance, impact and growth of airport cities. Sites we will study include developments around Singapore's Changi, Amsterdam's Schipol, London's Heathrow, Paris' Charles de Gaulle and Chicago's O'Hare. The third part of the seminar will allow students to select a topic of special interest that spans the scale of terminal design and airport cities. Students will initiate independent research to deliver a final paper and presentation on the topic of their

choice related to aviation, transportation architecture and planning. Seminars will be supplemented with guest lectures and will be highly conversational. We will explore opportunities for site visits to both airports and airport cities.
Credit 3 units. Arch: GACS

ARCH 4472 Art and Architecture
From Ancient Greece to the Renaissance, architecture, painting, and sculpture were regarded as the principal fine arts. In later years, the visual arts were relegated to a separate sphere, independent from buildings and removed from the expediencies of use; however, these positions are perennially contested. How have the distinct positions of art and architecture in private and public spaces been articulated -- and unmade and reworked -- around imperatives such as education, economy, equity, or environment? When has the tension between art and architecture been a problem or a source of inspiration and origin of form? This seminar looks at selected models and the situations, ideologies, and concerns that attended or motivated them. Examples will be drawn from Ancient and Classical periods to the present.
Credit 3 units. Arch: GARW

Typical periods offered: Fall, Spring

ARCH 4474 Dubois Meets Churchill: Social Justice & the Built Environment
Winston Churchill famously stated, We shape our buildings and afterwards, our buildings shape us. W.E.B. DuBois equally famously stated, The problem of the Twentieth Century is the problem of the color-line. This course is about what happens (and has happened, and perhaps could happen) at the intersection of those two quotes. With the built environment always in the middle of the table, but never in isolation, students in this course will consider its role relative to social justice as viewed through a multitude of lenses. Schedules permitting, faculty from other schools in the university might also offer their perspectives on how their respective disciplines touch on issues of social justice and the built environment. There might also be field trips to a few selected locations around St. Louis where some of these issues have played out or are playing out. This course will deal with many of the issues that the fall course, Community Building/Building Community, deals with, but in a lecture format. This is partly the result of weather constraints (the Spring semester is not as amenable to extensive field trips as the Fall semester is), but it will also allow students who can only take a Spring course to do so, and in a more traditional lecture format, without as many tours and without the community service requirement.
Credit 3 units.

ARCH 4475 Community Design Sprints
In this course, students will provide scoping, phasing, programming, and conceptual design for small-scale yet pressing St. Louis needs through selected projects for community members and small organizations. Students will work directly with a local organization over 7 weeks in to clarify and move forward a community project; students will learn community engagement, facilitation, and communication skills, as well as practicing research, representation, and design skills.
Credit 1.5 units. Art: CPSC

Typical periods offered: Spring

ARCH 4476 Way Beyond Bigness...or Towards a Watershed Architecture
2015 marked the 10- and 20- year anniversaries of two seminal events that have challenged architects' relationships to large scale, complex societal issues: 1) the publishing of the S,M,L, XL in October 1995 that featured Rem Koolhaas' manifesto of Bigness; and, 2) the landfall of Hurricane Katrina just outside of New Orleans in August 2005 that catapulted fields of design into an unprecedented post-disaster context. Students will reconcile these two disciplinary jolts by understanding these seemingly incongruous snapshots of history as jumping off points for new modes for architectural activism and opportunism. Students will design a manifesto, in newspaper format, for a future-based discipline of architecture that sails uncharted realms that are Way Beyond Bigness. This will require the simultaneous submersion and assertion of architecture within other disciplines; the formulation of alternate modes of representations for emerging practice-based models; the blurring of academic and professional agendas in the urgency of activism; and, the integration of multiple scales, interest groups and agendas in ridiculously complex and antagonistic situations. Underpinning Bigness and Hurricane Katrina will be additional case studies, guest lectures and field trips that cover: CIAM and the emergence of urban design; Koolhaas' thesis and OMA's early practice; mega-scale urban renewal projects in St. Louis; contemporary investigations into territorial scales of design; and, multiple scales of contemporary, integrated Water-based designs, post-Katrina efforts and beyond. This course fulfills the History/Theory Case Studies elective requirement.
Credit 3 units. Arch: GACS

ARCH 4477 Segregation By Design: A Historical Analysis of the Impact of Planning and Policy in St. Louis
This course aims to examine the causes and consequences of American Apartheid and racial residential segregation in metropolitan St. Louis and propose a report that suggests potential mitigation strategies for a given community. This transdisciplinary seminar, bridging humanities and architecture, introduces students to research, theories, and debates currently being conducted on issues of segregation, city planning, urban policy, and sustainability . By placing these debates in a historical and local context, students will discover how policy and decision-making are entrenched in racial, cultural, physical, and socio-economic segregation and engender the spatial transformation of America's divided cities. Students will learn to evaluate and analyze policy and planning throughout the history of the neighborhood to ultimately understand the physical manifestation of segregation during growth and decline. Taking advantage of the academic resources in the region, the course offers a cross-university, cross-disciplinary environment to respond to the importance of this issue. Student teams develop mitigation plans for selected communities in the St. Louis metropolitan region. The teams will be assisted by volunteer professional mentors from diverse fields and residents from the selected communities. The final product of the student teams will be a book that will be a compilation of the work of the students in detailing the history of the communities, causes, and consequences of segregation, as well as potential policy and design strategies.
Credit 3 units. Arch: CAST, GACS Art: CPSC EN: S

ARCH 4478 Radical Mapping
Maps are instruments of power. We have seen this, for example, in the racially-motivated 'redlined' maps that legitimized urban clearings of entire neighborhoods in American cities in the 1930s. But maps are also instruments of resistance, for visualizing lived experiences and critiquing political systems and relationships of power. Maps are tools for re-writing dominant narratives and spatializing truths. Maps stage new design possibilities. This class will introduce students to the agency and potential of maps and mapping, a skillset all designers need in the face of our current moment of social and environmental justice collapse-a moment that has long been occurring. The course will cover interdisciplinary theories of mapping; critical cartography; American sub/urbanism; issues of race and place; and techniques of visualization. Students will build a radical 'atlas of spatial politics' centered on selected themes, focused on a common American first ring suburban site-either Ferguson, MO, or Kenosha, WI or similar. There are no formal pre-requisites for the class, but knowledge of Adobe

Illustrator and In Design are a must. Students will initially work with GIS ArcMap/ArcPro, a geospatial software-provided free, alongside an introductory tutorial and troubleshooting session/s with the WashU Geospatial Library analysts.
Credit 3 units. Arch: GAMUD, GAUI Art: CPSC
Typical periods offered: Spring

ARCH 4479 Information Modeling for Sustainable Design
This course will focus on the principles of sustainable design as examined through Building Performance Analysis (BPA) and applied Building Information Modeling (BIM) methodology. The foundation for this course will be an introduction to BIM and BPA and the significance of both for the future of sustainable architectural design practice supported by analytical modeling. This emphasis on the suitability of building modeling for analytical purposes and on the interpretation of such data will provide the basic knowledge necessary for the second phase of this course, in which students will use a previous or current studio project for an in-depth study of their building's performance in the context of its chosen site. Exploring the interaction between the simulated environment (climate, isolation) and the virtual building with its physical characteristics (materials, assemblies, passive design strategies, heat transfer, daylighting, embedded energy), we will attempt to confirm and test the principles of sustainable design at the schematic level of project development. The model analyzed by each team will provide sufficient comparative information for a design approach whose desired goal is carbon neutrality in the lifecycle of the building. Students will be encouraged to investigate the suitability of analytical modeling software, in the context of critical design methodology. Prerequisites for this course are a basic understanding of BIM methodology and insight into sustainable design practices. Fulfills Digital elective requirement.
Credit 3 units.

ARCH 4480 Articulating an Idea
Architecture has always related to other practices: painting, scenography and theater in the Renaissance, photography and film in the modernist era. Techniques of representation such as drawings, model-making, photography, cinematography or videography, etc. allow for different modes of interpretation, production and communication of architecture. Other systems that are not visual, such as music and literature, are transposed into architectural form through the different mechanisms at play in the process of representation (such as metaphors) in a purely symbolic manner. Architecture often operates metaphorically, trying to emulate other fields, in particular philosophy and science. In this case, architectural representation (through experimentation in drawings and other media) works as a shifter that allows codes of one system -- science, geometry, mathematics or physics -- to be switched to another, culture, painting or architecture. While new vocabularies are developed in this process generating stylistic changes, the mechanism or production and communication of ideas remains untouched. Most of the time more than one tool is required to illustrate an architectural idea thoroughly. To articulate this seminar, we will research five of these tools: Sketch (DaVinci, Siza, Luchini, Holl); Photomontage (Picasso, Miralles, Hockney, OMA); Diagrams/maps/notations (Tschumi, Big, Allen, OMA); Iconography (Venturi, FOA, Diller Scofidio, Holl); and Animation/parametric (Shop, Andrasek, Asymptote, Lynn). The sequence of research shall proceed as a series of focused exercises designed to build the student's knowledge in a cumulative fashion. As a final exercise of this seminar, students will be asked to articulate the idea of their current project to create a strong link between this seminar and the studio work.
Credit 3 units.
Typical periods offered: Fall, Spring

ARCH 4481 Pattern Recognition
Interrogates a recent history of architecture replete with pattern. Case studies of patterning in contemporary projects will be undertaken through the production of analytical, computational models to reveal an underlying logic of performance and construction. In parallel, the course will present a theoretical survey of related issues in art, psychology, computation, and ecology. In this context, pattern will be understood as a performative expression of an ecological system, distinct from historical issues of ornament and representations. Informed by the analysis, students will then digitally produce an original pattern, both graphically operative and spatially materialized.
Credit 3 units.

ARCH 4482 Constructing Ideas
Constructing Ideas is about creating design concepts and transforming these into built architecture. We will learn how conscious imagination and coherent interventions lead us to ideal realities. This class examines the design and construction process as academic research. We consider the practice of making architecture as a synthesis of analysis, interpretation and transformation. Studies will teach us how a building idea influences its construction and how the knowledge about construction can become the starting-point of an idea. Interrogating design problems and investigating existing typologies as a methodology will lead us to specific answers. We will explore conceptual-artist practices and examine their strategies, learning to lead with intent, play with parameters and question the givens. From there, we will look at examples of Swiss Architecture whose early integration of construction in the design process has a long tradition. One could say, that the bearing itself gets designed in Switzerland. We will consider invisible structures and material specificity. Learning this language gives us the ability to transform our ideas into specific architectural expressions and precisely tailored solutions. The form of the seminar is experimental. We consider our meetings to be spatial and contextual interventions, precisely designed like architecture. Sessions will vary, from a lecture to an exhibition, talks, a dinner- the goal is to be very conscious about what we are doing. This process is going to be documented through the whole semester. Each student will create his own design thesis and realize an installation that reflects it. The results will be exhibited and presented to the public.
Credit 3 units.

ARCH 4483 Design Strategies for Energy Efficiency
High-performance, zero-energy buildings are an integral part of addressing climate change, pollution, social inequality, and other urgent contemporary issues due to the outsized impact the built environment has on global energy use. The course will allow students an opportunity to learn the technical skills required to design highly efficient buildings using energy modeling and simulations. The energy impact of the building's orientation, thermal envelope, fenestration, shading, air sealing, thermal bridging, thermal mass, ground contact, natural ventilation, and mechanical systems will be examined. Emphasis will be placed on cost, performance, sustainability, renewable energy, and the professional designer's role in efficient buildings. The course concludes with each student completing a cumulative project which encompasses a whole building approach to energy efficient design. Each of these projects will be specific to the individual student and focused on the energy efficiency design principles which relate to the type of building, occupancy, climate, and design aesthetics of the project. Students will need to exhibit mastery of the concepts and techniques used throughout the semester in order to synthesize the existing constraints with energy efficiency, sustainability, and design excellence.
Credit 3 units.
Typical periods offered: Fall, Spring

ARCH 4484 Invisible Cities
This graduate and advanced undergraduate seminar takes as a point of departure the famous 1972 Italo Calvino text that reframes a single city (Venice) as multiple cities, told through a sequence of discrete narratives and descriptions. Each of Calvino's Invisible 'cities' reflect different emotional and physical environments and possibilities-or impossibilities-for their inhabitants, yet are all still connected through an overarching narrative. Invisible\Cities, the course, builds on this premise that a city is not a one-size-fits-all experience (nor a monolithic construct with a uniform constituency), but instead is comprised of radically different environments all selectively accessed, depending on one's positionality or relationship to urban redevelopment processes. In places like St. Louis-but in fact in all American cities-residents live out different urban realities or imaginaries, with unequal access to the same services, provisions and processes. A highly visible instance of this occurs along Delmar Blvd in St. Louis where two contrasting lived experiences play out in neighborhoods across from each other on the north-south divide. However, this class posits that much less visible instances of the duplicitous city also exist, in spaces not geographically divided, but (more insidiously) overlaid. The course will focus on this conceptualization of inequality where both privileged and underserved populations co-exist in much more intertwined ways. Within any given block, neighbors live according to different opportunities, for education, health access, police services, or routes to property acquisition and financing. These are the invisible, spatially simultaneous cities; the urban realities that are much harder to see-at least to those who do not live those realities on a day-to-day basis. Like in Calvino's world, urban and lived space is endlessly continuous and accessible for some; for others it is fragmented, even disorienting or opaque. This course will examine, frame, collect and document the various manifestations of invisibility together with the political instruments and policies that produce-and reproduce-it. We will use the St. Louis region as our primary focus, with comparisons to other sites. Our studies will involve a close re/reading of many of the mechanisms of daily governance and urban design such as policies, planning tools, legal, financial and real estate protocols and of course design decisions and processes; ie the apparatuses of urban redevelopment that exist right before our eyes. The seminar welcomes both graduate students and advanced undergraduate students from across disciplines. Support for Invisible\Cities is provided by the Washington University in St. Louis Ferguson Academic Seed Grant Program granted through the Offices of the Chancellor and Provost and the Olin Business School. Fulfills Urban Issues and MUD Track elective requirement.
Credit 3 units. Arch: GAMUD, GAUI

ARCH 4485 City Life and Urban Worlds: An Introduction to the Urban Humanities
The urban humanities is an inter-/anti-disciplinary project that brings together theory, practice, and methods from fields in architecture, urban design, and the humanities to interrogate the urban condition. In this core course, we will delve into key theorists, texts, and methods that inform the urban humanities through seminars, site visits, and design projects. We will debate emerging perspectives in critical urban theory and then explore the applicability of these positions in St. Louis through mapping, street ethnography, and subtraction. In addition, this seminar is designed to introduce urban scholars from across the humanities and design fields to each other. Participants will be encouraged to experiment, trade, and engage in dialogue across their fields. What, we will ask, is the status of the urban commons in an era of enclosures and privatization? What can postapocalyptic cyberpunk from Lagos teach us about smart cities? How do built environments get their politics? Can these politics be redirected or subverted?
Credit 3 units. Arch: GAMUD, GAUI Art: CPSC

ARCH 4486 Architecture and Photography
Seminar that deals with issues raised by use of photography by architects, historians, and critics. Seminar will confront the assumption that our knowledge of notable buildings and architectural space is based primarily on the photographic image. Photographs are tacitly accepted as objective facts, and the pervasiveness of photography in magazines, books, and exhibits as substitute for direct experiences are rarely questioned. Goal of seminar: to foster a healthy skepticism of photographs, and to investigate the role of photography as a means of record and convey complex spatial conditions by the ordering conventions of the frame. While not technical, the course will introduce students to technical aspects of photography that are particularly relevant to architectural photography: parallax, lighting, lens distortion, depth of field, format and grain, cropping, photomontage, and point of view. Fulfills History/Theory requirement.
Credit 3 units.

ARCH 4487 Art, Design, and Entrepreneurship: Creative Placemaking Beyond the City
This course invites students from diverse areas of interest to engage with the cultural landscape of Marion County and Hannibal, Missouri - a region that, through the work of Mark Twain, popularly epitomizes both rural life and the allure of the Mississippi River. While a quarter of a million tourists visit this area each year to follow in Tom Sawyer's footsteps, the work of local artists, designers, and entrepreneurs are innovating the narrative of this place and opening up room for consideration of African-American experience, local food systems, and the complex series of social and economic connections within life along the Mississippi. This course puts that spirit of collaboration and imagination in the hands of students, challenging them to think beyond the borders of their disciplines to create projects that present new connections between place, community, and culture to both rural and urban audiences. The National Endowment for the Arts defines creative placemaking as an opportunity when public, private, not-for-profit, and community sectors partner to strategically shape the physical and social character of a neighborhood, town, tribe, city, or region around arts and cultural activities. Through fieldwork, research, and idea-creation, students will collaborate with mentors on the ground to create locally appropriate projects that address questions of culture and design in the region. Occasional off-campus visits will be joined in the classroom to a wide range of readings, case studies and webstreamed conversations with national leaders across fields. The course will conclude with small teams designing a specific plan, event, or project that could later be implemented in the community.
Credit 3 units.

ARCH 4488 Disappearing Act
What does erasure make, and how might we reconstitute what has been lost? This seminar will explore the architecture of ghosts: things thought to be lost or destroyed, or which can no longer be accessed. This representation-forward class will test a range of drawing and making techniques in various media and scale to foster a dialog about what drawing misses and the presences and absences of the built environment. We will frame our work and ideas in architectural discourses of subtraction, palimpsest, and productive removal. Our work will capture the dynamism and logic of the built environment.
Credit 3 units.
Typical periods offered: Spring

ARCH 4489 Appraising the Opaque: Studies of Architectural Opacity
From the early decades of the 20th Century, transparency has been a critical concept in the theorization and practice of modern architecture. Transparency's other -- opacity -- was typically associated with the past, specifically the Beaux-Arts tradition, and was shunned by the avant-garde. Lacking apologists, opacity went unrecognized and

unrewarded. However, the weight of opacity can clearly be felt in many canonical examples of twentieth-century architecture: Wright's Ennis House (1924), Le Corbusier's Notre-Dame du Haut (1956), and Kahn's Trenton Bath House (1959), to name a few. Likewise, today's renewed interest in transparency runs in parallel with explorations in opacity such as OMA's Casa da musica (2004), Zumthor's Brother Claus Field Chapel (2007), and Herzog & de Meuron's Caixa Forum (2008). This seminar will assess the role of opacity in modernist discourses, and will explore its relevance to contemporary architectural practice. Students will gain an art historical understanding of opacity in the conception and realization of architectural works, and delve specifically into the tectonic and sustainable aspects of opacity.

Credit 3 units.

Typical periods offered: Fall, Spring

ARCH 4490 On the Thresholds of Space Making: Contemporary Japanese Architecture

This seminar is offered in preparation for the exhibition, On the Thresholds of Space Making: Installation Art by Young Japanese Architects, to be held at the Kemper Art Museum in Spring, 2014. With contemporary architecture being bombarded with an ever more daunting array of formal, social, technological, and environmental exigencies, the seminar and exhibition will revisit a series of core artistic and representational issues of architectural design through installations by a new generation of Japanese architects. Kshigami Junya, Nakamura Ryuji, Nakayama Hideyuki, and Kikuchi Hiroshi represent a highly energized and promising collective of young creative talent pushing the frontiers of architectural design, unrivaled in contemporary global practice in their intellectual rigor and stylistic coherence. This collective evolved out of Japan's avant-garde architectural culture of the 1970s, spearheaded by Toyo Ito, who synthesized two opposing ideals of architectural design of the previous generation, represented by Shinohara Kazuo and Kikutake Kiyonori. The seminar will trace the genealogy of this collective from Shinohara and Kikutake in the 1960s, Ito in the 1980s to 90s, and SANAA in the recent past. Fulfills History/ Theory elective requirement.

Credit 3 units.

ARCH 4491 Edges of Privacy

In collective housing, interactions between neighbors occur in often tight spaces of shared access. In hallways, walkways, stairs, and landings, proximity to the private spaces of the dwelling is extreme. Many architects have been experimenting with open-walkway access type in collective housing beyond an economical means of circulation. Buildings that use open-walkways-which in colder climates can be glazed-often provide energy savings, as they allow for the cross-ventilation of units and can serve as climatic buffers and passive heat sources. Additionally, these spaces offer potential scenarios of both conviviality and conflict, a contrasting condition to be reconciled through design to create housing for diverse groups of people. In this seminar, students will explore selected historic and contemporary housing examples with open access walkways-both successes and failures- in Europe and Latin America. Through lectures, research, analysis, discussions, and rigorous redrawing of selected buildings, students will examine-organizationally, spatially, and socially- the modes of interaction afforded by design and the potential for this access type. The seminar is part of the ongoing research project Edges of Privacy. Open Access Walkways in Collective Housing and the work may result in a publication and exhibition. It is open to undergraduate juniors and seniors and graduate students who have completed the core sequence.

Credit 3 units.

Typical periods offered: Spring

ARCH 4492 Continuity and Transformation

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

Credit 3 units.

ARCH 4493 Landscapes Through Time: The History of St. Louis' Built Environment

From the Mississippian mound builders to the urban conditions of the present day, this course will investigate the different approaches of various cultures to creating built environments that meet the needs of their time in terms of landscapes and structures. Using the City of St. Louis as an example, the course will examine the layout and infrastructure of the city at various periods, discussing the effects of technological changes in the creation of structures, improvements to transportation, facilitation of trade and the effects of these forces on the cultural and built landscape of the city. The course will also trace the history of inequity within the city and the imposition of racial apartheid. Each class session will discuss the structures and landscapes that defined individual eras in the history of the city, and the ways in which these were successful or unsuccessful. This course fulfills the History/ Theory Case Studies elective requirement. Requirements will include a mid-term paper, two in-class reports and a final paper.

Credit 3 units. Arch: CAST, GACS

ARCH 4495 Mid-Century Modernism in St. Louis 1930-1965

St. Louis is home to many significant architectural works of Mid-Century Modernism, design by local, national, and international architects of great repute. One of the most powerful ways to understand and appreciate architecture is to experience it firsthand. In this course, we will tour significant extant works after brief presentations of the design architect's work by the course lecturers or visiting lecturers. In addition to site visits, the course will involve architects and historians (to the greatest extent possible) who have firsthand knowledge and experiences of Mid-Century Modernism of St. Louis through lectures and site visits, culminating in a round table discussion with the class able to ask questions after a semester of exploration, discovery and focused investigation. Each week, students will document their observations of each site visit through writing, photography, sketching, diagramming concepts, and additional research of the architecture, architect or historical context. A private blog site will be created to post information and assignments so that all in the class may read and contribute to the body of research being developed. Also, each student will be expected to research a topic of their choice from a list of 20 or so buildings selected by the instructors. This semester project will culminate in a thirty-minute class presentation and subsequent discussion. Ultimately, the weekly and semester projects will be documented in an 8.5" x 11' format to be incorporated into a booklet documenting the student's cumulative efforts.

Credit 3 units.

Typical periods offered: Fall, Spring

ARCH 4496 Modern Architecture in St. Louis, 1930s-70s
This seminar will examine postwar modern art and architecture in St. Louis within the changing design and social contexts of the postwar era, which included massive spatial and racial transformations. Using artworks, photographs, films, and architectural drawings and models, this course will bring together design and social documentation to understand this remarkable creative and conflicted period in St. Louis's history. Michael Willis, FAIA, will also give several lectures and lead two tours. Students will present selected readings and pursue individual research projects for this course.
Credit 3 units. Arch: GARW, RW Art: CPSC
Typical periods offered: Fall, Spring

ARCH 4500 Algorithm and Assembly: Material Logic in 3D-Printed Clay
This course will investigate the use of ceramic 3D printing to design and prototype varied aggregated assemblies of architectural elements. The current forms produced through large-scale robotic extrusion look exceedingly similar. In this course, we will use an exploration of calculated error to create new models for 3D printing at the building scale. Students in the course will engage in a rigorous workflow focusing on the relationship between the designer, the tool (3D printer), and the material (clay) and establish a feedback loop that reconsiders architecture's emphasis on anthropocentric notions of precision and control. Students will use a Potterbot ceramic printer during the seminar to explore 3D printing with clay. Over the course of the semester, students will engage in a series of assignments, tutorials, and workshops intended to create a strong understanding of the methods for robotic deposition and working with clay while also challenging the prominence of precision and control associated with digital fabrication technology. Additional coursework will include drying and firing clay components, post-printing physical manipulation, staining and glazing techniques, and clay body research. *Students are required to have proficiency in Rhino modeling software to enroll. Grasshopper is not required, but recommended.*
Credit 3 units.
Typical periods offered: Fall, Spring

ARCH 4501 NOMA National Design Competition
The NOMA Student Design Competition Seminar will allow students to work collaboratively on the annual Barbara G. Laurie national design challenge. The students will have an opportunity to research the prompt, gather physical geographic, neighborhood context, and demographic data. They will also work together in developing an exhibition and other related digital graphics. The seminar is open to both undergraduate and graduate students.
Credit 3 units. Art: CPSC
Typical periods offered: Fall, Spring

ARCH 4502 American Architectural Culture Since 1945
This seminar focuses on new ways of thinking about American architecture in the postwar period, to develop new conceptual frameworks to better understand American architecture in the postwar years in its larger context of social, political, and urbanistic change. Unlike a history survey course, it will not only focus on the canonical works of well-known designers such as Mies van der Rohe or Louis Kahn, but will also situate such work within the various new spatial, technological and social directions of the postwar era. It will begin by examining how American architecture changed from the neo-classical and arts and crafts inspired directions of the prewar years into the more fragmented and complex situation after 1945. This course will also consider the complicated ways that American cities in that period were transformed from dense, street-car based industrial environments into sprawling suburban metro areas, typically also becoming racially divided in this process. It will also look at some of the complexities within modern architecture itself, some of which developed directly into post-modenism. These included important innovations in spatial organization, environmental planning, and new building technologies, as well as fundamental changes in landscape design, campus design and public school design which have since become part of mainstream practice. Improtan changes in building technology in this era, which have also tended to be undervalued in the shadow of later concerns about building imagery, will also be addressed.
Credit 3 units.
Typical periods offered: Fall, Spring

ARCH 4503 Architecture Service Learning Practicum
The Sam Fox School of Design & Visual Arts, College of Architecture, and Graduate School of Architecture & Urban Design, is giving a problem-solving studio workshop about architecture, community, and the environment. Fourth through tenth grade students from schools in the St. Louis Public School District will do 2D and 3D hands-on problem-solving projects, use the libraries and computer labs on campus, and be introduced to the field of architecture through lectures and discussions about design projects they will undertake. Washington University graduate and undergraduate students in architecture will participate in the important responsibility of being teaching assistants.
Credit 1 unit.

ARCH 4504 Explore & Contribute: Collaboration Between Washington University & Henry Elementary School
A major goal is to have elementary school students explore sustainable ways to live during the 21st. century. To this end, we will offer students curriculum ideas which will emphasize ecological sustainability, environmental health, personal responsibility, leadership, and a high-quality academic program. We will place emphasis on the environmental sciences, energy alternatives and conservation, recycling, organic gardening and the food sciences, and the emerging green economy. We will work to help the students improve their math, science, writing, and hands-on skills - using the range of topics about sustainable living as the vehicle. This course invites both undergraduate and graduate students from different fields of study to apply their discipline to the goal of designing and teaching hands-on problem -solving projects for elementary students. Gay Lorberbaum, with advising from administrators at the elementary school, will work individually with each WU student and each WU team to develop the right fit between the creative contribution each WU student will offer and the range of emotional and intellectual needs of the elementary school students. WU students enrolled in this course will work on-site at the elementary school during the scheduled weekly meeting times.
Credit 3 units. Art: CPSC
Typical periods offered: Fall, Spring

ARCH 4505 In\visible St. Louis: People, Place, and Power in the Divided City
This course approaches the study of segregation and inequality in St. Louis as deeply relational and contextual -- that is, embedded in a particular space and place and constituted through social-political relations. Students will be immersed in the history, theory and contemporary academic debates surrounding inequality, segregation, and social justice initiatives in urban cities across the United States. The course pairs this theoretical base (conceiving of segregation as multifaceted and durable, historical, spatial, and interpersonal) with intensive research experiences drawing on the methodological tools available across sociology, urban design, and architecture (archival research, data collection, mapping, diagramming, interviewing, field observation). Students will initiate collaborative research projects aligning with the needs of local organizations that serve the city's historically disadvantaged populations. Local guest speakers (scholars, community leaders, residents) will enhance students'

classroom learning, as will site visits and other discussion formats. This interdisciplinary course bridges the Department of Sociology and the Sam Fox School of Design and Visual Arts, a collaboration supported by The Divided City initiative.
Credit 3 units. A&S IQ: SSC, SC BU: BA EN: S

ARCH 4506 Mixed-Reality Fabrication
The translation from digital design to physical construction has long presented challenges and opportunities for architects, engineers, technologists, fabricators and contractors. Mixed-reality is a process of overlaying virtual objects in real-world space. Wearing a HoloLens or similar assists construction workers to accurately locate the correct parts where they are needed. In lieu of using robotics, humans are already quite adaptable for different types of construction and mixed-reality enhances their skill and precision. While accuracy and efficiency are benefits to the contractor, the benefit to architects is allowing for non-standardization to be more easily incorporated in the design. The course will explore the use of mixed reality in half-scale to full-scale fabrication prototypes to understand its challenges and benefits.
Credit 3 units.
Typical periods offered: Spring

ARCH 4507 Fields and Frames
The 3D printer is widely known for its ability to produce models with endless variation and customization, and its output is typically characterized as precise, fixed, and immaterial. However, when combined with clay, a soft, visceral material that slumps and oozes when extruded and layered, the 3D printer's tectonic language becomes highly idiosyncratic. This course will investigate the use of ceramic 3D printing for a collaborative temporary public artwork with a community partner. During the seminar, students will use Potterbot ceramic printers to explore 3D printing with clay in tandem with an investigation of the architectural frame that structures the artwork. With new materials and digital fabrication technology, we have the potential to rethink the relationship between structure and frame. Students in the course will engage in a rigorous workflow focusing on the relationship between designer, tool, material, and frame. Over the course of the semester, students will engage in a series of assignments and tutorials intended to create a strong understanding of the methods for robotic deposition and working with clay while also challenging the prominence of precision and control associated with digital fabrication technology. Central to the class discourse will be the exploration of the relationship between the highly articulated frame and the field of ceramic components, focusing on notions of authorship, precision/imprecision, loose fit, scale, and tolerance. Additional coursework will include drying and firing clay components, post-printing physical manipulation, staining and glazing techniques, clay body research, and full-scale prototyping. Proficiency in Rhino is a requirement for the course.
Credit 3 units.
Typical periods offered: Spring

ARCH 4508 Aesthetic Subcultures: Identity, Values, and Architecture
Aesthetics is about belonging. Visual codes or styles express cultural identities and values, and they can be used to create a sense of exclusivity, separating those who get it from those who do not. For some subcultures - like punk and hip-hop - being difficult to decipher has served the goal of creating an identity in opposition to a complacent or oppressive mainstream. Some aesthetic movements - like avant-garde modernism and afrofuturism - have sought to offer visions of a better world and glimpses of how this world might be designed. This course asks: What are the aesthetic subcultures that drive architectural production today? Where did they come from? What are their motivations and how are these expressed? The underlying premise throughout the semester will be the idea that subcultures construct their own cultural spheres around shared experiences - for instance, an experience of violence that demands social justice or an environmental crisis that demands a different relationship with ecological systems. To decode the meanings and motivations behind any unique style of architecture, we need first to understand how it is situated within a historically-specific social, economic, and political system. In the modern western world, consumerism and the fashion system have been key. The first part of the course begins with the architectural consequences of the consumer revolution in 18th century England before exploring the mass production of cultural objects in the 19th century, visionary modernist movements, and the cultural fragmentation of postmodernism. The second part of the course focuses on contemporary aesthetic subcultures in architecture that have formed around new technologies, protest and justice movements, explorations of new forms of collectivity, and other phenomena. Case studies in architecture will be presented alongside key theoretical texts. Assignments will ask students decode a selected aesthetic subculture through writing as well as speculative design.
Credit 3 units. Arch: GARW, RW
Typical periods offered: Spring

ARCH 4509 Towards Common Ground
Given that free market interests and extraction dominate contemporary urbanization, this class will explore socio-spatial configurations towards commoning that are surfacing within today's urban reality. With this in mind, you are invited to explore opportunities towards a common ground via the creation of a game. The debate on urban commons and commoning has grown exponentially in the twenty-first century. We are confronted with a significant amount of literature on commons, commoning, and the common, while the contemporary urban world is dominated by socio-economic disparities, privatization, inadequate resource distribution, and excessive resource extraction. As these forces and challenges unfold, the urge of urban inhabitants to collectively come together is on the rise. We generally see commoning as a base for collaboration and solidarity. Commoning, however, is a complex process as it relates to sharing knowledge and resources, and with regard to conflict and power struggles. Commoning in this context is an act of collective self-regulation and of self-awareness, as the sharing of resources, knowledge, and power create constantly changing rules for commoning and Commoners alike. As the philosopher Jacques Rancière reminds us, flourishing processes of commoning need both narrators and translators. Together, they enable commoning; they help facilitate the connection between people to enable new spatial configurations and stories to unfold. This course organized through two main principal agendas that are intertwined with one another - (re)search analysis and the development of a game revolving around the idea of commoning. The final product of this course will conclude with a play/presentation of the game you develop.
Credit 3 units. Arch: GAUI

ARCH 4510 Under the Scramble Suit
Materiality points to the whirling complexity and entanglement of diverse factors in the digital (and post-digital) age, in which material, which like sound or language can now also be something that is not physical, is an effect of an ongoing performance. By surveying the pseudo-archeology of the term materiality, from the specificity discussions to post-medium conditions, we investigate a material and environmental turn in the media studies and visual culture. We explore the way media mediate materials and a possibility for the media to be understood as environments in an age where the collapse of realism is already widespread through the visual discourse.
Credit 3 units.
Typical periods offered: Spring

ARCH 4511 The Promiscuous Project: Artifacts of Cultural Transgressions

Diverse cultures throughout history have developed creative architectural practices that often became inseparably entwined with their cultural ethos. The homogenization of global architectural values, under the guise of modernity, has undermined the cultural legacies that protected local and traditional building practices to the extent that many such practices are at risk of being lost forever. The Promiscuous Project utilizes generative AI's ability to disassociate from the imposed socio-political hierarchy of history to mine underexplored architectural qualities tied to cultural practices and hybridize them, drawing unexpected threads across time and space. In an increasingly mobile world, cultures are often practiced far from where they originate and are constantly evolving in response to their surroundings. This course seeks to parallel this cultural transgression in architectural production. This iteration of the seminar will focus on the cultural, architectural, and religious significance of domes in well-known Gothic churches like Notre Dame in France and lesser-known Persian and Ottoman mosques like the Shah Mosque in Iran. We will closely study their formal and ornamental qualities and speculate on how the hybrid domes are derivative of their origins while also deviating from them. We will explore virtual 3D scanning tools such as Trnio and RealityScan, AI processing tools like Google Colab, Automatic1111, and Adobe Firefly, and 3D modeling software like Rhinoceros, Blender, and ZBrush. The final deliverables will be a series of estranged physical objects that make productive the inevitable clash between diverse cultures and their spatial affinities.

Credit 3 units.

Typical periods offered: Spring

ARCH 4512 Design Agendas: Modern Architecture in St. Louis, 1930s-1970s and Beyond

This seminar, offered parallel to the current exhibition at the Kemper Museum, will examine postwar modern art and architecture in St. Louis within the changing design and social contexts of the postwar era, which included massive spatial and racial transformations in this region. Using site visits, potographs, films, architectural drawings and models, and guest lectures, the seminar will bring together design and social documentation to understand this remarkable creative and conflicted period in St. Louis's history. Students will present selected readings and pursue individual research projects for this course.

Credit 3 units. Arch: GARW, RW

Typical periods offered: Fall, Spring

ARCH 4513 Immeasurably Small and Inconceivably Immense

The path one takes when 'following the materials' is not a linear one. Rather, one encounters complex and anachronistic layers, incorporating references that point beyond canonical boundaries. This course is the second installment of the media and materiality seminar. In addition to mapping the genealogy of the formation of materiality as a concept, this course brings up notions of matters and materials, dematerialization, immateriality, intermateriality, transmateriality, and material in-formation in contemporary media studies. We will continue our investigations of way that media mediate material relations and explores possibilities for the media to be understood as varied environments. The course format consists mainly of small lecture sessions and active reading discussions which are moderated by the faculty but led by the students. In addition, there is a semester long and hand on materiality in-formation project. Through this project, we will utilize visualization and 3D projection mapping to bring focus on the moments when materials leave behind the confines of their conventional roles and become willful actors to engage the audience with layers of critical fabulation about potential futures of eroded pasts, roads not taken, and stories untold.

Credit 3 units.

Typical periods offered: Fall, Spring

ARCH 4514 Encountering the Otherwise

The real is saturated with the spaces of projection, possibility, and the new that we now designate as virtual in order to keep them contained behind the glassy smoothness of the computer screen. The virtual reality of computer space is fundamentally no different from the virtual reality of writing, reading, drawing, or even thinking: the virtual is the space of emergence of the new, the unthought, the unrealized, which at every moment loads the presence of the present with supplementarily, redoubling a world through parallel universes, universes that might have been. Elizabeth A. Grosz Focused on Media and Materiality, we will be mapping the genealogy of the formation of materiality as a concept and will investigate ways that media mediate material relations. Heavy emphasis is given to possibilities for the media to be understood as varied environments. The course format consists mainly of small lecture sessions and active reading discussions which are moderated by the faculty but led by the students. There is a semester-long hands-on project. Through this project, we will utilize visualization and 3D projection mapping to bring focus on the moments when material relations point to incorporeal environments.

Credit 3 units.

Typical periods offered: Spring

ARCH 4516 Decon & Recon: Design a Pavilion to Demonstrate Circular Economy in Architectural Design

A genuinely circular architectural design requires the Reuse of the salvaged materials from Deconstructed buildings (DeCon) at their highest quality in new Construction (ReCon). Team WashU will explore the opportunity to design and build a unique pavilion, about 50-200 square feet, at Forest Park or the Botanical Garden based on a fully circular economy concept using various harvested materials in St. Louis. The pavilion will present innovative architectural solutions for salvaged building materials, demonstrate their possibilities, and give the material a new life in the new structure. The pavilion will be wooden, light-gaged steel, or a combination skeleton strapped with steel connectors. The students will investigate a new approach to easily reversible component connections in the pavilion without needing nails or glue. In this way, Team WashU will tackle global challenges, such as climate change, linked to the meaningful social justice transition.

Credit 3 units.

ARCH 4519 Urban Mining in Architectural Design

Urban Mining, encompassing deconstruction, salvage, and reuse, aims to recover materials and components from existing old buildings to repurpose them in new construction, which can significantly reduce embodied energy and carbon footprints while creating new forms. Design for Urban Mining (DfUM) presents a new paradigm for architectural design for sustainability. In Spring 2025, team WashU will investigate DfUM concepts, methods, and processes by experimenting with (1) design with salvaged material for future construction, (2) design with the concept of future deconstruction, (3) showcasing urban mining innovations through an experimental living unit, potentially contribute to, Chicago Architecture Biennial (CAB 2025). Students will use design/build as a vehicle to study how architectural design deals with resources from the city and how it can create attractive architectural forms. The course will include literature review of the state of the arts, and the research may be transformed into a formal journal or conference publication.

Credit 3 units.

Typical periods offered: Spring

ARCH 4520 Grounds for Play
How can we provide for the possibility of public space to become a ground for social interaction - a ground for participation to contribute towards the idea of collective play? Exploring the intersection of art making and play, this course will experiment with the design of a playful and non-conventional obstacle course that embraces participatory imagination and collaboration for children between the ages of 6 to 11. With this in mind, we will develop a kit of parts that will allow for collaboration, inventive thinking, and interconnective activities among children. We will create interactive devices, made of shapes and forms that allow for the adaption and transformation of the obstacle course. This will allow for a site-specific sequencing of the obstacle course. It is encouraged you bring curiosity, playfulness, and knowledge of digital design software (such as Rhino, SketchUp, and illustrator) to the course. In addition, it would be helpful if you are familiar with the fabrication-shop at the Sam Fox School as the final product will be a 1:1 scale obstacle course you will build as a team. Each team member will develop one part of obstacle course, contributing to the greater assemblage. We will test the obstacle court at the end of the semester with invited guests from a nearby elementary school. Note: This course meets every other week for the length of the semester.
Credit 1.5 units.
Typical periods offered: Spring

ARCH 4521 Pathways: A Collaboration With Sumner High School
Students will work as mentors to collaborate and undertake a co-designed installation project with the students in the Sumner High School Studio Lab in the Ville. In the course, students will hone their architectural expertise to develop strategies to connect design pedagogy to a high school learning environment through peer-to-peer learning. The class will consider how we can extend the knowledge of our discipline to community engagement, creating pathways for architectural education. Together with the students from Sumner, Wash U students will explore an architectural project focused on digital fabrication, pattern, and color that engages historic and contemporary compositions of the Ville neighborhood. The specific co-designed project will engage themes of temporality and permanence, cultural memory and projected futures while looking to the Sumner School and Ville community history to envision a new architectural imaginary. This course will be held in the Sumner Studiolab.
Credit 3 units.
Typical periods offered: Spring

ARCH 4710 Special Topics
Special Topics electives vary each semester.
Credit 3 units. EN: H
Typical periods offered: Fall, Spring

ARCH 4810 Independent Study
Prerequisite: Sponsorship by an instructor and permission of the Dean of the School of Architecture. Credit: to be determined in each case. Maximum credit 3 units.
Credit 5 units.
Typical periods offered: Fall

ARCH 4811 Independent Study
Prerequisite: Sponsorship by an instructor and permission of the Dean of the School of Architecture. Credit: to be determined in each case. Maximum 3 units.
Credit 3 units.
Typical periods offered: Spring

Landscape Architecture

LANDARCH 2040 Shared Ecologies and Design
This interdisciplinary course will introduce biological, social and cultural ecology concepts to proactively address current stressors that impact and are being impacted by design and the built environment. These effects and affects range from (but are not limited to) climate change science; racial and social justice impacts; sustainability, resiliency and adaptation-design strategies; systems-based and multi-scalar understandings; and interrelational human and non-human environments bound in both acting and being acted upon locally and globally.
Credit 3 units.
Typical periods offered: Fall, Spring

Sam Fox School of Design & Visual Arts

Ralph J. Nagel Dean

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

Associate Dean

Nicole Allen
MA, MBA, University of Wisconsin-Madison

Associate Dean of Students

Joseph Fitzpatrick
MHEA, Upper Iowa University

Associate Dean of Finance and Operations

Meredith Gugger
MAcc, University of Missouri-Columbia

Director, College of Architecture/Graduate School of Architecture & Urban Design

Aki Ishida
Sam and Marilyn Fox Professor
MSAAD, Columbia University

Director, College of Art/Graduate School of Art

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

Director, Mildred Lane Kemper Art Museum

Sabine Eckmann
William T. Kemper Director and Chief Curator
PhD, University of Erlangen–Nürnberg

About Us

The Sam Fox School of Design & Visual Arts is a unique collaboration in architecture, art and design education that links professional studio programs with one of the country's finest university art museums in the context of an internationally recognized research university.

Composed of the College of Architecture, the Graduate School of Architecture & Urban Design, the College of Art, the Graduate School of Art and the Mildred Lane Kemper Art Museum, the Sam Fox School is an inspiring place for learning, making, and creative research. Its six-building complex features numerous exhibition and maker spaces, a dedicated art and architecture library, and a world-class art museum. Students have unparalleled resources that support a positive creative culture.

The **College of Art**, founded in 1879, was the first professional, university-affiliated art school in the United States. In the 1940s, its broad-based core program helped set the standards for the bachelor of fine arts degree. Faculty over the years have included Max Beckmann, Philip Guston and other internationally known artists.

The **College of Architecture**, established in 1910, was one of eight founding members of the Association of Collegiate Schools of Architecture. In 1962, Architecture launched one of the nation's first Master of Urban Design programs. Four winners of the Pritzker Prize, considered architecture's highest honor, have taught at the school.

The **Mildred Lane Kemper Art Museum** dates back to 1881, making it the first art museum west of the Mississippi River. The collection has historically focused on contemporary work. Today, the Kemper Art Museum holds roughly 3,500 important paintings, sculptures, photographs and installations by 19th-, 20th- and 21st-century American and European artists, along with significant antiquities and a large number of prints and drawings.

Additional collaborative opportunities are provided by the Department of Art History and Archaeology in Arts & Sciences, the Kenneth and Nancy Kranzberg Art & Architecture Library, and the Dowd Illustration Research Archive.

Inquiry, Creativity and Synthesis

The Sam Fox School offers rigorous art, design and architecture education at both the undergraduate and graduate levels, within the unique context of an independent, nationally prominent research university.

The student body is composed of approximately 324 undergraduate and 45 graduate students in Art as well as 239 undergraduate and 132 graduate students in Architecture. In all, they represent 25 countries, 38 states, the District of Columbia, and Puerto Rico. Roughly 15% of undergraduates pursue combined studies with another university area and 20% of graduate students in Architecture are pursuing joint degrees.

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

- Multidisciplinary courses are co-taught by Art, Architecture, and Art History and Archaeology faculty. Recent seminars have explored the history of illustrated entertainment, combined urban theory with book design and production, and crafted a variety of online publications.
- International studios in Barcelona and Florence are taught by Washington University faculty and offer a range of distinctive programs in art and architecture.
- Sam Fox School faculty, students, and staff work with individuals, organizations, governments, and communities — especially in St. Louis — through research, teaching and practice. This includes community-engaged teaching, service programs, research projects, and additional types of socially engaged practice.

Uniting Creativity and Scholarship

The Sam Fox School boasts a unique combination of academic and intellectual resources.

The Architecture faculty includes practicing architects, urban designers and landscape architects as well as eminent architectural theorists and historians and a select number of international visitors. The resident, full-time faculty members have won national and regional awards for design excellence and planning, including more than two dozen from the American Institute of Architects alone.

Art's full-time faculty members include prominent painters, sculptors, printmakers and mixed-media artists as well as leading illustrators, graphic designers, fashion designers and photographers. Design faculty have won numerous professional honors, and fine art faculty regularly feature in solo exhibitions and group shows, both nationally and internationally.

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

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

A Comprehensive Campus

The Sam Fox School is housed in a comprehensive, six-building campus for design and the visual arts located on the eastern portion of the Danforth Campus. Conceived around a central courtyard, it both reflects and updates Washington University's original campus plan, which was developed in 1895.

Anabeth and John Weil Hall, designed by the internationally acclaimed architecture firm KieranTimberlake, houses state-of-the-art graduate studios, classrooms and digital fabrication spaces. With its abundant natural light and flexible, loft-style studios and workspaces, Weil Hall is a locus for teaching, study, creation and critique. The William A. Bernoudy Architecture Studio — along with studios for graduate architecture, landscape architecture, urban design, illustration & visual culture, and visual art — houses programs for the Graduate School of Architecture & Urban Design and the Graduate School of Art. The Roxanne H. Frank Design Studio houses the Graduate School of Art's Master of Fine Arts in Illustration & Visual Culture.

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

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

William K. Bixby Hall, completed in 1926, has grown and changed to meet the needs of the students, faculty and administration of the College & Graduate School of Art. The building currently houses teaching and studio spaces for first-year art and design students, the undergraduate fashion design and printmaking majors, and the Nancy Spirtas Kranzberg Studio for the Illustrated Book. The Dubinsky Printmaking Studio, a state-of-the-art facility, is located on the first floor beside Island Press, a research-based printmaking workshop that creates and publishes innovative prints and multiples by many of today's most influential artists. On the ground floor, an administrative suite is home to student services, financial services, and the director of Art.

Joseph B. Givens Hall has been architecture's home since 1932. It features a variety of studio spaces, including large drafting rooms with 15-foot ceilings, large windows, and skylit ateliers. The building's compact and elegant Beaux-Arts design has at its heart a grand central stair often used for socializing and informal meetings. Givens Hall also houses a lecture hall, review spaces, classrooms and the office of the director of Architecture.

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

The **Mildred Lane Kemper Art Museum**, completed in 2006, is another commission by Maki. The elegant, 65,000-square-foot limestone-clad structure — a gathering point for scholars and the general public — includes more than 10,000 square feet of exhibition space and art storage facilities. The museum also houses the Kenneth and Nancy Kranzberg Art & Architecture Library and the Department of Art History & Archaeology.

In 2019 Washington University completed one of the most significant capital projects in the recent history of the Danforth Campus. The comprehensive transformation of the east end of the campus included a significant expansion of the Kemper Art Museum, designed by the architecture firm KieranTimberlake. The new and reconfigured galleries more than doubled the exhibition space for the Museum's permanent collection.

Lecture Series

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

Email:	samfoxschool@wustl.edu
Website:	http://www.samfoxschool.washu.edu

Degree Requirements

Undergraduate Degree Programs

The College of Architecture offers course work leading to two undergraduate degrees: the Bachelor of Science in Architecture and the Bachelor of Arts in Architecture. The requirements for both degrees are the same through the junior year. Students choose which degree program they wish to pursue. Further information about the particular requirements and curricular structures of the undergraduate degree programs is listed below.

Students in the College of Architecture select, in consultation with their advisors, a course of study that satisfies the formal degree requirements, addresses their interests, and best meets their overall goals.

Students begin with a design studio and take required courses in the College of Arts & Sciences in addition to electives across the university. To encourage students to focus their academic and professional interests, they are required to select one of five tracks in architecture (p. 102).

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

Continuing for Graduate Study Years

Students receiving the Bachelor of Science in Architecture degree can apply to two-year Master of Architecture programs. Students receiving the Bachelor of Arts degree with a major in architecture usually apply to three-year Master of Architecture programs. Please visit the Graduate School of Architecture & Urban Design section of this *Bulletin* for more information.

College of Architecture Requirements

Students in the class of 2028 and beyond must fulfill the following degree requirements. For class of 2027 academic requirements, see the 2023-2024 Bulletin (p. 17). For class of 2026 and prior classes, refer to the 2022-2023 Bulletin.

Academic Requirements (18 units)

1. College Writing (3 units): Every student must demonstrate proficiency in reading and writing the English language and must begin to develop mature skills in framing and revising arguments by completing course work as determined by the College Writing Program (CWP), with a grade of C- or better. Transfer students must fulfill the writing requirement by taking an approved writing course or by review of a writing portfolio. For more information, visit the College Writing Program website.
2. Calculus I (3 units): All students must complete MATH 1510 Calculus I (Natural Sciences/Math) with a C- or better. Transfer credit cannot be used to fulfill the Calculus I requirement; the requirement can be fulfilled with Advanced Placement (AP) or International Baccalaureate (IB) credit.
3. Physics I (3 units): Students must complete PHYSICS 1740 Physics I (Natural Sciences/Math) with a C- or better.
4. Humanities (3 units): Humanities courses examine the human condition as it has been documented and expressed in both past and contemporary times. This area includes courses from literature (both in English and other languages), Classics, History, Philosophy and Religious Studies, as well as some courses in the creative arts such as Dance, Drama, Music and Writing. Courses tagged *HUM Humanities ArtSci IQ* fulfill the humanities requirement.
5. Social and Behavioral Sciences (3 units): These courses use qualitative and quantitative observation to explore the social environment, relationships with society and forms of human behavior. This area includes courses from Anthropology, Economics, Education, International and Area Studies, Political Science and Psychological & Brain Sciences as well as courses from other areas, including interdisciplinary studies. Courses tagged *SSC Social and Behavioral Sciences ArtSci IQ* fulfill the social and behavioral sciences requirement.
6. Art History (3 units): Students must complete ARTARCH 1515 History of Western Art, Architecture & Design with a C- or better; this course may not be taken Pass/No Pass.

Major Required Courses: Bachelor of Science in Architecture*

Code	Title	Units
ARCH 1000	Practices in Architecture, Landscape Architecture, and Urban Design	3
ARCH 1110	Introduction to Design Processes I	4.5
ARCH 1120	Introduction to Design Processes II	4.5
ARCH 1210	Representation I	1.5
ARCH 1220	Representation II	1.5
ARCH 2110	Architectural Design I	6
ARCH 2120	Architectural Design II	6
ARCH 2210	Architectural History I: Antiquity to Baroque	3
ARCH 2220	Architectural History II: Architecture Since 1880	3
ARCH 3110	Architectural Design III	6
ARCH 3120 Architectural Design IV **or** ARCH 3121 Architectural Design IV (Urban Design + Landscape Systems)		6
ARCH 3310	Environmental Systems I	3
ARCH 3340	Building Systems	3
ARCH 4110 Architectural Design V **or** ARCH 4111 Architectural Design V (Florence)		6
ARCH 4120 Architectural Design VI **or** ARCH 4121 Architectural Design VI (Urban Design + Landscape Systems)		6
ARCH 4340	Structures I	3
ARCH 4350	Structures II	3
History/Theory Research & Writing Elective	Courses tagged AR Research & Writing	3
LANDARCH 2040	Shared Ecologies and Design	3
Open Electives**		27
Architecture Track***	Select three courses in a chosen track	
Total Units		**102**

* A maximum of 15 non-Washington University units (including Advanced Placement, International Baccalaureate, and transfer credit) is permitted.

** A maximum of 9 units may be applied to physical education, lessons, and/or independent studies. School of Continuing & Professional Studies courses do not count toward degree requirements.

*** Track courses may fulfill Humanities and Social Sciences distribution requirements (tagged *HUM Humanities ArtSci IQ* or *SSC Social and Behavioral Sciences ArtSci IQ*); History/Theory Research and Writing elective requirements (*AR Research & Writing*); or open elective requirements. Track courses are identified with one of the following course tags: *AR History & Theory Track, AR Ecologies & Sustainable Environments Track, AR Entrepreneurship & Practice Track, AR Fabrication & Visualization Track,* or *AR Socially Engaged Practice Track.*

Major Required Courses: Bachelor of Arts in Architecture*

Code	Title	Units
ARCH 1000	Practices in Architecture, Landscape Architecture, and Urban Design	3
ARCH 1110	Introduction to Design Processes I	4.5
ARCH 1120	Introduction to Design Processes II	4.5
ARCH 1210	Representation I	1.5
ARCH 1220	Representation II	1.5
ARCH 2110	Architectural Design I	6
ARCH 2120	Architectural Design II	6
ARCH 2210	Architectural History I: Antiquity to Baroque	3
ARCH 2220	Architectural History II: Architecture Since 1880	3
ARCH 3110	Architectural Design III	6
ARCH 3120	Architectural Design IV or ARCH 3121 Architectural Design IV (Urban Design + Landscape Systems)	6
ARCH 3340	Building Systems	3
ARCH 4190	Senior Capstone in Architecture	3
History/Theory Research & Writing Elective	Courses tagged AR Research & Writing	3
LANDARCH 2040	Shared Ecologies and Design	3
Open Electives**		45
Architecture Track***	Select three courses in a chosen track	
Total Units		**102**

* A maximum of 15 non-Washington University units (including Advanced Placement, International Baccalaureate, and transfer credit) is permitted.

** A maximum of 9 units may be applied to physical education, lessons, and/or independent studies. School of Continuing & Professional Studies courses do not count toward degree requirements.

*** Track courses may fulfill Humanities and Social Sciences distribution requirements (tagged *HUM Humanities ArtSci IQ* or *SSC Social and Behavioral Sciences ArtSci IQ*); History/Theory Research and Writing elective requirements (*AR Research & Writing*); or open elective requirements. Track courses are identified with one of the following course tags: *AR History & Theory Track, AR Ecologies & Sustainable Environments Track, AR Entrepreneurship & Practice Track, AR Fabrication & Visualization Track,* or *AR Socially Engaged Practice Track.*

Tracks in Architecture

All students must complete a track in architecture as part of their degree requirements. In consultation with their major advisor, students select a track during their third semester. Tracks consist of 9 units of coursework in a focused area of study. A minimum of 6 units of track courses must be taken in the Sam Fox School, with up to 3 units permitted from the College of Art. Up to 3 units taken outside the Sam Fox School can also count toward this requirement. Track courses may fulfill Humanities and Social Sciences distribution requirements (tagged *HUM Humanities ArtSci IQ* or *SSC Social and Behavioral Sciences ArtSci IQ*), History/Theory Research and Writing elective requirements (*AR Research & Writing*), or open elective requirements, and they may also be counted toward minors.

Students choose one of the following five tracks:

Ecologies and Sustainable Environments

Total Units Required: 9

- College of Architecture coursework: 3-9 units

Code	Title	Units
ARCH 3438	Carbon Neutrality in Architectural Design	3
ARCH 4478	Radical Mapping	3
LANDARCH 5330	Landscape Ecology	3
LANDARCH 5424	Seeds	3
LANDARCH 6360	Landscape Architecture History & Theory	3
LANDARCH 6370	Modern and Contemporary Landscape Architecture	3
URBDES 5420	Ideas in Urbanism	3
URBDES 5421	Infrastructural Urbanism	3
URBDES 5424	Alternative Atlas: STL	3
URBDES 6210	Metropolitan Urbanism	3
URBDES 6220	Metropolitan Development	3
URBDES 6230	Metropolitan Sustainability	3
URBDES 6401	Advanced Seminar in Urban Sustainability I	3

- College of Art coursework: up to 3 units

Code	Title	Units
ART 1155	Eco Art	3

- Coursework outside the Sam Fox School: up to 3 units
  - Any course tagged *AR Ecologies & Sustainable Environments Track*
  - Any ENST (Environmental Studies) course listed at the 3000 level or above

Entrepreneurship and Practice

Total Units Required: 9

- College of Architecture coursework: 3-6 units

Code	Title	Units
ARCH 3429	In Detail: Observation, Drawing, & Discovery	3
ARCH 3451	Portfolio Design	3

- College of Art coursework: up to 3 units

Code	Title	Units
DESIGN 1421	Illustration Entrepreneur	3
DESIGN 3550	Branding & Identity	3
FASHION 2410	Business of Fashion	3

- Coursework outside the Sam Fox School: up to 3 units
  - Any course tagged *AR Entrepreneurship & Practice Track*

Fabrication and Visualization

Total Units Required: 9

- College of Architecture coursework: 3-9 units

Code	Title	Units
ARCH 3434	Body as Site: Jewelry Design as Architecture	1.5
ARCH 3534	Furniture Design	3
ARCH 4420	Fabricated Drawings	3
ARCH 4427	Digital Ceramics	3
ARCH 4459	Precast Concrete Enclosures	3
ARCH 4467	Expanding Skin	3
ARCH 4506	Mixed-Reality Fabrication	3
ARCH 4507	Fields and Frames	3

- College of Art coursework: up to 3 units

Code	Title	Units
ART 1519	Compositions in Clay	3
ART 2624	Time-Based: Animation Tools and Methods	3
ART 3628	TBMA: Art Practice (Immersive Environments)	3
DESIGN 1265	Visual Principles for the Screen	3
DESIGN 2506	Digital Game Design	3
DESIGN 3260	UX Research Methods for Design	3
DESIGN 3408	The Narrative Image: Form/Structure/ Function	3
FASHION 2220	Introduction to Fashion Design	3

- Coursework outside the Sam Fox School: up to 3 units
  - Any course tagged *AR Fabrication & Visualization Track*
  - Any CSE (Computer Science and Engineering) course listed at the 3000 level or above
  - Any DRAMA course listed at the 3000 level or above
  - Any FILM (Film and Media Studies) course listed at the 3000 level or above
  - Any MEMS (Mechanical Engineering and Materials Science) course listed at the 3000 level or above

History and Theory

Total Units Required: 9

- College of Architecture coursework: 3-9 units
  - Any ARCH, LANDARCH, or URBDES course tagged *AR History & Theory Track*
- College of Art coursework: up to 3 units

Code	Title	Units
FASHION 3220	Fashion History and Research	3

- Coursework outside the Sam Fox School: up to 3 units
  - Any course tagged *AR History & Theory Track*
  - Any ARTARCH (Art History and Archaeology) course listed at the 3000 level or above

Socially Engaged Practice

Total Units Required: 9

- College of Architecture coursework: 3-9 units

Code	Title	Units
ARCH 2090	Design Process	3
ARCH 3401	Drawing on the City	3
ARCH 3404	Community Building	3
ARCH 3424	Urban Books	3
ARCH 4475	Community Design Sprints	15
ARCH 4477	Segregation By Design: A Historical Analysis of the Impact of Planning and Policy in St. Louis	3
ARCH 4478	Radical Mapping	3
ARCH 4509	Towards Common Ground	3
URBDES 5403	Public Space and City Life: Contemporary Discourses on Public Space	3
URBDES 5412	Everyday Urbanism: Global and Local Practices	3
URBDES 5423	Informal Cities: The Future of Global Urbanism	3

URBDES 5424	Alternative Atlas: STL	3
URBDES 6150	Informal Cities Workshop: Designing Urbanity: Collective Housing in Emergent Cities	1

- College of Art coursework: up to 3 units

Code	Title	Units
ART 1152	Engaging Community: Understanding the Basics	1.5
DESIGN 2258	Interaction Design: Understanding Health and Well-Being	3

- Coursework outside the Sam Fox School: up to 3 units
  - Any courses tagged *AR Socially Engaged Practice Track*
  - Any PSYCH (Psychological and Brain Sciences) course listed at the 3000 level or above
  - Any URST (Urban Studies) course listed at the 3000 level or above
  - Any WGSS (Women, Gender, and Sexuality Studies) course listed at the 3000 level or above

Regulations

1. Students may take one *non-required* course on a Pass/No Pass basis each semester.
2. Students may enroll for credit in only one supervised performance course during any semester. Students may earn a maximum of 9 units toward the degree in supervised performance and/or in group or individual performance courses, internships, and independent studies combined. School of Continuing & Professional Studies courses do not count toward degree requirements.

Combined Studies

Washington University offers students the option to study across disciplines and to take advantage of the wide range of courses available. Students may choose to major in architecture and minor in another subject in architecture or to major in architecture and choose a minor or second major in an area from a different undergraduate school.

Major requirements (i.e., any course required to be taken within the Sam Fox School) may not be double-counted for another degree, major, or minor unless specifically allowed by a Sam Fox School minor. Open/general electives and Arts & Sciences distribution requirements are permitted to double-count for another degree, major, or minor.

Academic Honors & Awards

Dean's List: In recognition of exceptional scholarship, first-year, sophomore, junior and senior art/design students who have earned at least 14 credit units under the letter grade option (excludes courses taken pass/fail or audit) and earned a semester grade-point average of 3.6 or higher during a semester will be cited on the Dean's List.

Latin Honors: Graduating Bachelor of Science or Bachelor of Arts in Architecture degree students may also be considered for Latin Honors (cum laude, magna cum laude or summa cum laude) as determined by academic performance.

Special Awards, Medals and Prizes

Association of Licensed Architects Student Merit Award. The Association of Licensed Architects (ALA) presents this award to acknowledge a student, chosen by the director of Architecture, who has exhibited exemplary achievement throughout their academic tenure.

Civic Engagement Award. This award is given to one graduating student to recognize their deep engagement with systemic social, economic, and/or environmental issues through their work and efforts.

*Betty Lou Custer Award***.** The St. Louis Chapter of the AIA presents a book award in memory of Betty Lou Custer, the longstanding executive director to the chapter, in recognition of her service to the profession of architecture. The book is awarded to an outstanding undergraduate student who has contributed service to the College of Architecture.

Excellence in Craft Award. This award is given to a member of the graduating class, either undergraduate or graduate, to recognize outstanding achievement in craft.

Faculty Book Awards. These awards are given for recognized achievement in individual programs as voted on by the faculty.

Frederick Widmann Prize. In honor of Frederick Widmann, architect and philanthropist, one graduating member from both the undergraduate and graduate classes is selected based on merit in design.

Hugh Ferriss Award for Architectural Drawing. This award honors Hugh Ferriss (Washington University in St. Louis class of 1911 and Honorable Master of Architecture in 1928), a distinguished architect and renderer. A book award is given to a graduating student, either undergraduate or graduate, who has excelled in architectural drawing in any medium.

*James Walter Fitzgibbon Prize***.** Mrs. James Fitzgibbon and friends of the family established a fund to honor Professor Fitzgibbon's memory and to recall his long and distinguished service on the faculty of Architecture. The annual income from this fund provides for the Fitzgibbon Prize, given to a 3000- to 6000-level student who has the winning solution to a one-day sketch problem.

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

St. Louis Community Partnership Award. This award is given to one graduating student in recognition of their deep and reciprocal relationships and partnerships in the St. Louis Community.

Scholarship Funds

St. Louis Chapter American Institute of Architects Scholarship Fund

This scholarship is awarded to students from the St. Louis metropolitan area who have completed the first two years of their architectural studies. Inquiries should be addressed to the St. Louis Chapter AIA, 911 Washington Ave., #100, St. Louis, MO 63101. Separate application is required.

The James W. Fitzgibbon Scholarship in Architecture

The James W. Fitzgibbon Scholarship in Architecture recognizes outstanding academic performance and promise in the field of architecture. Washington University's College of Architecture offers the scholarship to an entering first-year student who plans to pursue the Bachelor of Science in Architecture or the Bachelor of Arts in Architecture.

At this time, one full-tuition scholarship and up to five partial scholarships are awarded annually. These are renewable for each year of undergraduate study, as long as the scholar is making satisfactory progress toward a degree.

Each College of Architecture applicant who submits a digital portfolio will be considered. No separate scholarship application is required.

Scholars in Architecture

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

The Elizabeth S. Schmerling Endowed Scholarship

This scholarship was established in memory of Elizabeth Schmerling, who graduated from Washington University in 2003 with a Bachelor of Science in Architecture. Elizabeth excelled in her studies and sought to help others study and understand the field she so loved. She continued her academic career at the University of Pennsylvania with the goal of earning master's degrees in both architecture and landscape architecture. Shortly after embarking on her graduate school studies, Elizabeth was diagnosed with brain cancer. For 19 months, while courageously pursuing treatment, she stayed focused on her graduate studies and on a life filled with architecture. Elizabeth died on April 26, 2005, when she was 23 years old. Her parents and brother chose to honor her memory by establishing an endowed scholarship at Washington University.

The Elizabeth S. Schmerling Endowed Scholarship is a prestigious award that provides financial support for talented rising seniors who are on track to earn a bachelor's degree in architecture. The scholarship is awarded annually to one or more recipients. Selection is determined by a committee of four faculty based on superior academic performance and scholarship; innovative thought and approaches to the science and art of architecture; and a commitment to the study and understanding of architecture that serves as an inspiration to professors and peers alike.

In addition to the scholarship, each recipient receives a significant architecture book as a memento to enhance their lifelong library. The book includes a custom-made bookplate, designed by two prior scholarship recipients, that is inscribed with each recipient's name and the date the scholarship was awarded.

Policies

To receive the Bachelor of Arts or Bachelor of Science degree, students must meet the requirements of the College of Architecture and take academic courses with other undergraduates. Work in architecture can be combined with studies in art and design, business, engineering, humanities, natural and social sciences, and the other arts. Students may take these courses for educational and intellectual enrichment or in direct correlation with their primary interests. Courses in the School of Continuing & Professional Studies do not count toward degree requirements.

Academic Integrity

Students and members of the faculty of the university have an obligation to uphold the highest standards of scholarship. Plagiarism and other forms of cheating will not be tolerated. When a student has violated the integrity of the academic community, an instructor may recommend that the student be brought before the Committee on Academic Integrity. A list of university policies can be found on the website of the University Registrar.

Advanced Placement Credit

A maximum of 15 units of pre-matriculation or non-Washington University transfer credit may be counted toward an undergraduate degree. This includes Advanced Placement, International Baccalaureate and British A-Level exams. Credit cannot be granted for College-Level Examination Program (CLEP) tests.

Pre-matriculation units count toward open/general electives. They do not count for second major or minor requirements. Advanced Placement can fulfill the Calculus and Physics requirements but cannot fulfill other Arts & Sciences distribution requirements.

Applying for Program Completion

Students are responsible for applying for program completion in Workday in order to have the degree conferred. No degree will be awarded if this task has not been completed by the appropriate deadlines. Students who do not complete their degree requirements by their intended graduation date must reapply for the next graduation date.

Attendance

Regular attendance at all classes and studio meetings is expected. The instructor of each course is allowed to decide how many absences a student may have and still pass the course. Instructors are expected to give reasonable consideration to unavoidable absences and to the feasibility of making up work that has been missed. Students are expected to explain to their faculty the reasons for any absences and to discuss with them the possibility of making up missed assignments.

In addition, Washington University has a policy for absences related to religious holidays (PDF).

Credits and Grades

Credits are assigned to courses based on measures of time in class and academic activities, and engagement between instructors and students, defined in university policy (p. 25). Grade points per course are calculated by multiplying the number of units of a course by the grade points earned. The Undergraduate Study (p. 36) page details the grades and grade points in use.

Minimum Grade Requirement

Undergraduate students in architecture must complete all required courses with a grade of C- or better. This includes required History & Theory Research & Writing electives, required 3000-level or above architecture electives, Calculus, Physics, History of Western Art, and any course taken to fulfill the writing requirement.

Minimum Grade Point Average

Students in the College of Architecture must have a minimum grade point average of 2.0 to be eligible to graduate.

Pass/No Pass Option

Students may take one *non-required* course on a Pass/No Pass basis each semester.

Incomplete Grades

Students who, following the last day for withdrawal from courses, experience medical or personal problems that make the satisfactory completion of course work unlikely may request a grade of I (incomplete). Students in this situation must take the following steps:

1. Contact the instructor before the final review, critique, or exam to discuss the request.
2. If the instructor consents, confirm a due date for outstanding work.

The instructor is under no obligation to award a grade of I (incomplete).

Incomplete marks in all architectural design studios must be removed by the first day of classes of the following semester. Failure to remove the I (incomplete) grades will prevent the student from continuing in another architectural design studio.

In all other courses, the grade of I (incomplete) must be removed no later than 120 days after the final grade deadline. Upon failure to make up an incomplete grade within 120 days, the student will automatically receive an F in the course. An F grade that is so received may not be changed. Students will not be allowed to continue in courses that require prerequisites if the prerequisite has a grade of I (incomplete). A student who carries more than 9 units of grades of I (incomplete) may be declared ineligible to re-enroll.

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

Repeating or Retaking a Course

Most courses are designed to be completed once, and credit may only be earned once. A student may retake such a course if a higher grade is required, for example if the initial final grade is below that required to apply to major requirements. Students may not register themselves for another instance of a course in which the initial final grade is a B or higher, an incomplete, a successful audit or a Pass. For a student retaking a course, credit is only given once and both grades earned remain on the record, but only the higher grade is used to compute the grade-point average. An R notation is added to identify the retaken course.

Some courses are eligible to be repeated, such as internship or thesis. Students eligible to take them may register themselves for additional instances.

Auditing a Course

With prior approval from their academic advisor, students may audit an elective course if the instructor allows.

Independent Study

Opportunities for independent study are available to undergraduate students. Registration in an independent study requires the student to submit a written proposal and obtain the approval of the sponsoring faculty, advisor, and program chair. Approved proposals must be submitted to the Sam Fox School Registrar's Office by the semester course add deadline. Proposals received after the deadline will not be considered.

A maximum of 3 units for juniors and seniors and of 1 unit for first-year students and sophomores can be taken per semester. Independent study cannot replace architectural design studios or other required courses.

A maximum of 9 units may be applied to degree requirements from the following areas: physical education, lessons, and/or independent studies.

Enrollment Status

Definitions of *full-time study, half-time study,* and so on are based on federal regulations. Enrollment status impacts eligibility for campus services as well as Washington University's reporting obligations. Alignment with policies in financial aid, international student services, student health insurance, VA benefits, and athletics is critical.

Washington University's definition for full-time undergraduate study is at least 12 credit-bearing units (semester hours) per term. Units taken under the audit grade option do not factor into enrollment status calculations, so they cannot count toward the 12 units required for full-time enrollment.

Financial Obligations

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

Grievance Procedures

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

Grade Dispute Policy

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

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

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

Integrity and Ethical Conduct

Washington University and the Sam Fox School of Design & Visual Arts are committed to the highest ethical and professional standards of conduct and consider these to be integral to their mission of the promotion of learning. To maintain these standards, the university relies on each community member's ethical behavior, honesty, integrity, and good judgment. Each community member should demonstrate respect for the rights of others, and each community member is accountable for their own actions. Washington University policies state that members of the university community can expect to be free from discrimination and harassment. Students, faculty, staff, and outside organizations working on campus are required to abide by specific policies prohibiting harassment, which are posted on the Compliance and Policies page of the university's website. Should a situation arise in which a member of our community believes they have cause to file a grievance, there are two categories of grievance to consider: academic and non-academic. Academic grievances can either be when a student

challenges a course grade or when a fellow student or faculty member feels a matter of academic integrity is at issue. Student grievances filed to challenge a grade that the student feels has been given incorrectly must follow the procedures outlined in the Grade Dispute Policy above.

Academic integrity grievances are made when a faculty member or fellow student feels a student has compromised the environment of honesty and ethics in the school. Academic integrity infractions follow the procedures laid out in the Sam Fox School and University policies and are managed in the Sam Fox School by the Academic Integrity Officer. Please refer to Washington University's Academic Integrity Statement for additional information.

Non-Academic Concerns

If a member of our academic community feels that the ethical and safe environment of the classroom has been compromised, for whatever reason, they may seek guidance through the school's Faculty-Student Mediator. Students may also consult Washington University's Grievance Policy and Procedures for Allegations by Undergraduate Students Against Faculty. In addition, University Resources available for support include the following:

- Title IX (for issues related to discrimination, sexual harassment, and sexual violence)
- Mental health concerns (Student Health Center)
- Drug and alcohol concerns (Student Health Center)
- Immediate physical/mental health concerns (Washington University Police Department)
- Center for Diversity & Inclusion (for issues related to bias, prejudice, or discrimination)

Interschool Transfer Policy: Transferring Into the College of Architecture

Undergraduate students enrolled in the College of Arts & Sciences, McKelvey School of Engineering, Olin Business School, or the College of Art may apply to transfer into the College of Architecture. Transfer requests must be made in Workday by the last day of final exams of the semester before the effective semester. It is strongly recommended that students meet with a four-year advisor in the Sam Fox School prior to registration to ensure that they know what classes to take the following semester and are given waitlist priority. Otherwise, enrollment in the required studios for the semester of entry may not be possible. All Washington University students must spend their first semester in the academic division that admitted them.

Minimum Criteria

The following requirements must be met for an internal transfer into the College of Architecture:

1. Achieve a cumulative GPA of 3.0 or higher. Students with GPAs below 3.0 are required to meet in person with the chair of undergraduate architecture for an interview and academic record review.
2. Present an academic record that supports the conclusion that the student will be able to complete a Bachelor of Science in Architecture or Bachelor of Arts in Architecture degree in a typical time frame. Depending on the student's level at the time of transfer, additional semesters and/or preapproved summer school may be required.
3. Be in good academic standing.

A portfolio of creative work is not required, but students are invited to bring visual examples of their work when they meet with the associate dean of students in the Sam Fox School (details below).

Each application is evaluated on a case-by-case basis. Meeting these requirements does not guarantee admission into the College of Architecture.

To Begin the Transfer Process

1. Request a change to your primary program of study in Workday and complete the Change Program questionnaire.
2. Meet with the associate dean of students in the Sam Fox School for an interview and optional portfolio review.

Leave of Absence

A student may request a leave of absence for one or two semesters when individual professional, medical, or personal circumstances warrant it. Petitions are reviewed and approved by the Sam Fox School Registrar's Office. Any requests extending beyond one year will be reviewed on a case-by-case basis. In addition to a written petition, the student requesting a medical leave of absence must submit a medical recommendation from the Student Health Center.

A student returning from a leave of absence must submit a written request for reinstatement at least six weeks prior to the desired semester of return. In the case of a medical leave of absence, a letter of clearance is required from the Student Health Center before the student will be permitted to re-enroll.

International students requesting a leave of absence must contact their advisor at the Office for International Students and Scholars to discuss how the leave might affect their visa status.

Students who are on a leave of absence for medical, mental health, academic, family, personal, or any other reason are not eligible to participate in a registered student group, hold a student group leadership position, or attend/plan a student-group–sponsored event as a representative of said student group. Depending on the type of leave and any corresponding policy restrictions, students on a leave of absence may or may not be able to attend campus-wide events as a guest of a current Washington University student.

Minimum and Maximum Loads

Students must enroll in an average of 15 to 16 units each semester to complete degree requirements in eight semesters. It is strongly recommended that students enroll in no more than 18 units each semester in order to focus on studios and required courses.

Full-time enrollment is 12 units. Enrollment below 12 units may be granted only with the consent of the associate dean of students.

An enrollment above 21 units will be charged at the established university rate per hour for the additional credits and must be approved by the director or undergraduate program chair.

Refer to the section of this *Bulletin* that covers tuition and fees (p. 62) for both the annual tuition rate and the per-credit-unit breakdown applicable to the College of Architecture.

Students are expected to proceed at a pace that enables them to finish their degree within the appropriate time limit. For undergraduates, this is usually eight semesters. Exceptions to these minimum standards may be granted only with the written consent of the associate dean of students.

Prerequisites

Students enrolling in College of Architecture courses without the prerequisites must seek permission from the instructor; registration without this permission does not guarantee enrollment in the course.

Retention of Student Work

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

Satisfactory Academic Progress and Academic Standing

Satisfactory Academic Progress is demonstrated through completed credits and a minimum grade point average (GPA). Students are expected to proceed at a pace that enables them to finish their degree within an appropriate amount of time. For undergraduates, this is usually eight semesters, requiring a minimum pace of 66⅔% (number of credits earned divided by the number of credits attempted). Per the requirements of 34 C.F.R. 668.34(a)(4(ii), the federal student aid program requires students to maintain a minimum GPA of 2.0 (C average) to maintain eligibility for financial aid. A minimum cumulative GPA of 2.0 is also required for students in the College of Architecture to be eligible to graduate.

As long as students demonstrate Satisfactory Academic Progress, they are considered to be in good academic standing. The College of Architecture considers the following key performance indicators to determine whether a student remains in good academic standing:

- Minimum semester and cumulative GPA of 2.0;
- Satisfactory progress in units completed (66⅔%, calculated by the number of credits earned divided by the number of credits attempted); and
- Progress in the focused area of study (e.g., major requirements).

All of the above indicators combined demonstrate Satisfactory Academic Progress. A deficiency in any of the three performance indicators will trigger a review that may cause a student to be placed into one of the academic standing categories described below, which is also a signal that minimum standards for graduating are not being met. Unless a student demonstrates improvement, thereby indicating their ability to fulfill degree requirements within a reasonable period of time, the student may be dismissed from the university. Although the College of Architecture desires to give all students the opportunity to prove themselves, it is not in the best interest of either the students or the college to permit students to continue indefinitely in educational programs in which they are not producing satisfactory results.

Academic Concern

Any of the following performance indicators at the end of a semester will cause the student's standing to be reviewed and may cause the student to be placed on Academic Concern:

- Receiving an incomplete (first occurrence and all subsequent occurrences)
- Earning a semester GPA of less than 2.0 (first occurrence)
- Earning fewer than a total of 12 units in a regular semester (first occurrence)

While a student placed on Academic Concern remains in good academic standing, this status is a signal to the student that academic performance is below minimum standards and, if continued, will likely cause the student to fall out of good standing.

A student may also be placed on Academic Concern when their earned semester pace or GPA is below the terms of Satisfactory Academic Progress because of outstanding or incomplete grades. Once all grades are received, the student's record is reviewed to determine satisfactory or other status.

An Academic Concern status is not noted on the official transcript; since it does not cause the student to fall out of good standing, it will not be incorporated into enrollment verifications requesting confirmation of academic standing.

Academic Notice

Any of the following performance indicators at the end of a semester will cause the student's standing to be reviewed and may cause the student to be placed on Academic Notice:

- Cumulative GPA of less than 2.0 (first occurrence and all subsequent occurrences)
- Semester GPA of less than 2.0 (second occurrence and all subsequent occurrences)
- Earning fewer than a total of 12 units in a regular semester (second occurrence and all subsequent occurrences)

Academic Notice status indicates that a student is not in good academic standing. Although this status is not noted on the official transcript, it will be incorporated into enrollment verifications requesting confirmation of a student's standing. Students placed on Academic Notice are notified in writing of the status and of any requirements resulting from the status change.

Academic Notice serves as a warning that, unless the quality of work improves, the student may be required to take time away due to academic deficiency. A student may be removed from Academic Notice when their cumulative GPA is above 2.0 and they are meeting the pace of 66⅔% for Satisfactory Academic Progress.

To support a student on Academic Notice status, the Sam Fox School Associate Dean of Students Office may require the student to develop and follow an Academic Improvement Plan. To succeed, the student must understand the causes of their current situation, identify what needs to change, and implement those changes. The student may be required to meet regularly with the Associate Dean of Students to review progress.

Academic Time Away

Any of the following performance indicators at the end of a semester will cause the student's standing to be reviewed and may cause the student to be placed on Academic Time Away, which is a pause in enrollment at Washington University:

- Any third time a student becomes eligible for Academic Notice
- Any second sequential semester a student becomes eligible for Academic Notice (These are typically the fall and spring semesters, since most students do not enroll in summer classes. However, if a student does enroll in summer classes after a spring semester after which they were placed on Academic Notice, their performance will be reviewed.)
- Any semester in which a student earns no degree credit

Academic Time Away status indicates that a student is not in good academic standing. Because this status is marked by a break in enrollment, this status is noted on the official transcript. Students placed on Academic Time Away are notified in writing of the status and of any requirements resulting from the status change, including the minimum number of semesters until they are eligible to request reinstatement. Students on this status are not allowed to enroll in any classes at Washington University during their Academic Time Away period, including courses offered by the School of Continuing & Professional Studies. Academic Time Away is not viewed as a punitive action. Rather, it is an academic pause applied when it is clear that something is interfering with a student's ability to complete degree requirements. It is not in the student's best interest to continue unless they are able to apply changes that will allow them to make successful academic progress toward graduation.

First Appeal Option

A student who wishes to appeal their Academic Time Away status must present a written appeal within 48 hours of receiving notification stating the reason(s) why they believe their situation should be reconsidered. This statement must be sent as outlined in the notice of Academic Time Away. In this statement, the student must explain why the unsatisfactory academic performance occurred and, if they are allowed to return, what they would do differently. The student will then be given an opportunity to present their case in an appeal hearing. Failure to appear at an appeal hearing will be considered a withdrawal of the appeal.

The Sam Fox Registrar is responsible for coordinating appeal hearings, which consist of a faculty committee of a minimum of three Sam Fox School faculty members. The Associate Dean of Students may attend as a non-voting member of the committee. The committee will have access to the student's academic record, written appeal, any previous academic improvement plan, and any other information deemed relevant to the review. The student will have an opportunity to speak on their behalf and to answer questions posed by the committee. After the appeal hearing, the student is informed of the outcome in writing within 48 hours.

After deliberation, the faculty committee will make a determination based on a simple majority vote to either grant the appeal or to deny the appeal. If an appeal is granted, the student is reinstated for the upcoming semester and placed on Academic Notice. If the appeal is denied, all original terms of the original Academic Time Away remain in effect.

Second Appeal Option

The decision by a faculty committee may be appealed to the director of the student's academic division on any of the following grounds:

- *New evidence of a substantive nature:* New, significant evidence regarding factors affecting the student's academic performance becomes available that was not available at the time of the original appeal hearing. Information is not considered new evidence if the student did not attend the original hearing or voluntarily withheld information during the original hearing.
- *Substantive procedural error:* A specified procedural error or error in interpretation of university policies resulted in the student being denied a fair hearing, or the error prevented the faculty committee from making a fair decision.

Should the student wish to appeal the decision of a faculty committee, a written request must be sent within 48 hours of receiving the committee's decision to the director of the student's academic division. The written request should be of sufficient detail to stand on its own without accompanying testimony to permit the evaluation of the merit of the grounds for appeal. The director will determine whether there is sufficient basis to modify or uphold the original determination of the faculty committee. If the appeal criteria are not met, the appeal will be denied. The review method used to make a determination is at the discretion of the director.

The student is informed of the outcome of their second appeal option in writing. If an appeal is granted, the student is reinstated for the upcoming semester and placed on Academic Notice. If the appeal is denied, all original terms of the original Academic Time Away remain in effect.

Reinstatement After Academic Time Away

If a student on Academic Time Away would like to return to the university in the future, they must petition and be approved for reinstatement. There is no guarantee that a student on Academic Time Away will be allowed to return. If the student is granted reinstatement, they are placed on Academic Notice upon return. Failure to achieve and maintain Satisfactory Academic Progress after reinstatement may result in a second status of Academic Time Away without an option for reinstatement.

Study Abroad

Students have an opportunity to study in Florence, Italy, for a semester or over the summer term. The program is led by faculty from Sam Fox School and leverages its unique location by inviting local artists, designers, and architects to serve as instructors and visiting lecturers; incorporating local sites into course assignments and studio projects; and arranging numerous excursions to nearby sites and cities. The Florence program works hand-in-hand with the School's curriculum to ensure that students can study abroad while earning required degree units.

Undergraduate students are also eligible to participate in the university's study abroad programs. To receive academic credit for participation in a non-Sam Fox program, students must submit a written proposal and garner approval in advance. Students should contact the Special Programs Manager if they are considering a study abroad program to ensure eligibility and transferability of credits. The Inside Sam Fox website's WUSTL Programs page has details about eligibility, credit policy, deadlines, and required proposal materials.

Students pursuing study abroad during the summer need to seek preapproval from the Sam Fox Registrar's office as outlined in the Transfer Credit policy.

Summer School

The College of Architecture offers a limited number of courses during the summer.

Transfer Credit

A maximum of 15 units of pre-matriculation or non-Washington University transfer credit may be counted toward an undergraduate degree. A student wishing to transfer credit for courses completed at another institution must bring a full catalog description of the course(s) to the Sam Fox School Registrar's Office for preapproval. Upon receipt of an official transcript indicating a grade of C or better, courses will be considered for transfer. Grades for transfer courses will not appear on the student's Washington University record and will not figure into the student's GPA.

- College courses that appear on a student's high school transcript will not be considered for transfer.
- Washington University does not transfer credits for courses taken online.
- Transfer credit cannot be used to fulfill Sam Fox major or minor requirements; it can only count toward the open elective or Arts & Sciences distribution requirements for the BA or BS degree.
- No transfer credit will be awarded for courses taken while a student is suspended from Washington University for violations of the University Student Judicial Code or Academic Integrity Policy.
- Students deferring admission or taking a gap year are not eligible to earn transfer credit.
- Transfer credit cannot be used to fulfill the Calculus I requirement; the requirement can be fulfilled with Advanced Placement (AP) or International Baccalaureate (IB) credit.

Withdrawals and Refunds

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

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

Summer Withdrawals and Refunds

The Sam Fox School reserves the right to cancel a course if it has not enrolled a minimum of eight students before the first day of class. If a course is canceled, all enrolled students will be notified and dropped from the class, and they will not be charged tuition and fees.

If a course is not canceled, a student may be released from their obligation to pay full tuition and fees by canceling their registration according to the schedule below:

Withdrawal Date	Refund
Prior to the first class meeting	100% + fees
Prior to 15% of published meeting dates	100%
Prior to 30% of published meeting dates	80%
Prior to 45% of published meeting dates	60%
Prior to 60% of published meeting dates	40%
After 61% of published meeting dates	No refund

Requests for refunds must be made in writing to the Sam Fox School Registrar's Office.

Students may drop a summer course without penalty through the 80% tuition refund deadline and withdraw from a course through the 40% tuition refund deadline.

Administration

Aki Ishida
Director, College of Architecture and Graduate School of Architecture & Urban Design
Sam and Marilyn Fox Professor
MSAAD, Columbia University

Constance Vale
Chair, Undergraduate Programs
Associate Professor
MArch, Yale University

Majors (directory)

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

- Architecture, BA (p. 112)
- Architecture, BS (p. 112)

Architecture, BA

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

For additional information about current requirements, please visit the Degree Requirements (p. 100) page.

Year-by-Year Plan

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

First Year

- Beginning design studio focused on environmental questions and the exploration of materials and media
- Introduction to architecture practice through case studies in focus areas including environment, society, technology, history, and entrepreneurship
- Introduction to architectural representation including analogue and digital drawing, model-making, photography, and image-making
- Additional coursework in the liberal arts

Second Year

- Design studio focused on technological questions and the exploration of geometry, form, and space
- Interdisciplinary track electives bridging architecture; art; design; and other focus areas, including environment, society, technology, history, and entrepreneurship
- Architectural history courses
- Ecological systems course
- Additional course work in the liberal arts

Third Year

- Design studio focused on social questions and honing knowledge of assemblies, structure, sustainability, landscape, and urban environment
- Building systems course
- Architectural theory course
- Additional course work in the liberal arts

Fourth Year

- Student-directed capstone research
- Ultimate flexibility to complete a second major or an additional minor or to explore other areas of interest
- Option to take additional architecture course work, including the student's choice of advanced architectural design studios and elective courses

Architecture, BS

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

For additional information about current requirements, please visit the Degree Requirements (p. 100) page.

Year-by-Year Plan

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

First Year

- Beginning design studio focused on environmental questions and the exploration of materials and media
- Introduction to architecture practice through case studies in focus areas including environment, society, technology, history, and entrepreneurship

- Introduction to architectural representation including analogue and digital drawing, model-making, photography, and image-making
- Additional coursework in the liberal arts

Second Year

- Design studio focused on technological questions and the exploration of geometry, form, and space
- Interdisciplinary track electives bridging architecture; art; design; and other focus areas, including environment, society, technology, history, and entrepreneurship
- Architectural history courses
- Ecological systems course
- Additional coursework in the liberal arts

Third Year

- Design studio focused on social questions and honing knowledge of assemblies, structure, sustainability, landscape, and urban environment
- Building systems course
- Architectural theory course
- Additional coursework in the liberal arts

Fourth Year

- Option to choose from a selection of advanced architectural design studios
- Structures courses
- Architectural history and theory coursework, with an emphasis on urban design issues
- Technology courses in environmental systems or landscape architecture

Minors (directory)

Below is a list of minors offered by the College of Architecture. Visit the individual program pages for more information about a specific minor.

- Architectural History and Theory Minor (p. 113)
- Architecture Minor (p. 114)
- Landscape Architecture Minor (p. 114)
- Urban Design Minor (p. 115)

Architectural History and Theory Minor

The Minor in Architectural History and Theory introduces foundational aspects of visual literacy and critical analysis of architecture in terms of its cultural resonance and social impact. Students study the built environment, including cities, buildings, and landscapes on every continent throughout human history. You will develop expertise in visual analysis and verbal expression, ideal for general liberal arts education or pre-professional preparation to write, teach, and curate as an architectural historian. The minor engages with diverse methods and perspectives, examining the place, time, material, technology, forms, concepts, ideals, and identities that shape and are shaped by environments and buildings. The Minor in Architectural History & Theory is open to all students at Washington University in St. Louis, regardless of major.

At least 12 of the 15 credit units must be applied exclusively to the minor and cannot be counted toward another major or minor. Architecture track (p. 100) courses count toward the minor.

Students interested in the minor should contact the minor advisor.

The requirements below apply to students who declared a minor in architectural history in Fall 2025 or later. Students who declared a minor prior to Fall 2025 should refer to the 2024-2025 Bulletin for minor requirements.

Units required: 15

Required Courses:

- 3 units of Architectural History Surveys:

Code	Title	Units
ARCH 2210	Architectural History I: Antiquity to Baroque	3
ARCH 2220	Architectural History II: Architecture Since 1880	3

- 3 units of Methodology:

Code	Title	Units
ARCH 6901	Theories & Methods of Historical Research	3
or other methodology-based course approved by the minor advisor		

Architectural History Electives:

- 9 units of Electives:

Code	Title	Units
A maximum of 9 units selected from the following		
Any 3000-level or above architectural history and theory course*		
ARCH 2210	Architectural History I: Antiquity to Baroque**	3
ARCH 2220	Architectural History II: Architecture Since 1880**	3
A maximum of 3 units selected from the following		
ARCH 1110	Introduction to Design Processes I***	4.5
ARCH 1144	Architecture for Non-Architects***	3
ARCH 3910	Disegno: Encounters in Public Space (Florence)	6
ARCH 4190	Senior Capstone in Architecture	3

* Courses with *AR Research & Writing* and *AR Case Studies* course tags fulfill this requirement.

** Only if course is not counting toward the Architectural History Survey requirement.
*** Non-architecture majors only.

Architecture Minor

The Minor in Architecture is intended to introduce students to architecture fundamentals and to cultivate an appreciation for buildings, cities, and environments and their role in society. The minor includes foundational coursework, such as ARCH 1144 Architecture for Non-Architects or ARCH 1110 Introduction to Design Processes I, which provides an overview of the discipline by highlighting contemporary issues of architecture worldwide with a focus on introductory methods of design and representation. The minor also includes architectural history courses, highlighting the importance of global historical and cultural contexts, and open architecture electives, allowing students to explore their own interests. The Minor in Architecture is open to all students at Washington University in St. Louis outside of the College of Architecture.

At least 12 of the 15 credit units must be applied exclusively to the minor and cannot be counted toward another major or minor. Architecture track (p. 100) courses count toward the minor.

Students interested in the minor should contact the minor advisor.

Units required: 15

Required Courses:

- 3 units of Architectural Design selected from the following:*

Code	Title	Units
ARCH 1144	Architecture for Non-Architects	3
ARCH 1110	Introduction to Design Processes I *	4.5
ARCH 3231	Architectural Apparitions: City of Collective Memory (Florence, Italy)*	6

* If more than 3 units are taken, the extra units will be counted in the elective category.

- 3 units of Architectural History selected from the following:**

Code	Title	Units
ARCH 2210	Architectural History I: Antiquity to Baroque	3
ARCH 2220	Architectural History II: Architecture Since 1880	3
ARCH 3921	Fifteenth & Sixteenth Century Florence, Rome & Venice: Rethinking Renaissance Visual Culture	3
Another architectural history course approved by the minor advisor		

** If more than 3 units are taken, the extra units will be counted in the elective category.

Architecture Electives:

- 9 units selected from the following:

Code	Title	Units
Any ARCH courses at the 3000 level or above		
ARCH 1120	Introduction to Design Processes II	4.5
ARCH 1210	Representation I	1.5
ARCH 1220	Representation II	1.5
ARCH 1000	Practices in Architecture, Landscape Architecture, and Urban Design	3
BEYOND 1007	Designing Creativity: Innovation Across Disciplines	3

Landscape Architecture Minor

The Minor in Landscape Architecture introduces foundational aspects of practice and scholarship central to shaping landscapes and the broader built environment. The discipline of landscape architecture thrives in diversity, embracing the nuances and complexities of material, biological, and climatological systems. This minor exposes students to a range of design scales, from the urban environment to the garden scale, with a focus on public space, infrastructure, and new and old media. Courses introduce how the design of landscape affects the social, cultural, and ecological dimensions of the world. History and theory complement science and the arts to equip students with the tools, knowledge, and innovative skills to enrich any major. The Minor in Landscape Architecture is open to all students at Washington University in St. Louis, regardless of major.

At least 12 of the 15 credit units must be applied exclusively to the minor and cannot be counted toward another major or minor. Architecture track (p. 100) courses count toward the minor.

Students interested in the minor should contact the minor advisor.

Total Units Required: 15

Required Courses

- 3 units of Design Methods selected from the following:

Code	Title	Units
Non-Architecture Majors:		
ARCH 1110	Introduction to Design Processes I *	4.5
ARCH 1144	Architecture for Non-Architects	3
Architecture Majors:		
ARCH 3121	Architectural Design IV (Urban Design + Landscape Systems)*	6
ARCH 4121	Architectural Design VI (Urban Design + Landscape Systems)*	6

* Only 3 units count toward the minor.

- 3 units of Landscape History:

Code	Title	Units
LANDARCH 6360	Landscape Architecture History & Theory	3
LANDARCH 6370	Modern and Contemporary Landscape Architecture	3

- 3 units of Ecology selected from the following:

Code	Title	Units
LANDARCH 2040	Shared Ecologies and Design (non-architecture majors only)	3
LANDARCH 5330	Landscape Ecology (spring only)	3

Landscape Architecture or Environmental Study Electives

- 6 units selected from the following:

Code	Title	Units
Any LANDARCH 3000-level or above courses		
ARCH 4190	Senior Capstone in Architecture**	3
BEYOND 1007	Designing Creativity: Innovation Across Disciplines	3
BEYOND 1014	Environmental Racism and the Health of Everyone	3
ENST 3310	Beyond the Evidence	3
ENST 3330	Multiparty Environmental Decision Making	3
ENST 3340	Writing Skills for Environmental Professionals	3
ENST 3600	Field Methods for Environmental Science	3
ENST 3710	Applications in GIS	3
INTER 4004	Sustainability Exchange: Community and University Practicums	3

** Bachelor of Science in Architecture students only.

Urban Design Minor

The Minor in Urban Design provides a platform for students to explore issues related to the urban condition that is unfolding in the twenty-first century. Within this framework, students explore urbanization processes in the context of design applications and tools, critical urban issues, urban history, theory, and their application to real-world scenarios. Aging infrastructure networks; pressures on access to education; overextended healthcare systems; loss of public investments; false securities in the housing market; spatial exclusion based on class, race, and gender; the dispossession of local inhabitants from common resources; food supply interruptions; the vulnerability and degradation of the environment; and wasteful forms of consumerism for the sake of capital accumulation all seem to be thriving themes in and around urbanization today. Over the last three decades, the field of urban studies has received overwhelming attention from design disciplines as well as disciplines outside the world of design. This has led to an outpouring of scholarly and political discourse, challenging the image as well as the perception of what is considered urban today. The Minor in Urban Design is open to all students at Washington University in St. Louis, regardless of major.

At least 12 of the 15 credit units must be applied exclusively to the minor and cannot be counted toward another major or minor. Architecture track (p. 100) courses count toward the minor.

Students interested in the minor should contact the minor advisor.

Total Units Required: 15

Required Courses:

- 3 units of Design Methods selected from the following:

Code	Title	Units
Non-Architecture Majors:		
ARCH 1110	Introduction to Design Processes I*	4.5
ARCH 1144	Architecture for Non-Architects	3
Architecture Majors:		
ARCH 3121	Architectural Design IV (Urban Design + Landscape Systems)*	6
ARCH 4121	Architectural Design VI (Urban Design + Landscape Systems)*	6

* Only 3 units count toward the minor.

- 3 units of Foundations selected from the following:

Code	Title	Units
ARCH 3404	Community Building	3
ARCH 4441	Designing the Modern City	3

- 3 units of advanced courses selected from the following:

Code	Title	Units
URBDES 6210	Metropolitan Urbanism	3
URBDES 6220	Metropolitan Development: What's in A Plan?	3
URBDES 6230	Metropolitan Sustainability	3

Urban Design Electives:

- 6 units selected from the following:

Code	Title	Units
Any URBDES 3000-level or above courses		
ARCH 3424	Urban Books	3
ARCH 4190	Senior Capstone in Architecture**	3
ARCH 4477	Segregation By Design: A Historical Analysis of the Impact of Planning and Policy in St. Louis	3
BEYOND 1007	Designing Creativity: Innovation Across Disciplines	3
INTER 4004	Sustainability Exchange: Community and University Practicums	3

**Bachelor of Science in Architecture students only.

Art

Sam Fox School of Design & Visual Arts

The Sam Fox School of Design & Visual Arts is a unique collaboration in architecture, art, and design education, linking professional studio programs with one of the country's finest university art museums in the context of an internationally recognized research university.

The Sam Fox School is composed of the College of Architecture, the Graduate School of Architecture & Urban Design, the College of Art, the Graduate School of Art, and the Mildred Lane Kemper Art Museum.

A Professional Art and Design College Within a University

The College of Art offers students the opportunity to study art or design while taking both required and elective courses through other schools and divisions of the university. The College of Art, which has its own faculty and facilities, has been a degree-conferring division of Washington University since 1879.

Undergraduate students at the College of Art have a wide variety of options from which to choose to meet their individual needs and satisfy their interests. The curriculum has been designed around the philosophy that the study of art has no natural boundaries; all human experience — intellectual, technological and social — can at some point become part of the purposes of an artist or designer. College of Art courses provide a structural base upon which students are able to build.

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

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

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

Facilities

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

In addition, the Dowd Illustration Research Archive — a division of Washington University Libraries' Special Collections — is a preeminent site for studying the history and culture of American illustration, and it is comprised of original art and printed material from many fields of popular American pictorial graphic culture. The collection focuses on 20th-century illustration, and it includes artists' working materials and sketches as well as original artwork from books, magazines, and advertising.

Phone:	314-935-6500
Email:	samfoxschool@wustl.edu
Website:	https://samfoxschool.wustl.edu/academics/college-of-art/

Faculty

Endowed Professors

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

Heather Corcoran
Halsey C. Ives Professor
MFA, Yale University School of Art

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

John Hendrix
Kenneth E. Hudson Professor of Art
MFA, School of Visual Art

Patricia Olynyk
Florence and Frank Bush Professor of Art
MFA, California College of the Arts

Professors

Lisa Bulawsky
MFA, University of Kansas

D.B. Dowd
MFA, University of Nebraska–Lincoln

Jack Risley
MFA, Yale University School of Art

Monika Weiss
MFA, Academy of Fine Arts, Warsaw

Associate Professors

Penina Acayo Laker
MFA, Kent State University

Jamie Adams
MFA, Pennsylvania Academy of Fine Arts

Tiffany Calvert
MFA, Mason Gross School of the Arts, Rutgers University

Jonathan Hanahan
MFA, Rhode Island School of Design

Meghan Kirkwood
MFA, Tulane University
PhD, University of Florida

Heidi Kolk
PhD, Washington University in St. Louis

Arny Nadler
MFA, Cranbrook Academy of Art

Mary Ruppert-Stroescu
PhD, University of Missouri-Columbia

Aggie Toppins
MFA, Maryland Institute College of Art

Cheryl Wassenaar
MFA, University of Cincinnati

Assistant Professors

Joe deVera
MFA, Yale School of Art

Chris Dingwall
PhD, University of Chicago

Bei Hu
MPS, Tisch School of the Arts, New York University
MFA, Central Academy of Fine Arts, Beijing

Megan Irwin
MFA, Maryland Institute College of Art

Shreyas R. Krishnan
MFA, Maryland Institute College of Art

Luiz Ludwig
MFA, Maryland Institute College of Art

Senior Lecturers

Josh Azzarella
MFA, Mason Gross School of the Arts, Rutgers University

Heather Bennett
MFA, Hunter College

Jennifer Colten
MFA, Massachusetts College of Art

Sage Dawson
MFA, University of New Mexico

John Early
MFA, Washington University in St. Louis

Audra Hubbell
MFA, University of Illinois at Chicago

Jennifer Ingram
MS, Iowa State University-Des Moines

Becca Leffell Koren
MFA, Rhode Island School of Design

Jon Navy
MFA, School of the Art Institute of Chicago

Tom Reed
MFA, University of Iowa

Lindsey Stouffer
MFA, Washington University in St. Louis

Visiting Lecturers

Doug Powell
Wallace Herndon Smith Visiting Designer

Laurel Schwulst
Louis D. Beaumont Designer-in-Residence

Clarissa Tossin
Henry L. and Natalie E. Freund Teaching Fellow 2025-26

Professors Emeriti

Sarah Birdsall

Ken Botnick

Michael Byron

Ron Fondaw

Joan Hall

Ronald A. Leax

Peter Marcus

Hylarie M. McMahon

Franklin Oros

Jeff Pike

Buzz Spector

Stan Strembicki

Denise Ward-Brown

Robin VerHage

Majors

Bachelor of Fine Arts

First-year students take Drawing, 2D Design, 3D Design, Digital Studio, and Practices in Art + Design.

Second-year studio courses introduce students to the different areas of focus.

A student's last two years include intense study in their chosen area(s) and a capstone experience. The capstone studio brings together all seniors in the studio areas and separately in the communication design and fashion areas for critical dialogue beyond disciplinary boundaries to guide preparation for a culminating BFA exhibition.

Throughout the studio courses and the final capstone, the BFA degree places an emphasis on developing a portfolio that displays the student's mastery of art and design skills. Graduates are prepared to pursue careers as artists, illustrators or designers.

For specific degree requirements, visit the following pages:

- Art, BFA (p. 165)
- Art with Painting Concentration, BFA (p. 157)
- Art with Photography Concentration, BFA (p. 159)
- Art with Printmaking Concentration, BFA (p. 160)
- Art with Sculpture Concentration, BFA (p. 161)
- Art with Time-Based + Media Art Concentration, BFA (p. 163)
- Communication Design, BFA (p. 166)
- Fashion Design, BFA (p. 171)

Bachelor of Arts

First-year students take Digital Studio and two additional foundation courses that may include Drawing, 2D Design, 3D Design, and so on. Upper-level studio courses and Sam Fox electives introduce students to different areas of focus.

With fewer required courses and no capstone studio, this degree provides an opportunity for students to explore art and design in the context of a rigorous liberal arts education. The BA program is ideal for students who are interested in studying art and design as a cultural phenomena, as a practice for strategic thinking, or as preparation for a career alongside artists and designers. Working within and between traditional disciplines, students will explore how ideas can shape materials and how materiality can shape ideas.

For specific degree requirements, visit the following pages:

- Art, BA (p. 164)
- Design, BA (p. 170)
- Design with Communication Concentration, BA (p. 168)
- Design with Fashion Concentration, BA (p. 169)

Second Majors in Art & Design

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

For specific degree requirements, visit the following pages:

- Second Major in Art (p. 172)
- Second Major in Design (p. 173)
- Second Major in Design: Communication Concentration (p. 173)
- Second Major in Design: Fashion Concentration (p. 173)

Second Majors and Minors Outside the College of Art

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

Students must successfully complete all of the degree requirements for the College of Art and all of the requirements for the second major or minor.

The second major or minor option can be completed within four years if careful planning begins during the first year. If a student is interested in these options, they should consult with the associate dean of students in the College of Art.

Art Education

Students who wish to teach art at the elementary and secondary levels may obtain Missouri state certification by taking additional units of required education courses offered by the university's Department of Education in the College of Arts & Sciences. These courses may be taken as academic electives within the BFA or BA program. For more information, visit the Department of Education's Teacher Certification page.

Minors

The College of Art offers several minors, which are available to all students at Washington University in St. Louis. Minors require a total of 15 or 18 units from approved courses. All courses applied to an art minor must be taken for a grade, and students must earn a grade of C- or higher. For minors requiring 15 units, at least 12 of the credit units must be applied exclusively to the minor and cannot be double-

counted toward another major or minor. For the 18-unit Human-Computer Interaction minor, 15 units must be applied exclusively to the minor. No individual course may count more than once toward the minor.

Minors are offered in the following areas:

- Art (p. 174)
- Creative Practice for Social Change (p. 174)
- Design (p. 174)
- Human-Computer Interaction (p. 174)

Courses

- ART (p. 120): Art
- DESIGN (p. 133): Design
- FASHION (p. 143): Fashion

College of Art majors have enrollment priority in ART courses. Elective courses may be offered at the 1000 to 4000 levels; students must enroll as applicable: 1000-level courses are for first-year students, 2000-level courses are for sophomores, 3000-level courses are for juniors, and 4000-level courses are for seniors.

Art

ART 1050 Drawing
An introductory course that teaches the student to recognize and manipulate fundamental elements of composition, line, form, space, modeling and color. Students will explore drawing as a diverse and multi-faceted activity. Working from both observation and imagination, emphasis will be placed on making work through a range of drawing methodologies. Students work in a variety of media. Demonstrations and illustrated lectures supplement studio sessions and outside projects.
Credit 3 units. Art: FAAM, FADM EN: H
Typical periods offered: Fall, Spring

ART 1101 Practices in Art + Design
This course offers students an introduction to the programs, people, and resources of the College of Art and the Sam Fox School. Weekly presentations by faculty and staff, current and past students, and practitioners in the field will introduce students to some of the many possible paths of study in art and design and deepen students' knowledge of the Sam Fox School's major creative and intellectual pursuits and their areas of influence and intersection. The course also includes practical resources to help students flourish in their studies.
Credit 1 unit. EN: H
Typical periods offered: Fall

ART 1110 2-D Design
An introduction to basic design principles and their application on a two-dimensional surface. Investigation of the functions and properties of the formal elements and their organization through the use of relational schemes. Includes an introduction to color and basic color theory. Problems stress systematic approach to visual communication.
Credit 3 units. Art: FAAM, FADM EN: H
Typical periods offered: Fall, Spring

ART 1120 3-D Design
An introduction to basic design principles and their application to three-dimensional form and real space and time. The design vocabulary is broadened through exercises that deal with mass, volume, weight, gravity, and movement. Students learn to use hand and power tools.
Credit 3 units. Art: FAAM, FADM EN: H
Typical periods offered: Fall, Spring

ART 1151 You Are Here: Engaging St. Louis's Racial History Through Site + Story
By acknowledging the pressures and pains of our political moment -- a time of crisis for many in our city and nation, but also a long-awaited reckoning with issues of social justice -- this course engages the complex history of race and racial injustice in St. Louis through site- and story-based exploration. It offers an opportunity to learn about the city's landscape, history, systems, culture, form and identity while wrestling with fundamental questions of power, positionality and perspective.You Are Here references orientation, discovery, otherness and place, and it serves as a provocation for reconsidering how designers, artists and architects engage St. Louis. This course may count toward the minor in Creative Practice for Social Change if bundled with Engaging Community: Understanding the Basics. Priority wil be given to first-year Sam Fox students.
Credit 1.5 units. Art: CPSC EN: H
Typical periods offered: Fall, Spring

ART 1152 Engaging Community: Understanding the Basics
What does it mean to engage in community as a creative practitioner? Community engagement must be grounded in authentic relationship building and an ability to understand and act within the historic context and systems that impact communities. We will practice the skills of listening, observation, reflection, and improvisation. We will cultivate mindsets that focus on community assets and self-determination. Workshops will teach facilitation and power analysis, with the intention of upending the power dynamics between community and creators. It may count toward the minor in Creative Practice for Social Change if bundled with You Are Here: St. Louis' Racial History Through Sites and Stories.
Credit 1.5 units. Art: CPSC, FAAM
Typical periods offered: Fall, Spring

ART 1154 Contemporary Discourses: Art + Feminism
This course investigates the impact of feminism on contemporary art, focusing on artwork produced between the 1960s and the present day. Through an examination of global practices in a wide range of media, including artworks in the university's Kemper Museum collection, students will delve into innovative aesthetic strategies that criticize assumptions of gender, race and social class and consider the intricate tie between the identity of the author and the content of the work. This course is taught by a practicing artist, who together with the students will uncover historical developments and epic omissions. This is a lecture course with a discussion component. Requirements include participation in weekly discussion sections, regular response papers, and a final written curatorial project.
Credit 3 units. Art: CPSC, FAAM, VC EN: H
Typical periods offered: Fall, Spring

ART 1155 Eco-Art
Eco-Art explores the intersection of art, ecology and ethics. Though the movement is broad and growing, eco-art re-envisions our relationship with the natural world by informing, challenging, inventing, and reclaiming. This studio-based course introduces various artistic

practices and working methodologies related to environmental art, exploring green methodologies, repurposed objects, land art, ecoventions, social sculpture, and community activism. The course is organized around art historical precedents, and it is supported by critical essays and examples of contemporary practice, including discussion of eco-design and sustainable architecture. Projects are open to multidimensional solutions in a wide variety of media.
Credit 3 units. Art: CPSC, FAAM
Typical periods offered: Fall, Spring

ART 1219 The Poetics of Image-Making: People, Place & Space
This painting elective course examines the poetics of image-making, with a focus on the representation of people, place, and space--both observed and invented. Students learn the practice of painting and develop works through fundamental exercises as well as the shared exploration of painting processes. Work outside of class for the beginner is project-based; advanced students produce an independent body of work. Critical assessment of work is complemented by faculty and peer discussions, readings, and field study. Required text: The Poetics of Space by Gaston Bachelard.
Credit 3 units. Art: FAAM
Typical periods offered: Fall

ART 1318 History of Photography
Same as F20 227A, 327A, 427A - First-year students (only) register for F20 127A. Survey of the history of photography and a look at the medium form the camera obscura to contemporary developments. Social and technological developments examined in terms of their influences on the medium.
Credit 3 units. Art: FAAM EN: H
Typical periods offered: Fall, Spring

ART 1319 Experimental Photography: Cameraless to Polaroid, Form to Content
These days, everyone is a photographer, right? But how does that image snapped with your smartphone arrive on your screen? As technology marches forward, we have images literally at our fingertips, yet the actual process of producing the picture is, ironically, more elusive. In this course, we will dive into experimental processes and examine how physically making the picture can affect the content of that picture. As you craft images, ideas become tied to process and suggest new directions, strategies and subjects. We will begin with cameraless techniques, such as the photogram and cyanotype; we will investigate the principle of the camera obscura; we will test out rudimentary cameras such as the pinhole and disposable models; and we will experiment with printing techniques such as Polaroid and Xerox transfer, examining artists using these various techniques along the way. As we move through the semester, students will learn the various ways that light can create images, and they will begin to find their own particular voice within these mechanizations and create original work.
Credit 3 units. Art: FAAM
Typical periods offered: Fall, Spring

ART 1328 Contemporary Portraiture
Historically, portraits were painted of the royal or wealthy to document an accurate likeness and to display status and power. However, with the advent of photography, artists were freed to develop interpretations in style, process, and medium. With subjects such as family, friends, strangers, celebrities, and the self, the portrait has been used to reflect culture, identity, and the relationship between the artist and the sitter. Issues of race, sexuality, gender, vanity, and status continue to be relevant to contemporary practice. This is primarily a drawing class; students combine the study of contemporary portrait artists with a studio practice that encourages the development of a unique voice. Students consider how pose, gesture, lighting, and other factors work together to support their intentions. Initial assignment prompts progress to guided independent pursuits. Students will be encouraged to experiment with image, materials, and processes. Live models will be used as well as other source material.
Credit 3 units. Art: FAAM

ART 1403 Color Systems
This course is a sustained investigation of color. Students study how color is affected by light, by space, by arrangement, by culture, and by commerce. The course aims to deepen the understanding of color's complexity and pervasiveness as a fundamental element of shared visual culture. The course develops both technical and conceptual skills to aid in visual translation. In addition to color-specific inquiry, another goal of this course is to expand ideas of research and enable students to integrate various methods of acquiring knowledge into their art and design practice. Throughout the course, students discuss various processes of making/constructing, the connection between color/form/concept, and strategies for idea generation and brainstorming. The course allows for much individual freedom and flexibility within varying project parameters.
Credit 3 units. Art: FAAM, FADM
Typical periods offered: Fall, Spring

ART 1417 Guerilla Printmaking
This is a studio course in printmaking that explores the ideology of print as a cultural, social and political activity. Through our projects, we will embrace the value of the multiple in printmaking as a democratic medium. Our primary weapon will be in the domain of distribution. Strategies for projects done in this class may include site specific work, audience participation projects, performative work, ephemera produced around an event, time-based work, etc. Projects will be both collaborative and individual. Students will learn to write proposals and manifestos, document their work in situ and make digital presentations in support of the projects. Students may also learn and use print techniques such as woodcut, lithography, Pronto plates, Gocco printing and digital applications to accomplish goals. However, technique will be dictated by the idea for each project AND will not be limited to the traditional forms of printmaking. In other words, low-tech/low-cost alternatives and philosophically relevant approaches will be part of the mix.
Credit 3 units. Art: FAAM EN: H
Typical periods offered: Fall, Spring

ART 1515 Sculpture
Explores contemporary sculptural concepts and processes in various media, including latex, plaster, plastics, metal, and wood fabrication, with emphasis on development of technical skills at whatever level of advancement is suited to the experience of the student.
Credit 3 units. EN: H

ART 1516 Sculpture: Foundry
Same as F20 213F, 313F, 413F - First-year students (only) register for F20 113F. The focus of this course is to introduce students to the basic principles of bronze and aluminum casting according to the lost wax method. Students will learn mold making, direct organic burnout, ceramic shell investment, metal chasing, and patination in order to create finished sculpture. In addition to metal casting, students will use other materials such as plaster, resin, steel, wood, rubber, plastic, and foam to create a mixed media project that explores a specific idea or theme. Additional work outside the regularly scheduled class time is required.
Credit 3 units. Art: FAAM EN: H
Typical periods offered: Fall, Spring

ART 1519 Compositions in Clay
In this course, students will broaden their understanding of clay as a viable medium of visual expression and three-dimensional exploration. Students will learn basic hand-building techniques to create sculptural constructions, discover the practical applications of wheel throwing through form and function, and explore ceramic tools and equipment to create installation projects. Each student's skill level will be considered, and projects will be adjusted accordingly. Emphasis will be placed on critical assessment and articulation of material.
Credit 3 units. Art: FAAM EN: H
Typical periods offered: Fall, Spring

ART 1520 Contemporary Sculptural Concepts
Students will explore and define an understanding of space through sculpture. Systems of stucture, such as metaphor, will be explored in relation to transformative processes. Ephemeral and stable materials including plaster, fibers, wax, metal and wood will be investigated. Technical skills to be developed appropriate to individual student's experience.
Credit 3 units. EN: H
Typical periods offered: Fall, Spring

ART 2212 Anatomy Figure Structure
This rigorous drawing course explores traditional and new representations of the figure through the study of its structure and contemporary contexts. Research involves basic anatomy lectures and sketchbook activities that provide a vehicle for discovering the figure's architecture, mechanics and proportions. Art production is based on in-class and outside projects. Lectures, presentations, critical readings and the analysis of historical and contemporary figurative works support students in their investigations.
Credit 3 units. Art: FAAM
Typical periods offered: Fall, Spring

ART 2213 Painting
Introduction to painting processes and materials. While there is emphasis on oil painting, students are also introduced to watercolor and acrylic paints and a wide variety of painting surfaces. Subject matter is varied, beginning with still-life material and ending with direct painting from the model. Technical skills and content are dealt with at the individual student's level.
Credit 3 units. Art: FAAM EN: H

ART 2214 Intro Painting: Poetics of Image Making
This painting course examines the poetics of image-making, with a focus on the representation of people, place, and space--both observed and invented. Students learn the practice of painting and develop works through fundamental exercises as well as the shared exploration of painting processes. Work outside of class for the beginner is project-based; advanced students produce an independent body of work. Critical assessment of work is complemented by faculty and peer discussions, readings, and field study.
Credit 3 units. Art: FAAM
Typical periods offered: Fall, Spring

ART 2218 Intro Painting: Duration, Space, Time
In this studio course students explore the challenges of painting space and motion, relaying time, and portraying kinetic content. Expanded practices, such as temporal processes and research-based approaches are also discussed and investigated as possible vehicles for generating visual metaphors. Classes include off-site visits, discussion of past and present artists and art movements engaged in the problem of time and motion. Studio production is assignment based, evaluated through individual instruction and group critiques. This introductory course can serve as a prerequisite to upper level classes in Painting.
Credit 3 units. Art: FAAM
Typical periods offered: Fall, Spring

ART 2222 Intro Painting: Strategies of Abstraction
This course explores various strategies for creating abstract paintings. Students will develop their own themes through diverse approaches including chance operation, diagrammatic, materials and process-based abstraction. Abstraction in the expanded field will be explored including hybrid digital techniques and non-traditional support structures. Readings and discussions in the theory and history of abstraction will complement these practical approaches by addressing topics including aesthetics, non-Western abstraction, the modernist abstract canon and historical exclusion of artists and approaches in the field of abstract art. Prerequisite: Sophomore standing
Credit 3 units. Art: FAAM
Typical periods offered: Spring

ART 2263 Drawing: Idiosyncratic Systems
This studio course links the activity of drawing with conceptual inquiry. Projects will introduce an array of conceptual drawing methods including analog tracing, language systems, notational scores, recording and diagramming, and iterative systems of production that grow exponentially. Covering examples of technologies invented or operated in a drawn way - from the stylus to computers - the course will emphasize drawing as a tool for seeing and thinking. Course content will be delivered dynamically between ideation, production, lectures, group discussions, and topical readings. This course is open to students at all experience levels, including those with no experience in art and design. No prerequisite
Credit 3 units. Art: FAAM

ART 2264 Experimental Drawing
This class explores creative and non-traditional approaches to drawing. Through lectures, demonstrations, and course projects students will investigate a wide range of drawing techniques and media, including non-standard methods as well as the ways drawing intersects with other media such as installation, performance, and new technologies. Students will also consider ways drawing can be used as a tool to tell stories, map narratives, create worlds, and develop artistic thinking. All students will produce a personal body of work. Coursework will be evaluated through group critique and instructor feedback. Prerequisite: sophomore standing
Credit 3 units. Art: FAAM
Typical periods offered: Spring

ART 2271 Intro Painting: Painting as Verb
This studio course engages painting's active, performative, and expressive potential. Students explore systematic and embodied modes of painting, prioritizing iterative processes. Assignments challenge students to work with abstraction, series, structures, arrangements, and other active approaches to constructing a painted image. Course content is delivered through assigned projects, readings, and group discussions that engage with historical precendents and contemporary examples of systems-based methods in painting. Coursework is evaluated through class critique and one-on-one reviews with the instructor. This introductory course can serve as a prerequisite to upper level classes in Painting.
Credit 3 units. Art: FAAM

ART 2321 Intro Photo: Black+White Photography
This studio course provides an introduction to the fundamentals of black and white photography. There is emphasis on the control of film, paper, and black-and-white photographic processes in the classical fine arts tradition. Topics may include portrait, landscape, street photography, the figure, and contemporary issues in photography.
Credit 3 units. Art: FAAM
Typical periods offered: Fall, Spring

ART 2325 Intro Photo: Digital Photography
This introductory studio course will explore digital technology for capturing, enhancing and producing still lens-based images. The course will address basic digital camera operations, the visual language of camera-generated images, computer workflow and the connoisseurship of digital image output. The course assumes no prior knowledge or experience with digital imaging technologies or materials. Students must provide a digital camera.
Credit 3 units. Art: FAAM EN: H
Typical periods offered: Fall, Spring

ART 2326 Photography: Curation – Building the Exhibition
This class will introduce students to strategies for curating and presenting photography and other lens-based media. In the first part of the semester, working in connection with the Weitman Gallery, students will curate and present an exhibition of work from outside artist(s), managing the process from initial call through design, installation, and closing. Alongside this work or curation, students will develop their own body of work for exhibition. Course sessions will review key exhibitions from the late 20th and 21st centuries, introduce strategies for presenting photographs, and include critiques of personal work. Students will be evaluated on their participation, curatorial work, final portfolio of images, and in-class work.
Credit 3 units. Art: FAAM
Typical periods offered: Fall, Spring

ART 2329 Photography: Studio Lighting
In this studio course, studio lighting for portraits and tabletop photography will be introduced through demonstration and hands-on practice. Strobe and continuous lighting systems and their accessories will be used. Both commercial and fine art applications will be discussed along with the principles of quantity, color temperature, and direction of light. Assignments will be produced as inkjet. Students must supply their own dSLR camera. Prerequisite: F20 1183 / F20 4183, Digital Photography
Credit 3 units. Art: FAAM
Typical periods offered: Spring

ART 2410 Intro Printmaking
This studio course is a survey of printmaking that covers basic processes in intaglio, lithography, relief, and monotype. Emphasis is on mixed media and experimentation with a foundation in traditional, historical, and philosophical aspects of printmaking. Students are encouraged to work at a level suited to their individual technical skills and conceptual interests.
Credit 3 units. Art: FAAM EN: H
Typical periods offered: Fall, Spring

ART 2411 Intro Printmaking: Themed and Boxed
Students will experiment with image making in thematically unified bodies of work in the form of a print portfolio. The history of the artform as well as the techniques used in its development will be covered in slide presentations as well as in demonstrations. The student will create a print portfolio based on a particular theme during the semester.
Credit 3 units. Art: FAAM
Typical periods offered: Fall, Spring

ART 2420 Intro Printmaking: Contemporary Processes
This studio course is designed to give a broad introduction to contemporary processes and approaches in printmaking, including digital technology. Emphasis will be on image development through the manipulation and combination of techniques to create one of a kind prints and variable editions. Students are encouraged to work at a level suited to their individual technical skills and conceptual interests. This introductory course can serve as a prerequisite to upper level classes in Printmaking.
Credit 3 units. Art: FAAM

ART 2430 Intro Printmaking: Printmaking and the Built Environment
This course will cover printmaking processes including silkscreen, polyester lithography, and relief to create works on paper concerning the built environment. Through field trips, students will document and respond to the cycle of development and razing in the city of St. Louis with the goal of learning more about the urban environment and our relationship to it. Personal research, lectures and studio practice will give students the foundation to create projects responding to their experience of the city. Student work will be evaluated through critique and instructor feedback. Students are also encouraged to bring their own experiences with the built environment to their studio work.
Credit 3 units. Art: FAAM
Typical periods offered: Fall, Spring

ART 2510 Intro Sculpture
This studio course introduces the materials, processes, and concepts specific to sculpture. Students develop an understanding of, and dexterity with, multiple materials and modes of production such as additive, subtractive, assembled, molded and modeled. This course promotes independent working and problem solving in regard to content and intention. Students engage in discourse about their work through critical analysis and explorations of historical and cultural precedent. This course involves lectures, material and process demonstrations, and assigned readings along with creative and technical explorations.
Credit 3 units. Art: FAAM EN: H
Typical periods offered: Fall, Spring

ART 2515 Intro Sculpture
This studio course introduces the materials, processes, and concepts specific to sculpture. Students develop an understanding of, and dexterity with, multiple materials and modes of production such as additive, subtractive, assembled, molded and modeled. This course promotes independent working and problem solving in regard to content and intention. Students engage in discourse about their work through critical analysis and explorations of historical and cultural precedent. This course involves lectures, material and process demonstrations, and assigned readings along with creative and technical explorations. This introductory course can serve as a prerequisite to upper level classes in Sculpture.
Credit 3 units. Art: FAAM EN: H
Typical periods offered: Fall, Spring

ART 2527 Sculpture: Metal Fabrication
Metal is the backbone of our modern world, and it is a viable medium for self-expression. It can be employed as structure or as surface, it can be plastically deformed to create compound shapes, and it can be connected to most any other material. Students will explore the creative potential of this material in the fabrication of sculptural forms. Students learn to weld using both gas and electric arc machines as well as the safe operation of drilling, grinding, and finishing tools.
Credit 3 units. Art: FAAM EN: H
Typical periods offered: Fall, Spring

ART 2529 Digital Fabrication for Object Makers
This course explores the potential of digital tools in the creation of tangible objects. We will focus on component manufacture as a means of sculptural production, i.e., creating linkages, universal fittings, and adaptors that connect disparate materials. Toys, mechanical systems, and construction products will be researched as a point of inspiration. Students will be introduced to various modeling software such as Rhino, AutoCAD, and SolidWorks and explore the potential of these platforms to design 3-dimensional forms. A variety of output tools will be used but we will focus primarily on the planning for and use of laser cutters, 3D printers, and CNC routers. We will develop, design, and manufacture components that, when combined with readily available materials, can be used to create sculptural forms. This class will use iterative processes that move between digital and analog model-making and sketching. Students will be introduced to the concept of kitbashing, and the modification of salvaged and found parts. This course introduces these concepts to artists, designers, engineers, and anyone interested in exploring the possibilities of digital fabrication tools towards the creation of sculpture.
Credit 3 units. Art: FAAM, FADM
Typical periods offered: Fall, Spring

ART 2532 Sculpture: Multiples as Transformation
This studio course will explore sculpture through the creation of multiples. We will think through sculpture as alchemy, considering how a shift in material changes an object's meaning. We will learn to adapt objects through both digital and physical processes, applying 3D printing and mold-making techniques. Our studio practice will be supported by a discussion of artists working in the field, with readings, guest lectures, and group discussions that situate our studio conversation in a contemporary art dialogue. Skills covered: metal casting, ceramic plaster molds, silicone rubber casting, 3D scanning and printing. Open to students with no experience in art and design. Prerequisite: sophomore standing or higher
Credit 3 units. Art: FAAM
Typical periods offered: Spring

ART 2533 Ceramics: Form, Material, Concept
Ceramics: Form, Material, Concept is an intermediate course designed for advancing study in ceramics. Sculptural processes and techniques are explored in concert with conceptual development using clay and glaze chemistry, and other materials. Research will cover hand-building, casting and modeling. Course content is delivered through lectures, demonstrations and exploration-based projects. Course work is evaluated through group and individual critiques.
Credit 3 units. Art: FAAM
Typical periods offered: Spring

ART 2535 Up-Cycles: Form, Function, and Design
This course explores the art and craft of bicycles. Students enrolled in the course design and build their own bike, trike, unicycle, or other human-powered vehicle. Students learn metal fabrication techniques such as cutting, welding, and machining that are used to make steel frame bikes. Through class assignments students learn the mechanics necessary to propel, stop, and steer their designs. Class sessions focus on technical instruction, discussion of the history of bike design, and collaborative workshops with local bike organizations. Student technical assignments and bike project designs are evaluated through class critique.
Credit 3 units. Art: FAAM
Typical periods offered: Spring

ART 2617 Intro Time-Based Working With Time
This studio class supports the production of time-based media artworks and provides an overview of the last fifty years of the history of contemporary art practices that are time-based and use a variety of analog and digital tools including video art, sound art, performance art and media art. Students in this class create several projects in video, sound, performance and other media of choice. Technical and conceptual instruction accompanies this production intensive studio course. Visiting artists, lectures, class critiques, interdisciplinary collaborations, and select short readings accompany the course.
Credit 3 units. Art: FAAM
Typical periods offered: Fall, Spring

ART 2621 Time-Based: Performing Solitude
In this performance studio, students work with their own bodies as their tool of expression, focusing on states of solitude in the context of global histories. Students create interdisciplinary artworks that merge performance art with other forms of art making, including visual, digital, musical, choreographed, textual, and/or cinematic. Students create hybrid, performance-based works assessed through critique. Readings and short lectures accompany this studio.
Credit 3 units. Art: FAAM
Typical periods offered: Fall, Spring

ART 2622 Intro Time-Based: Projection Mapping
In this studio course, students are introduced to how to use projection mapping as a creative tool for their video and animation designs. Through lectures, readings and discussion, students are introduced to fundamental concerns and the possibilities and limitations of projection mapping. This course introduces technical skills for popular video, animation, and projection mapping software. The course will equip students with the skills to design and map visuals and incorporate these techniques into their own studio practice. This introductory course can serve as a prerequisite to upper level classes in Time-Based Media. This class has no prerequisite courses and are open to students with sophomore standing and above.
Credit 3 units. Art: FAAM
Typical periods offered: Spring

ART 2623 Intro Time-Based: Kinetic Image/Digital Video
This studio course addresses the use of digital technology and software for capturing, editing, and producing moving images. The course examines the visual language and poetics of moving images while providing students with foundation knowledge of camera operations, production storyboarding, software tools and presentation strategies. The course assumes no prior knowledge or experience with kinetic imaging technologies or software. This introductory course can serve as a prerequisite to upper level classes in Time-Based Media. This class has no prerequisite courses and are open to students with sophomore standing and above.
Credit 3 units. Art: FAAM EN: H

ART 2624 Time-Based: Animation Tools and Methods
In this animation studio, students are introduced to a range of digital and analog production techniques for the practice of animation. It presents fundamental concepts and issues that define this creative form. Students create animations through structured projects and are assessed through collective critique.
Credit 3 units. Art: FAAM, FADM
Typical periods offered: Fall, Spring

ART 2627 Time-Based: Fantastic Voyage/Scales of Wonder
This studio focuses on affective encounters with scale--from viewing particles through a microscope to wandering through architectural environments--making us aware of our bodies in relation to the world around us. This course examines scale and explores encounters with built environments and designed objects alike. Readings and discussions span media archeology and affect theory. The course also examines the impact of film, documentary, and fiction. Students create time-based responses and are assessed through collective critique. No prerequisites. Sophomore or higher standing.
Credit 3 units. Art: FAAM, FADM
Typical periods offered: Fall

ART 2628 Time-Based: Digital Film/City Stories
DIGITAL FILMMAKING: CITY STORIES is a cross-University video art course for students interested in making short films through a transdisciplinary and time-based storytelling in both narrative and non-narrative formats. Whether documentary or abstract, individually produced or collaborative, all projects in this course have a required social and urban engagement component. In this course, the City becomes a laboratory for experimentation and contribution. Students meaningfully engage St. Louis and their projects address sites of concern to explore the complex fabric of the city by way of framing and poetic juxtaposition. CITY STORIES merges several arts and humanities disciplines, including experimental cinema and documentary journalism and creates an opportunity for empathic listening and inquiry as students discover stories built from collective as well as individual memories.
Credit 3 units. EN: H
Typical periods offered: Fall, Spring

ART 2629 Artificial Intelligence and Art
This studio course serves as an introduction through various projects to the transformative role of AI in digital media art. Projects will include creative coding, development of a fine-tuned language model, image generation, and sound classification. The course will equip students with basic skills to innovate at the intersection of art and AI, emphasizing the significance of engaging conceptual concerns. Additional topics will provide an overview of the field's current challenges and opportunities including; ethical considerations, historical context, and AI in the art institution. Coursework will be evaluated through instructor feedback and group critique.
Credit 3 units. Art: FAAM
Typical periods offered: Fall, Spring

ART 2630 Time-Based: Visualizing Otherness
In this documentary studio, students create video works that address personal and social interconnections, which help us understand ourselves and the world we inhabit. Othering occurs when individuals or groups are defined as not fitting within societal norms, and is often linked to racism, sexism, xenophobia, transphobia, and classism. In this course, we tell stories through documentary video to expand notions of who belongs, how we belong, and how we see ourselves and each other. Students engage in self-directed research for a final project and are assessed through collective critique. Required prerequisite is Digital Studio or permission of instructor; and sophomore or higher standing.
Credit 3 units. Art: CPSC, FAAM

ART 2631 Seminar: Media Art Practices
Media art-including digital and electronic art, and interactive media-has expanded the fields of contemporary art and design globally. While media art histories developed alongside art and cultural histories, film studies, and computer science, they remain distinct. Emphasizing key concepts that drive practices this seminar begins with the Industrial Revolution and early optical devices, and ends with the rise of electronic goods, the Internet, AI, and technoculture. Through lectures, oral presentations, and written papers, students gain an overview of the aesthetic, social, and political entwinements that have evolved between art, design, and technology over the past two centuries.
Credit 3 units. Art: FAAM, VC
Typical periods offered: Spring

ART 2632 Timescale Projects
Timescale Projects is a studio-based course exploring deep time and the long durée, considering human and planetary timescales and how art can function to envision our world - its past and potential futures. We'll research artists whose practices engage cosmic time, climate change, and event-based human history. We'll do critical readings, meet with researchers across disciplines, travel to local sites, and create individual as well as collaborative studio projects. A variety of artistic processes, media, and
methodologies will be introduced to achieve project outcomes. Students are evaluated on participation
and project development through individual assessment and group critique.
Credit 3 units. Art: FAAM
Typical periods offered: Fall, Spring

ART 2700 Semester Abroad Program Seminar
This course will prepare students participating in the Sam Fox School's Semester Abroad Programs. The seminar will meet 8 times over the course of the semester. Attendance is mandatory for students going abroad.
Credit 1 unit. EN: H
Typical periods offered: Fall, Spring

ART 2751 Italian Language (Florence)
This course covers Italian grammar and conversation for study abroad students in Florence. Taught entirely in Italian. There is an emphasis on class participation accompanied by readings and writings. The student develops facility speaking the language on an everyday basis.
Credit 3 units.
Typical periods offered: Fall, Spring

ART 3014 Site as Origin: Sculpture and Expanded Media
Site-specific art leaves the studio to confront and explore site as context. This understanding of site includes built architecture, landscape, social order, public space, the exhibition space, our living space, the fictional space, even the digital space. At its core, site-work is the practice of deeply considering the intricacies of a place, then using this inquiry as a starting point to drive the work's creation. Moving from research to production, students will create a response to their chosen site that transforms, augments, or adapts a viewer's relationship to that space. A key challenge will be the choice of medium. The course will provide support for students to consider and practice a wide range of choices, from the traditional sculptural techniques of woodworking, metalworking, and moldmaking, to expanded media options that include sound and video installation, digital projects and augmented/ virtual reality.

Credit 3 units. Art: FAAM

Typical periods offered: Spring

ART 3050 Advanced Art Seminar

Advanced Art Seminar is a course designed for BA Art students and Art Second Majors. In this course, students develop a public presentation that is the synthesis of their art experience and their university research interests from outside of Sam Fox. For their presentation, students choose to curate or create work for a public art exhibition, write a thesis paper or another project approved by the faculty member. Each option requires an equivalent number of hours of development. Class sessions include discussion, project critique, and analysis of ideas and methods relevant to the presentation project. Concurrent enrollment in a studio art course is strongly recommended.

Credit 3 units.

Typical periods offered: Spring

ART 3110 Methods and Contexts I

This course integrates and synthesizes knowledge resulting from Art Practice and related courses. Supported by lectures, class discussions, and student critiques, this course fosters a creative environment and critical discourse surrounding artistic practices. Students are guided through the art-making process, from conceptualization to resolution, with an emphasis on experimentation with various methods of production and distribution. The goal of this course is to help students contextualize their own artistic interests within the contemporary art field by promoting the critical analysis skills necessary for initiating, interpreting, and evaluating artistic production.

Credit 3 units. EN: H

Typical periods offered: Fall

ART 3120 Methods and Contexts II

Required for BFA in Art majors. This team-taught course expands on methodologies encountered in Methods and Contexts I and related courses. Students are encouraged to take charge of their artistic process through faculty-supported and self-directed creative investigation. Through lectures, class discussions and critiques, students critically engage the evolving manner in which visual culture is produced and distributed. Students learn how to best present their work and incorporate discourse inherent to and generated by their practice. The goal of this course is to ensure a strong Capstone experience by helping students develop their artistic position within the public realm and contemporary contexts.

Credit 3 units. EN: H

Typical periods offered: Spring

ART 3153 Freund Visiting Artist Laboratory

The studio/seminar will be taught by this year's visiting Freund Fellow who will be living in St Louis for the fall semester while preparing their solo exhibition at SLAM scheduled for next year. The class will be constructed and offered by the fellow with specific content details to be advertised later. The class will be a combination studio and seminar around a particular subject. Junior BFA, senior BFA and MFA students are eligible to enroll.

Credit 3 units. Art: FAAM

ART 3165 Hashtag St. Louis

This experiential seminar course (#STL) introduces students to St. Louis' rich cultural art resources through weekly field trips to art institutions within the metro region. Over the course of the semester the class will visit a wide variety of cultural institutions, from artist-run spaces to established institutions, and gain insight into each institution's unique opportunities and challenges. Course assignments will include reflection papers, a culminating paper, and a proposal for a new arts institution or organization that can respond to and address a need or opportunity unique to St. Louis.

Credit 3 units. Art: FAAM

Typical periods offered: Fall, Spring

ART 3210 Painting: Art Practice (Special Topics: Narrative Systems: The Frame, the Grid, the Screen)

This studio course focuses on various narrative strategies in relation to painting's mythology and its function in contemporary culture. Topics to include narrativity, the politics of lens and screen, invented fictions, social vs. virtual spaces, and site specificity. Instruction will encompass technical, conceptual and creative skills for taking an individually conceived project from idea to fruition. Students will be encouraged to consider traditional and alternative forms of painting as well as digital imaging, installation, net art, etc. Lectures, critical essays, and analysis of historical precedents and contemporary practitioners will support students in their course work.

Credit 3 units. Art: FAAM EN: H

ART 3211 Painting: Art Practice (Language of Abstraction)

This course examines strategies of abstraction and non-objective image-making that originate in the painting studio, including those that are driven by concept, material, space and/or process. Readings and discussion will examine the evolution and history of abstraction and its present applications within a contemporary studio practice. The course will engage students in both assigned and self-directed work that will enable them to experiment with a broad visual vocabulary while understanding the relationship between form and content.

Credit 3 units. Art: FAAM

Typical periods offered: Spring

ART 3214 Painting: Art Practice (Expanded Painting)

This advanced studio course examines the expanded practice of painting in the contemporary studio. Students are required to produce a self-generated body of work, exploring painting via the incorporation of such things as new technologies, other visual disciplines, site-specificity, etc. Readings and discussion related to the course will examine the history and evolution of the painting practice and its present status and application within contemporary art production.

Credit 3 units. Art: FAAM

Typical periods offered: Fall, Spring

ART 3215 Painting: Art Practice (Body Image)

This is a rigorous painting/drawing studio course investigating various methods of pictorial construction (historical, contemporary) and the role of figuration in contemporary art practice. Students will be required to produce an independent body of work based on a theme and generated from a variety of references (imagination, life, photography, painting, film, etc.) Discussions to include contemporary notions of identity structures, social and gender politics. Lectures, critical readings and the analysis of historical and contemporary modes of figural representation will support students in their investigations.

Credit 3 units. Art: CDES, FAAM

ART 3216 Painting: Art Practice (Place and Space)

This course examines ideas of place and space-both observed and invented-established through the surface and materiality of paintings. Students develop a unique body of work through shared exploration of painting processes and materials, along with independent research. Critical assessment of work is complemented by faculty and peer discussions, readings, written critical analysis and field study.

Credit 3 units. Art: CDES, FAAM

ART 3217 Painting: Art Practice (Figure Structure)
This rigorous painting/drawing course explores new representations of the figure through its structure and contemporary contexts. Initial research involves anatomy lectures and extensive sketchbook activities that provide a vehicle for discovering the figure's architecture, mechanics and proportions. Students develop an independent body of work accessing visual data from a variety of sources (paintings, photography, sculpture, memory, model sessions), with the goal of developing expressive qualities with image-making. Lectures, presentations, critical readings, and the analysis of historical and contemporary figurative works support students in their investigations.
Credit 3 units.

ART 3220 Painting: Art Practice (Speculative Propositions)
This studio course investigates the possibility of utilizing painting, in all its elements (traditional, expanded, and all things in-between), as a tool for explorative artmaking. Students investigate painting as a vehicle for experimentation, wherein they can cultivate methodologies that are both unique and, at times, parallel to other established research mediums. Class discussions, course readings, and critique sessions deepen student's methodological inquiries. Course sessions include off site visits to museums and experimental spaces. Students produce a self-generated body of work. Student work is evaluated through individual instruction and group critiques.
Credit 3 units. Art: FAAM

ART 3260 Drawing: Art Practice (Collage: History and Practice in Contemporary Art)
This course will examine the role of collage in contemporary studio practice. Students will be required to assemble an archive of images from various sources, found and self-generated, to produce a body of work based on a specific theme. Readings and discussion related to the course will examine the evolution of collage and its present status and application within contemporary studio practice.
Credit 3 units. Art: CDES, FAAM EN: H

ART 3262 Drawing: Art Practice (Conceptual Methods in Drawing)
Drawing is a communicative device; it is a primary means of conceptual strategy leading to effective visual exploration and expression, from thought to form. This studio course looks at the practice of drawing in the context of language, scientific paradigms, complementary and alternative art forms, socio-political theory and history as they relate to visual culture and invention. Lectures, critical readings, and analysis of historical and contemporary modes of drawing support students in their course work. Projects in this course may consider mapping, language systems, formulaic constructions, material essentialism, physiologic/kinesthetic approaches, and performative aspects of drawing.
Credit 3 units. Art: FAAM EN: H

ART 3310 Photography: Art Practice (Methods of Distribution)
One of the most effective aspects of the photographic image today is its speed. The way that physical and virtual images are presented and distributed has changed significantly since the initial branding of photography as the medium of reproducibility. This class focuses on photography-based uses of the image through various distribution formats like the book, the poster, the newspaper, television, web, design, film, apparel, architecture, music, etc. The students make, read, look, listen, and experience 20th and 21st century photography practitioners who engage a range of disciplines and methods of distribution as they try to synthesize methods/models of their own. Rigorous student project critiques are complemented with discussions, writing assignments, and readings on media theory and contemporary uses of photography outside of the traditional exhibition-based contexts.
Credit 3 units. Art: CDES, FAAM EN: H
Typical periods offered: Fall, Spring

ART 3311 Photography: Art Practice (Constellations, Sequences, Series)
Series are the prevalent method for exhibiting photographic images. Through assignment-based and self-generated projects, students discover how photographic series are conceptualized, structured and sequenced. Special attention is given to the material meaning embedded in print size, order and spatial placement. The course provides in-depth coverage of image capture through medium-format analog and full-frame digital systems as well as intermediate digital editing and printing techniques. Students also explore various documentary and set-up strategies through narrative and non-narrative photographic approaches. Through a rigorous critique structure, course readings and critical writing, students engage the historical discourse surrounding the series as a tool for artistic expression.
Credit 3 units. Art: CDES, FAAM
Typical periods offered: Fall, Spring

ART 3312 Photography: Art Practice (Studio Location and Lighting)
This studio course introduces techniques and strategies for using artificial light sources to interpret subject matter, build narratives, and develop creative environments. Studio sessions will cover the use of continuous lighting systems, strobes, and hot shoe flashes. Course lectures will address principles of light, expanded applications of studio lighting, and editing strategies. Class projects will challenge students to apply lighting techniques in studio and on-location settings. Field trips will provide opportunities to work in a variety of built and natural environments and in conjunction with partner organizations.
Credit 3 units. Art: CDES
Typical periods offered: Fall, Spring

ART 3313 Photography: Art Practice (The Constructed Photograph)
In this course we will consider the dimensionality of the photograph and the ways manipulations of its space, surface, and form can create new opportunities for presenting content. Class demonstrations will introduce a breadth of techniques for experimenting spatially with a photograph. For example, we will look at how digital fabrication methods and tools—such as the laser cutter—can offer new strategies for activating the surface of a photograph, and explore strategies for creating photographic environments and objects. Students will complete a series of assignments to build technical fluency and a self-directed final project. Work will be evaluated through critique and instructor feedback.
Credit 3 units. Art: FAAM
Typical periods offered: Fall, Spring

ART 3315 Photography: Art Practice (Art, Environment, Culture & Image)
The medium of photography offers multiple ways to engage with critical social, political and environmental issues. Throughout this course, a wide range of photographic tools and modes of production will be explored, including digital and film-based materials and a variety of printing techniques. The course will also consider the integration of alternative methods of lens-based communication and working to construct images within relevant contexts of meaning. Through presentations and readings, students will be introduced to a range of

contemporary artists working with essential topics such as climate change, ecological sustainability, energy production and extraction, and the human body and technology. Students will work to build a final and self-directed project identified through their ongoing research and image production.
Credit 3 units. Art: FAAM
Typical periods offered: Fall, Spring

ART 3317 Photography: Art Practice (Documentary Photography in the 21st Century)
This praxis-based course explores the evolution of documentary practice in photography from the 1930s until the present-day. Lectures, readings, and film screenings will introduce students to the history, problems, and promises of documentary photography, as conceived by photographers, critics, and art historians. Studio and critique sessions will assist students in developing a personal documentary project and attaining new visual strategies for engaging a photographic form that originates from the entanglements of life. Course will also discuss documentary photo books, and strategies for editing a documentary series for book production. Students will have the option of producing a photobook. Prerequisite- Photography Studio: Material and Culture. Open to BFA /BA students who have taken the prerequisite, and others, including minors, with consent of instructor.
Credit 3 units. Art: CDES, FAAM
Typical periods offered: Fall, Spring

ART 3320 Photography: Art Practice (Slow Image: Large Format Photography)
This course provides an in-depth study of the large format analog camera and its unique formal position. Using the 4x5 format, students examine this slow, high fidelity photographic medium both technically and conceptually. Students employ a comprehensive photographic process, including loading sheet film, applying the zone system, scanning large format film, editing digital images, and creating large format digital inkjet prints. Class activities include rigorous student project critiques, as well as reading and discussion elements focusing on the history of large format and its contemporary descendants in the Dusseldorf School, abstract photography and installation art contexts. Class participants investigate the role of high fidelity images. Assignments may address portraiture, still life, interior and exterior architecture, landscape, and abstract photography. Large format 4x5 cameras will be available for use.
Credit 3 units. Art: CDES, FAAM EN: H
Typical periods offered: Fall, Spring

ART 3323 Art Practice: Photography (Black and White Master Printing)
This course offers an introduction to black and white master printing techniques for analog and digital outputs. The first part of the course will focus on advanced darkroom printing techniques, as well as the use of developers, papers, and toners. The second part of the course will cover advanced digital b/w strategies, including quadtone RIPs, specialty papers, and Photoshop workflows. Course lectures will look at the role that master printers have played in the history of photography. Visits to the Kemper and Saint Louis Art Museum print rooms will complement lectures and activities. All students will develop a portfolio of personally driven work in black and white. Prerequisite: Photography: Material & Culture, Black and White Photography I, or Digital Photography
Credit 3 units. Art: FAAM
Typical periods offered: Spring

ART 3330 Photography: Art Practice (Photographing Fiction)
Photography has always contained fiction. The visual and ideological frame of the artist is subjective. A person is operating the machine. Fiction can sometimes disclose something about truth that reality cannot, reframing existing narratives and creating new ones. In this studio course, students develop their own lens-based work using fiction as a tool of communication while studying contemporary artists who have stretched assumptions of reality within the photographic medium. This is a studio-based course with a discussion component. Students are evaluated on coursework and participation in discussion and critiques.
Credit 3 units. Art: FAAM
Typical periods offered: Spring

ART 3331 Photography: Art Practice (Picturing Place)
Working with photography and taking inspiration from geography, environmental studies, urban design, and cultural anthropology, this studio course explores how relationships to place are constructed. It considers how a sense of place has been understood over time and across cultures and how photography can help shape new narratives of belonging. The course builds knowledge through readings, discussion, guided assignments, and personal projects.
Credit 3 units. Art: CDES, FAAM
Typical periods offered: Fall

ART 3412 Printmaking: Art Practice (Propaganda to Decoration)
This course uses the print multiple as a starting point to explore a continuum that runs from propaganda to decoration. The fundamental attributes of the multiple, including its accessibility and repeatability, arc from private to public and from political to aesthetic. Reproduction, distribution, urban communication, social space, intervention and site specificity are explored through course lectures, readings, and discussions. Collaboration, exchange, and relational practices provide frameworks for self-directed projects using traditional and alternative techniques in print media, including lithography, screen printing, stencils, and photocopy.
Credit 3 units. Art: CDES, FAAM EN: H
Typical periods offered: Fall, Spring

ART 3418 Printmaking: Art Practice (Feedback Loop: Process and Print)
This course focuses on variability, mutability, repeatability and play within the process of printmaking, using etching, collagraph, monotype and digital methods. The course explores practices and contexts in printmaking as a contemporary art form and promotes advanced conceptual and technical development through creative practice, readings, discussions and critiques. Projects are self-directed and based on course topics that engage different approaches to process-based work, ranging from the improvisational to the systematic. Emphasis is placed on the shift from object to process, from the single manifestation to the series, from fixed to flux and back again.
Credit 3 units. Art: FAAM
Typical periods offered: Fall, Spring

ART 3419 Printmaking: Art Practice (The Printed Image)
This course explores the printed image as storyteller, educator, political tool, and narrative. Historical precedents and contemporary examples of political prints, graphic novels, posters, and narrative suites are examined as possible models for self-directed projects. Readings and discussions include strategies for drawing and appropriating imagery. Students will have the opportunity to produce a thematically unified body of work while gaining technical expertise in woodcut, etching, and lithography.
Credit 3 units. Art: FAAM EN: H

Typical periods offered: Fall, Spring

ART 3420 Printmaking: Art Practice (Extra Dimensional Printmaking)
Pushing the boundaries of printmaking, prints move beyond the wall and into sculpture, installation, and time-based work. Relief, silkscreen, and intaglio processes are explored, with an emphasis on print as theatre, object, and immersive environment. Through readings and discussions, students will engage with historical precedents and contemporary principles that support the creation of self-directed work that is extra-dimensional in physical and conceptual scope.
Credit 3 units. Art: CDES, FAAM
Typical periods offered: Spring

ART 3510 Sculpture: Art Practice (Sculptural Bodies)
This course investigates the sociopolitical issues of the body, the figure, and their potential in contemporary art practice. The term body is used as an organism, in an expansive way, to investigate the metaphorical, physical, emotional, cultural, and spiritual bodies. A variety of media and methods are explored, with an emphasis on three-dimensional work and object-based performance. Lectures, demonstrations, and readings contextualize the potential of sculptural systems to constitute the meaning of a contemporary body.
Credit 3 units. Art: FAAM
Typical periods offered: Fall, Spring

ART 3511 Sculpture: Art Practice (Iterative Systems)
This course investigates iterative approaches to making as a means to generate multiple works and ideas simultaneously. Activities such as mold-making and nontraditional drawing will be explored along with other process-based methods of capturing thoughtful gestures. Through readings and discussions, students will engage with historical precedents and contemporary principles that support the creation of self-directed work informed by the iterative mindset. Required for the BFA in Art sculpture concentration. Prerequisite: Sculpture Studio: Material and Culture. Open to BFA and BA students who have taken the prerequisite and others, including art minors and MFA students, with the permission of the instructor.
Credit 3 units. Art: CDES, FAAM
Typical periods offered: Fall

ART 3512 Sculpture: Art Practice (Material as Metaphor)
All materials carry meaning. This course familiarizes students with the histories and fabrication processes intrinsic to sculpture. The course uses demonstrations and hands-on experiences -- primarily but not exclusively with metal and woodworking processes -- to show how such materials inform a studio practice. Lectures and techniques contextualize an understanding of preformed and found materials as formal and conceptual components that result in a final work of art. In a critical environment, students formulate their own material language and defend their art practice and creative decisions.
Credit 3 units. Art: FAAM EN: H
Typical periods offered: Fall, Spring

ART 3513 Sculpture: Art Practice (Symbiosis)
This course explores numerous scenarios that create different levels of sculptural interactivity from low to high tech. Students construct devices ranging from simple mechanisms to large-scale installations fostering physical, analogue or digital interaction between the viewer and the sculptural environment. Viewer-activated systems create multiple interactive platforms, initiating a responsive relationship between the sculpture and the viewer. Lectures, demonstrations and readings devise a broad understanding of the histories and potentials of symbiotic relationships between a work of art and its audience.
Credit 3 units. Art: CDES, FAAM EN: H

ART 3514 Sculpture: Art Practice (Itinerant Artworks)
Who said you can't take it with you? Itinerant Artworks is a course in which students create work in any medium that is built for travel (not speed) and that can be set up, knocked down, or installed in a variety of locations at a moment's notice. Students will document their work at a range of sites throughout St Louis. For the final project, the class will stage an off the grid outdoor exhibition in Forest Park. Typically, artworks are either site-specific or are agnostic to their placement and location. Itinerant Artworks proposes a third model, where an artwork can be mobile, responsive, and highly adaptable to various environments or sites. Itinerant Artworks is intended to be a response to the current condition for making and viewing art. Despite the unpredictable and ever-changing circumstances of this moment, you can take it with you.
Credit 3 units. Art: FAAM
Typical periods offered: Spring

ART 3531 Structural Ceramics
This course is designed for advancing study in 3D practices within clay processes and in sculpture. Several techniques in clay will be explored, and hand-building will be emphasized. Methods of creating will include coiling, slab building, casting, and subtractive modeling. In this course, we will understand and research clay as a material that engages in structure and introduces new sculptural ideas that define scale, balance, form, and so on. Surface design with cold finishes and glazes, firing processes, and mold making will be explored as means of building and finishing content. Discussions and presentations will focus on the history and contemporary traditions of ceramic structures and sculptures. Emphasis will be placed on the critical assessment and articulation of material.
Credit 3 units. Art: FAAM
Typical periods offered: Fall, Spring

ART 3533 Sculpture
Explores contemporary sculptural concepts and processes in various media, including latex, plaster, plastics, metal and wood fabrication, with empahsis on development of technical skills at whatever level of advancement is suited to the experience of the student.
Credit 6 units.

ART 3601 The Book as Lens: Photography and Books
This course will examine the function of the photograph in the sequential book format, with an emphasis on narrative development. The semester work will include researching historical photo books; experimentation with found photography; making an original photo series; alternative book structures; designing pages with photos and text; and alternative printmaking techniques on a wide variety of materials. This course is for designers, photographers, and anyone interested in the way photo books function.
Credit 3 units. Art: CDES, FADM EN: H

ART 3610 TBMA: Art Practice (Mediated Performance)
In this performance art studio, students explore the body as a medium of expression to create cinematic and sonic performance-based projects mediated through electronic or digital technology and performed or screened in public. Students make a series of conceptually rigorous and technically convincing artworks informed by individual research and readings in media theory. Collaborative, individual, political, and poetic performances, and happenings are encouraged. Prerequisites: Intro TBMA or TBMA Material + Culture or any Time-Based elective, or permission of the instructor.
Credit 3 units. Art: FAAM EN: H

ART 3611 TBMA: Art Practice (Sound Environments)
In this sound art studio, students compose a body of works in digital and acoustic sound for space or for headphones. Discussion of current sound art and experimental music practices includes examples of works that offer alternative experiences of space, historical time, and individual or collective memory. Individual projects, including acoustic performance, sound recording, and digital postproduction, are critiqued. Course activities include listening sessions, screenings, readings, and improvisation. Prerequisites: Intro TBMA or TBMA Material + Culture or any Time-Based elective, or permission of the instructor.
Credit 3 units. Art: CDES, FAAM
Typical periods offered: Fall, Spring

ART 3612 TBMA: Art Practice (Expanded Cinema)
In this experimental video art studio, students create a body of work in digital film/video, silent and with sound, created for space and for screen. Current and historical video art and experimental film practices are discussed. Studio projects are grouped under such themes as dream versus reality, film as an expansion of space and time, and sound as film. The course includes production and post-production techniques, screenings, readings, and indoor and outdoor filming.
Credit 3 units. Art: FAAM
Typical periods offered: Fall, Spring

ART 3613 TBMA: Art Practice (New Media in Art)
In this new media studio, students explore the intersection of art and technology creating time-based new media works. Through the production and critique of time-based digital works, students learn about compositional choices, narrative and non-narrative strategies, and ethical and political responsibilities of media art making. Students gain advanced knowledge of digital tools as they pertain to their individually created artworks. This course includes readings, writing, and discussion of works by contemporary and historical time-based and media artists. Prerequisites: Intro TBMA or TBMA Material + Culture or any Time-Based elective, or permission of the instructor.
Credit 3 units. Art: CDES, FAAM
Typical periods offered: Spring

ART 3614 TBMA: Art Practice (Animation for Buildings)
In this animation studio, students create and are critiqued on projection-mapped animations that transform three-dimensional structures such as building exteriors and interior spaces. Through lectures, readings, and discussions, students are introduced to fundamental considerations that inform projection mapping-based creative work such as site-specificity and the perception of public space. This course introduces technical skills for popular 2D animation and projection mapping software. Prerequisites: Intro TBMA or TBMA Material + Culture or any Time-Based elective, or permission of the instructor.
Credit 3 units. Art: CDES, FAAM
Typical periods offered: Spring

ART 3626 Time-Based: Beyond Words, Beyond Images
Focusing on art in the public domain, this seminar examines contemporary practices that engage collective memory and the city, inviting students to consider their own studio practice in the context of public space. Students investigate examples of public projects contributing to global discourse. Weekly lectures, readings, screenings, discussions, and individual research inform the final paper. Studio consultations culminate in an individually conceived final project in a medium of choice.
Credit 3 units. Art: FAAM, VC
Typical periods offered: Fall

ART 3628 TBMA: Art Practice (Immersive Environments)
In this new media installation studio, students create artworks that incorporate forms of participatory art and/or immersive environments that enhance a viewer's perception of their body and heighten awareness of spatial relations. Key mechanisms and strategies include captivating visual phenomena and/or moving projections. This course explores the making and critique of installation artworks that use evolving technologies or time-based media to effect a viewer's awareness of their bodily presence.
Credit 3 units. Art: FAAM, FADM
Typical periods offered: Fall

ART 3630 Critical Theory for Artists: Texts & Contexts
As critical theory is ever more embedded in the dialogue of contemporary art, artists not only engage in theoretical arguments but help shape them. This course equips students with the language, background, and context to enter the theoretical arena and expand conceptual inquiry within their own practice. Readings include foundational philosophical, art historical, and contemporary critical texts, covering a wide variety of topics from deconstruction to spectatorship to gender performance, threaded through with the artist's voice as author, subject, and critic. This course is a reading and writing seminar, and requires discussion participation, presentations, and a final research paper.
Credit 3 units. Art: FAAM, VC
Typical periods offered: Fall, Spring

ART 3635 Time-Based: Art Practice (Phantom Bodies and Moving Pictures)
Phantom Bodies and Moving Pictures is a studio course that begins with a survey of media art from the '60s to the present. While Media Art histories developed alongside Art History, they remained distinct despite sharing common ground. In this course, students will produce time-based works using the software and technologies of their choice. Projects will reflect a consideration of the major concepts that define image and sound-based work. This course will also look at the ways in which time-based work is intertwined with the field of media archeology and various cultural practices from which evolving technologies emerged. Key theorists and media art historians will also be discussed.
Credit 3 units. Art: FAAM
Typical periods offered: Spring

ART 3720 Light, Color, and Installation: Stained Glass in Florence I
In this studio course, we will venture into the neighborhoods and piazzas of Florence to experience stained glass in situ, studying how the medium of glass and light has historically been used to inspire awe in architectural space. Back in the studio, we will use what we find as the foundation for our studio practice. We will think through how to harness the mediums of glass and light to adapt and respond to our surroundings- creating 2D and 3D objects that manipulate light and space. After developing foundational skills in soldering and glass cutting, we will expand into sculpture, using CAD digital tools to make patterns for the creation of glass works with complex geometry. Working between 2D and 3D forms, we will create installations that can be installed both in the gallery and in situ as temporary site interventions. This course has no prerequisites. This course counts as a Design Major elective or Art Practice elective for BFA, BA and second majors. This course counts toward the Minor in Art and the Minor in Design.
Credit 3 units. Art: FAAM, FADM
Typical periods offered: Summer

ART 3721 Light, Color, and Installation: Stained Glass in Florence II

In this studio course, we will venture into the neighborhoods and piazzas of Florence to experience stained glass in situ, studying how the medium of glass and light has historically been used to inspire awe in architectural space. Back in the studio, we will use what we find as the foundation for our studio practice. We will think through how to harness the mediums of glass and light to adapt and respond to our surroundings- creating 2D and 3D objects that manipulate light and space. After developing foundational skills in soldering and glass cutting, we will expand into sculpture, using CAD digital tools to make patterns for the creation of glass works with complex geometry. Working between 2D and 3D forms, we will create installations that can be installed both in the gallery and in situ as temporary site interventions. This course has no prerequisites. This course counts as a Sam Fox Elective for BFA, BA and second majors. This course counts toward the Minor in Art and the Minor in Design.

Credit 3 units. Art: FAAM, FADM

Typical periods offered: Summer

ART 3750 Site-Responsive: Art and Design Studio Practice in Florence

This course will help students develop a site-responsive studio practice in relationship to the cultural landscape of Florence. We will consider the unique identity of particular sites and structures, land use, and use our experiences on-location to inspire and frame ideas for our work. Open to students in all disciplines, participants will work both in the studio and on-site in the city. Practical and didactic learning will include a complement of methodologies: texts, lectures, films, demonstrations, site visits, field work, and travel to Venice and other sites outside of Florence. Students will develop a series of visual projects in art, design, or a hybrid of the two, through a series of prompts. Students may choose to use resources such as the on-site letterpress studio and the printmaking and photography facilities to explore a variety of art and design media. Ultimately, all students will have the power to make independent work that explores their own visual and media interests. Student will exhibit their work in Florence, and at an exhibition at Washington University in the fall semester. Open to all university undergraduates. No prior experience in art or design is required. Counts for two 3-credit studio elective courses in the BFA, BA, art and design second major and minor programs

Credit 6 units. Art: FAAM, FADM

ART 3751 Methods and Context II (Florence)

Required for BFA in Art majors. This team-taught course expands on methodologies encountered in Methods and Contexts I and related courses. Students are encouraged to take charge of their artistic process through faculty-supported and self-directed creative investigation. Through lectures, class discussions and critiques, students critically engage the evolving manner in which visual culture is produced and distributed. Students learn how to best present their work and incorporate discourse inherent to and generated by their practice. The goal of this course is to ensure a strong Capstone experience by helping students develop their artistic position within the public realm and contemporary contexts.

Credit 3 units. EN: H

ART 3752 Art Studio (Florence)

Art Practice and Methods & Contexts are linked pedagogically and conceptually in the Sam Fox curriculum. In Florence, the 2 courses will be merged into a broader 6-credit art studio course. The city of Florence today serves as a living, breathing museum that offers a glimpse into the materials and methods of its past, while offering a fertile ground for contemporary art practices that focus on critical investigation. In this course, students will engage a diverse set of art practices that operate between past and present, between the technical and conceptual, exploring the relationship between the Renaissance's reinterpretation of classicism and its revolutionary spirit that sparked innovation in the arts, sciences and society in general. Six hundred plus years later, students will examine artistic/visual conventions of the Renaissance and re-contextualize them to twenty-first century ideas and issues. Students will also integrate and synthesize knowledge resulting from Art Practice. Supported by lectures, discussions and critiques, the course will foster a creative environment and critical discourse surrounding artistic practices. Students are guided through the art-making process, from conceptualization to resolution, emphasizing experimentation with various methods of production and distribution. Students will be challenged to contextualize their own artistic interests within the contemporary art field by promoting critical analysis skills necessary for initiating, interpreting and evaluating artistic production. The course will make use of these myriad opportunities through field trips or site visits, lectures, technical demonstrations and readings that will supplement these investigations.

Credit 6 units.

Typical periods offered: Fall

ART 3753 Advanced Studio Practices (Florence)

In this advanced studio art course, students focus on learning what it means to be a contemporary artist. All art media may be used throughout the semester, though students may choose to concentrate on one medium if that is their chosen pathway. Professors introduce prompts to students as a means to encourage them to think conceptually about their work. Practitioners will ultimately be required to push their artwork to a high degree of resolution by assessing and contextually clarifying how their work addresses the contemporary artistic landscape. Studio work is augmented by readings meant to provide further investigative material in relation to cultural production. At the end of the semester, students are expected to have an understanding of what it means to be a working studio artist and to take this knowledge with them into the real world.

Credit 3 units.

Typical periods offered: Fall

ART 3754 Strategies: Working On Site (Florence)

Sketchbook in hand, how does one respond to the overwhelming complexity of a specific environment? There are multiple correct answers to this question. Many possible answers will be explored through specific exercises and open-ended assignments. Much of the studio's class time will be spent on location, exploring interior and exterior environments, and the transitional spaces between them. A specific sketchbook, purchased in Florence, will be required. Students will be able to work in a wide variety of media, including photography and digital.

Credit 3 units. Art: CDES

Typical periods offered: Spring

ART 3757 Drawing in Italy

In this course, students broaden their knowledge of the principal elements of drawing and explore their relevance to contemporary art practice. Through a series of structured exercises, they begin to locate themselves within an art historical context and to use this rich history as a field from which to draw inspiration for contemporary works. They conduct research in the museums, churches, piazzas, and markets of Florence and their sketchooks serve as visual documentation of their experiences, providing a resource for current and future works. Students investigate the practice of drawing as both a medium and a form of critical inquiry that can engage broader questions, from identity politics to social issues. Course requirements include drawing on-site, in class and independently; lectures and readings contextualize this work. Students are also required to complete a midterm and final project. Previous drawing experience is beneficial but not required.

Credit 6 units. EN: H
Typical periods offered: Summer

ART 3758 The Italian Renaissance in the City of Florence
The Early Renaissance - also known as the quattrocento - usually denotes the period from circa 1400 to circa 1500. In those 100 years, Italy, particularly Florence, witnessed an extraordinary coming together of artistic talent, a passionate interest in the art and culture of Greek and Roman antiquity, a fierce sense of civic pride and an optimistic belief in the classical concept of Man as the measure of all things. This course examines the principal artists who contributed to this cultural revolution. In order to take full advantage of the special experience of studying the renaissance in the very city of its birth, the stress is mainly, although not exclusively, on Florentine artists who include sculptors such as Donatello, Verrocchio, and Michelangelo, painters such as Giotto, Masaccio, Uccello, Botticelli, Leonardo, and Raphael; architects such as Brunelleschi and Alberti up to Sangalo.
Credit 3 units. Arch: RW Art: AH
Typical periods offered: Fall, Spring, Summer

ART 3759 Italian Language Workshop
Through this one-week workshop offered in partnership the Italian Language School Europass, students immerse themselves in the study of language while experiencing the complexity and active cultural, social, and artistic life of the Tuscan region. The workshop, based on the island of Elba, is open only to students enrolled in the two-month summer study abroad program and is geared toward students with little or no previous experience with the Italian language. Application deadline: February 15.
Credit 1 unit. EN: H
Typical periods offered: Summer

ART 3760 Performance Art (Florence)
The course is open to all students, ready to get involved in shared creative experience, to discover new expression means - neither dance or theatre talents nor athletic attitudes are required, but the availability to use body in warming up sessions will be necessary. This studio art course is dedicated to the aesthetics and the practice of performance. Although a studio course, there will be a strong theoretical aspect which aims to outline a historical and cultural framework that shows how performance art was born and traces how we comprehend the practice today. The aim of which is to better understand how this special, all-embracing art language will be understood in the future. Physical activities along with actions involving individual exploration of public space are fundamental to the creative process. Performance art needs bodies, it needs space, it needs action, it needs an audience. Students will come away from this course with a strong knowledge of these fundamental ideas.
Credit 3 units.

ART 3761 Painting in and Around Florence
Students will spend an intensive month painting in and around Florence. This course will provide daily opportunities for investigation of the city and a range of experience oil painting, from one-day sketches to more finished work. Students will work from direct observation, painting on a French easel and will spend the first day buying any necessary materials. Students will record their daily visual experiences of the city in oil sketches at Piazzas Signoria, Annuciata, Santo Spirito, San Marco, and Santa Croce. The class will investigate some of the city's famous sites including the Duomo, the Battistero, and set up along the Arno to paint the Ponte Vecchio. For a more panoramic approach, work will be done in the relative calm of the Boboli Gardens and Belvedere Fortress and San Miniato al Monte and Piazzale Michelangelo. Studens will also visit teagarden dei Semplici and the gardens at Villa Medicea di Castello. Trips to nearby towns of Fiesole and San Gimignano will offer a change of pace and an opportunity to paint the Tuscan landscape.
Credit 3 units.

ART 3762 Painting and Drawing in Italy
Experience working on-location in Florence and the surrounding region. Day trips to places such as Lucca, Settignano, Siena, Pisa and San Gimignano will allow students to develop a series of paintings and drawings based on subjects unique to Italy while discovering their own individual approach. Students will explore light-filled, natural landscapes/topographies as well as dense, urban environments overflowing with Renaissance art and architecture. Emphasis will be on transportable media such as watercolor. Students provide their own art supplies.
Credit 3 units.

ART 3763 Special Topics in Florence
This is a Special Topics course for students studying abroad in Florence.
Credit 3 units.
Typical periods offered: Fall, Spring, Summer

ART 3764 Special Topics in Florence
This is a Special Topics course for students studying abroad in Florence.
Credit 3 units.
Typical periods offered: Fall, Spring, Summer

ART 3765 Special Topics in Florence
This is a Special Topics course for students studying abroad in Florence.
Credit 3 units.
Typical periods offered: Fall, Spring, Summer

ART 3766 Special Topics in Florence
This is a Special Topics course for students studying abroad in Florence.
Credit 3 units.
Typical periods offered: Fall, Spring, Summer

ART 3767 Special Topics in Florence
This is a Special Topics course for students studying abroad in Florence.
Credit 3 units.
Typical periods offered: Fall, Spring, Summer

ART 3768 Special Topics in Florence
This is a Special Topics course for students studying abroad in Florence.
Credit 3 units.
Typical periods offered: Fall, Spring, Summer

ART 3850 Freund Fellow Seminar
The visiting Freund Teaching Fellow, who will be living in St. Louis for the semester, will teach this seminar. This is a rotating special topics course which supports the visiting Freund Teaching Fellowship.
Credit 3 units. Art: FAAM
Typical periods offered: Fall, Spring

ART 4110 Capstone Studio I
This is an advanced course in studio art conceptualization and production. Students develop creative concepts, objects, and gestures; successful completion of the course entails the development of, and commitment to, an artistic position, evidenced by studio production, presentation, and writing. Responsibilities include preparation of

drawings, models, maquettes, and other documentation. This course anticipates the work of Capstone Studio II, which culminates in a senior exhibition. This course includes practice, critique, and occasional museum/gallery visits.
Credit 3 units.
Typical periods offered: Fall

ART 4120 Capstone Studio II
Continuation of Capstone Studio I. Course participants design, prepare, and complete a body of materially and conceptually resolved work for the spring Capstone exhibition. The course fosters an intellectual dialogue among seniors making the transition from studio to artist. Completion of a body of work is accompanied by intensive critical analysis of the ideas and methods from which it arises. Course includes practice, critique, and occasional museum/gallery visits.
Credit 3 units. EN: H
Typical periods offered: Spring

ART 4851 Museum & Gallery Operations
This is a practicum for students to learn museum and gallery operations, including exhibition design and installation. Through workshops, field trips, and readings, this course addresses the logistics of running a museum or gallery. At the conclusion of the semester, students co-organize an exhibition at the Des Lee Gallery and give a presentation reflecting on their experience. Class sessions are supplemented with visits to local arts organizations with arts professionals. Students author weekly written responses to class topics and field trips and are assessed on their overall engagement in the course, skill acquisition, attendance, and writing.
Credit 3 units. Art: FAAM
Typical periods offered: Fall, Spring

Design

DESIGN 1001 Design Elective (First-Year)
1000-level elective in design.
Credit 9 units.
Typical periods offered: Fall, Spring, Summer

DESIGN 1110 Design Across Disciplines
The field of design is shifting from disciplines based on the items they produce (e.g., graphics, apparel, built environments) toward the design of strategies that may incorporate many designed elements. This requires a more cross-disciplinary approach, across both academic disciplines at large as well as disciplines of design. This course introduces students to core skills of strategic design through individual and group projects, readings, discussion and journaling. Students explore systems thinking, strategic framing, iteration and collaboration. We will discuss how designed things affect and are affected by the social systems around them.
Credit 3 units. Art: FADM EN: H

DESIGN 1210 Digital Studio
This course provides a robust introduction to creating in a digital landscape. Students learn how to solve visual problems using a range of digital tools. Projects explore ideas of visual narrative, two dimensional relationships, and motion using relevant digital imaging and graphics software. The course contextualizes these tools and associated techniques within a historical frame and considers the broader social impact.
Credit 3 units. Art: FAAM, FADM EN: H
Typical periods offered: Fall, Spring

DESIGN 1265 Visual Principles for the Screen
The demand for graphic literacy in contemporary culture is only increasing, redefining our need to understand how design functions and why. How can products and communication be crafted with the user in mind? How can design facilitate seamless, intuitive digital experiences? This studio course will address considerations for web, mobile, and other screen-based applications, including hierarchy, typography, iconography, layout, color, and image. This course is ideal for students seeking to learn fundamental graphic design and messaging principles and who want to produce robust, researched website and mobile application prototypes. Studio work will be supplemented by supporting lectures and readings.
Credit 3 units. Art: FADM EN: H
Typical periods offered: Fall, Spring

DESIGN 1404 Collage as Material Play
This studio course explores the diverse world of collage as a medium of creative expression. Lectures, demonstrations, workshops, and projects will cover the history, practice, tools, and techniques of collage. Students will be assessed on projects that use processes from printmaking, graphic design, textiles, and works on paper. Course content will build on 2-D and 3-D design principles to emphasize experimentation, layering, mixed media, and found materials. This course is open to students at all levels, including those with no experience in art and design.
Credit 3 units. Art: FAAM
Typical periods offered: Spring

DESIGN 1410 The Licensed Image: Development and Distribution
Same as F20 135G, 235G, 435G - Juniors (only) register for F20 335G. An introduction to the concept and image development, design, market distribution and methodology for creating licensed products. Projects will involve product idea development, market and the development of image-driven products using images and design. Traditional drawing skills not required. Students can work by hand or on the computer. Ideal course for students whose work focuses on images and those interested in developing visual products, including business students.
Credit 3 units. Art: FADM EN: H

DESIGN 1418 Making Comics
From hieroglyphics to newspapers, drawn pictures in sequence have told stories for thousands of years. This course is an introduction to writing and drawing short form comics. In readings and discussion, students will explore a wide variety of genres and visual approaches to comics. Through exercises and assignments students will learn how to make clear and evocative comics. All skill levels of drawing experience are acceptable.
Credit 3 units. Art: FADM

DESIGN 1421 Illustration Entrepreneur
In this course, students will create images appropriate for surface design application to products. Students will work toward developing icons and motifs using shape-based illustration, design, composition, hierarchy and thoughtfully considered color. Exploration will include visual content, artists, audiences, and trends in a fluid marketplace. Projects for this course will be in the applied context of gift and home decor markets, fabric design, stationery products, and toys. All skill levels of drawing and digital proficiency are welcome. This course is appropriate for art students whose work focuses on images/packages, design minors, and non-Sam Fox students interested in developing visual products.
Credit 3 units. Art: FADM

Typical periods offered: Fall, Spring

DESIGN 1502 Introduction to Animating in Three Dimensions
This course explores 3D animation in the short film format. Students move from an overview of the process and visual vocabulary of animation to defining filmic ideas, the visual gag, and character driven content. Cinematic shot design, timing, character design, and sound design are studied for determining the most effective means of communicating desired content. Hand drawn sketches are imported into a 3D animation program as the basis to model and animate characters, create settings, and add special effects. An animated sequence is produced to show evidence of personal inquiry and level of expertise. Prereq: F10 101 (Drawing) or equivalent or permission of instructor.
Credit 3 units. Art: FADM EN: H

DESIGN 1503 Animated Worlds
This course explores traditional and experimental 3D animation in a short film format. Beginning students will learn polygon and NURBS modeling, texturing, lighting, rigging props, and characters in Maya. A storyboard, animatic and final rendered short will be developed for two major projects. Advanced skill sets include development, character design, 3D modeling, rigging, visual effects, sound, and rendering.
Credit 3 units. Art: FADM
Typical periods offered: Fall, Spring

DESIGN 1504 Advanced Animation
This course focuses on completing a short animated film as a group project using a workflow similar to that used in the animated feature film industry. The class will first develop a story. Individuals will then be assigned tasks according to strong areas of interest to create a storyboard and an animatic. Key moments will be identified to be animated first. After a plan is agreed on, students will be able to choose to work in various parts of the pipeline, including character design; layout and set design; 3D modeling; rigging; animation; textures; special effects; sound; rendering; and editing. Finally, all of these parts are put together as a short. This is an advanced course that assumes some student experience with Maya or a similar 3D program; it is best suited for those who have already developed skills in any form of animation. Prerequisite: Introduction to Animating in Three Dimensions or permission of instructor.
Credit 3 units. Art: FADM EN: H

DESIGN 1551 Communication Design and Business
This course will provide an introduction to business communications in a visual environment. Subjects to be addressed include visual organization, introductory typography, basic identity development, message construction and business presentation development.
Credit 3 units. EN: H

DESIGN 1601 Letterpress & Book Arts: A Collaborative Affair
This course will take advantage of the best of the Illustrated Book Studio. Students will learn letterpress and other image-making techniques on the Vandercook proofing presses. Students will combine these skills with basic book structures to develop and oversee the production and completion of a project. Students will work collaboratively to explore theme, sequence, image and text. The class will culminate with the production of an editioned portfolio or bound book.
Credit 3 units.

DESIGN 1602 Introduction to Book Binding
This course will serve as an introduction to the book as an artifact of material culture. A variety of traditional and non-traditional book structures will be explored. Students will learn from historical approaches to constructing the codex form, including the single-signature pamphlet, the multi-signature case binding, the coptic, and the medieval long stitch. Students will learn Japanese binding and its many variations. Several contemporary variations will be introduced, including the tunnel, the flag book, the accordion, and the carousel. Students will explore the visual book using found imagery and photocopy transfers, and they will produce a variety of decorated papers to be used in their bindings.
Credit 3 units. Art: FADM EN: H
Typical periods offered: Fall, Spring

DESIGN 1603 Introduction to Letterpress Printing
This class will serve as an introduction to printing with the Vandercook handpress. Through a series of assignments students will learn a systematic approach to planning, arranging and printing type on a page. The students will receive a basic introduction to typography, history of letterforms, and history of the book. The mechanics of relief printing with the cylinder proof press, ink composition, and resolution of the typographic image will also be explored. As an exploration of the publishing process students will produce a chapbook of a short literary work. The class will primarily focus on typographic composition, but one assignment will employ a combination of word and image.
Credit 3 units. Art: FADM EN: H
Typical periods offered: Fall, Spring

DESIGN 2001 Design Elective (Sophomore)
2000-level elective in design.
Credit 9 units.
Typical periods offered: Fall, Spring, Summer

DESIGN 2201 Typography I
This course introduces the language and standards of typography. Through a series of exercises and projects, students explore type as a vehicle for conveying information and as an expressive and interpretive tool. This course introduces the language and standards of typography. Through a series of exercises and projects, students explore type as a vehicle for conveying information and as an expressive and interpretive tool. STUDENTS PURSUING THE BFA MAJOR IN COMMUNICATION DESIGN SHOULD PLAN TO TAKE THIS COURSE IN THE SPRING IN COMBINATION WITH WORD & IMAGE I. The fall offering is for students pursuing the BA Major in Design: Communication Concentration or the Second Major in Design: Communication Concentration. This course is an option for the Second Major in Design: No Concentration.
Credit 3 units. Art: FADM
Typical periods offered: Fall, Spring

DESIGN 2202 Typography and Letterform: The Design of Language
This course presents an investigation of the formal qualities of familiar objects: in this case, letters. This is an introductory course in design methodologies using letterforms as our area of exploration. Students explore the design strategies required to make individual forms into a family of types through exercises in tracing, drawing, letterpress printing, and collage. Particular emphasis will be devoted to the concept of modularity, including an assignment to design and print a modular typeface. This course may be counted as a sophomore BFA in Communication Design major elective, and it is open to non-majors and minors as space permits.
Credit 3 units. Art: CDES, FADM EN: H
Typical periods offered: Fall, Spring

DESIGN 2203 Word and Image I
This course centers on the creation of word-image relationships. It focuses on intensive visual methodology and clear communication. Students make illustrations, explore typography, and bring visual elements together into a unified whole. Projects take the form of posters, image sets, books, icons, maps, labels, infographics, etc. As the course progresses, the student works to narrow his or her focus within the field of visual communications by selecting particular projects from a suite of offerings. Required in the sophomore year for students pursuing the BFA major in Communication Design. This course is required for students pursuing the BA major in Design: Communication Concentration or the 2nd-major in Design: Communication Concentration. This course is a major option for the 2nd-major in Design.
Credit 3 units. Art: FADM EN: H
Typical periods offered: Fall, Spring

DESIGN 2205 Reading and Making Comics
In this course we will explore how comics work through reading and making. Mixing seminar-style reading and study with studio projects, students will examine the elements of comics, think about how comics function, and read examples of groundbreaking comics by diverse artists. Students will also put theory into practice, creating a group of short comics over the course of the semester. Course readings will serve as jumping-off points for students' own comics, with all texts to be provided by the instructor. This course is open to students of all experience levels, including those with no drawing experience.
Credit 3 units.
Typical periods offered: Fall

DESIGN 2216 Communication Design I
An introduction to the field of communication design, combining principles from the fields of graphic design, advertising and illustration/image construction. Through studio exercises and lectures, students will be exposed to the broad range of conceptual, aesthetic and strategic issues inherent to the field. Additionally, the similarities, differences and points of overlap within the three areas will be discussed. An excellent introduction to the subject as a tool for business and marketing.
Credit 3 units. Art: FADM EN: H

DESIGN 2217 Communication Design II
Same as F20 236K, 336K, 436K. First-year students (only) register for F20 136K. Building on the fundamentals of Communication Design I, this course will offer students the opportunity solve more complex visual communication problems. Information design (explanatory graphs and charts), multi-page sequences (book/magazine design) and persuasion (advertising/propaganda) will be some of the topics covered. Various methodologies for defining problems, generating ideas, exploring possible visual solutions and evaluating work-in-progress and finished designs from the previous course, will be reinforced. This course will introduce students to a range of media, including digital and alternative forms. Emphasis will be placed on finding visually compelling solutions, no matter the media. The computer will be used as a tool to assemble and refine. Students will be encouraged to use online tutorials to augment in class instruction. Prerequisites: Communication Design I.
Credit 3 units. Art: FADM EN: H
Typical periods offered: Fall

DESIGN 2258 Interaction Design: Understanding Health and Well-Being
Through a blend of presentations from practitioners, classroom lectures, readings, discussions, and hands-on exercises, this course will engage principles and methods of interaction design within the context of health challenges. Broadly defined, interaction design is the practice of designing products, environments, systems, and services with a focus on behavior and user experience. We will take on an in-depth challenge in the area of health and well-being and work in cross-disciplinary design teams with an external partner organization. Students will gain experience in planning and executing a human-centered design process that features research, ideation, synthesis, concept development, prototypes, and a final presentation, which may include visual design, animation, and sound. Students will work in teams to develop several intermediate project deliverables, such as prototypes and sketches. No prior course work is necessary, although experience with Adobe Photoshop, Illustrator, and InDesign is helpful.
Credit 3 units. Art: CPSC, FADM EN: H
Typical periods offered: Fall, Spring

DESIGN 2310 Design in Social Systems
This multidisciplinary seminar course will cover historical and contemporary contexts of socially engaged work within art and design disciplines. Students will explore various processes that artists and designers use to address, influence, and inspire change around systemic social issues. In addition, through in-class collaborative workshops, students will apply a systems thinking approach to a select number of real-world social issues in order to gain a better understanding of how these issues are shaped by policies and individual experiences. This course will also include a final group project completed in partnership with a local community-based organization in which students will apply creative-problem solving processes, such as human-centered design, equity-centered design, design activism, and social justice to arrive at collective impact. Models of social change from other disciplines -- such as social entrepreneurship and innovation, non-profit models, and public-interest design -- will be featured through guest lectures, field trips to community-based organizations, case studies, readings and written reflections.
Credit 3 units. Art: CPSC
Typical periods offered: Fall, Spring

DESIGN 2402 Pictures for Communication
Students investigate the realm of functional pictures through pictograms, comic strips, visual metaphors and narratives. Each project focuses on a particular aspect of conceptual and formal clarity. Significant attention is paid to aesthetics. Students use a variety of media, including the Adobe suite.
Credit 3 units. Art: CDES, FADM EN: H
Typical periods offered: Fall, Spring

DESIGN 2403 Image and Meaning
This course explores the use of digital imagery in contemporary design practice through a range of analog and digital experimentation. Using a variety of methods from basic printmaking to emerging technologies, students will complete a series of image-making investigations. The study of both hand and computer-based approaches provides an opportunity to work beyond the constraints of the screen and build an understanding of how imagery can be used to enhance visuals, communicate ideas and convey meaning. No prerequisites. This course may be counted as a sophomore BFA in Communication Design major elective. This course is open to non-majors and minors as space permits.
Credit 3 units. Art: FADM
Typical periods offered: Fall

DESIGN 2405 Image Making for Graphic Design
This course explores the use of photographic imagery in contemporary design practice through a range of analog and digital experimentation.Using a variety of methods, students will complete a series of image making investigations. The study of both hand and computer based approaches provides an opportunity to work beyond the constraints of the screen and build an understanding of how imagery can be used to enhance visuals, communicate ideas and convey meaning. This course also explores the use of digital imaging applications. Topics such as image correction and manipulation, resolution and color and production practices will be covered. Students will become familiar with the tools and creative capabilities of the software. This class will utilize lecture, demonstration, discussion, and hands-on learning assignments.
Credit 3 units. Art: CDES, FADM
Typical periods offered: Fall, Spring

DESIGN 2414 Visualizing Literature: Texture/Structure
This course examines the intersection of literary writing and the visualizationof language. It challenges students to function as reader-designers, to develop new relationships between the written word and the seen word. Drawing on reading literary works, students complete 4-5 studio and writing projects in which they employ typographic methods to amplify the power of words, express personal stories through writing, and visualize narrativestructures in fiction and non-fiction. All projects are assessed through critique. No previous experience necessary.
Credit 3 units. Art: FADM

DESIGN 2506 Digital Game Design
Designing a digital game that is both entertaining and usable requires understanding principles of user interface, game theory, and visual design. In this course, students will be introduced to basic game design strategy and practice in the development of their own game projects. Using both paper and the digital screen as canvases for design, students will explore gameplay iterations and create visual components. No prior experience in visual design, coding, or digital games is necessary.
Credit 3 units. Art: FADM
Typical periods offered: Fall, Spring

DESIGN 2605 Zines as Critical Practice
In this studio, students develop zines as a vehicle for creative research. Zines (short for 'fanzines') are short, experimental DIY publications made in small editions. Project-based assignments introduce students to the history and political practice of zine-making while exploring a number of visual themes, editorial approaches, and studio processes that may include risograph printing and other hands-on methods for reproduction. Students will engage with WashU special collections, such as the Dowd Illustration Research Archive and TL;DR Zine Archive.
Credit 3 units. Art: FADM
Typical periods offered: Spring

DESIGN 3001 Design Elective (Junior)
3000-level elective in design.
Credit 9 units.
Typical periods offered: Fall, Spring, Summer

DESIGN 3143 Analog Media for Illustration
This studio course explores analog (non-digital) mixed-media and its usage in contemporary illustration practice. Students will explore a variety of hands-on media such as pen and ink, brush and ink, watercolor, gouache, acrylic, monotype printmaking, cut paper, collage, and an assortment of drawing materials. Demonstrations will be given for each media assigned, including lectures on artists and illustrators pertaining to each new material. Students will be assessed on their comprehension of media through the execution of individual assignments. At the conclusion of the semester, students will be well-versed in analog media and equipped to navigate their own artistic development.
Credit 3 units.
Typical periods offered: Spring

DESIGN 3160 Reading Pictures: Illustration History
This course will explore illustration as a cultural practice interwoven with writing, printing, publishing, and design in North America, Europe, and East Asia from the early modern period with emphasis on the 19th and 20th centuries. Topics will include vernacular languages and the rise of reading, verbal and pictorial competition and complementarity, industrial image production and associated labor systems, the interdependence of illustration and photography, and illustration as a participant in the histories of race and gender as well as a marker of cultural memory. Course work includes lectures, discussions, and hands on work with Rare Books and DIRA materials in the department of Special Collections.
Credit 3 units.
Typical periods offered: Fall

DESIGN 3201 Typeface Design
Typeface design deals with language, culture, technology, visual perception, and systems design. Students will explore these areas in addition to the basics of typeface design. They will define clear purposes and outcomes for their work including research, designing letterforms and spacing, and creating functional fonts with professional software. The course introduces concepts, technologies, and current issues in the field. We will focus on text and display typefaces for the Latin script; however, we will introduce a range of historical models and explore the cultural impacts typefaces can have. Software used is Mac only, lab computers will be available if student does not have access to a Mac laptop. Prerequisites: Digital Studio and Type 1
Credit 3 units. Art: CDES, FADM
Typical periods offered: Spring

DESIGN 3202 Communication Design: Typography II
This course builds on the typographic principles introduced in Typography I (DESIGN 2201). Students generate typographic systems and expressions relevant to professional practice.
Credit 3 units. Art: FADM EN: H
Typical periods offered: Fall

DESIGN 3203 Communication Design: Word & Image II
This course continues Word & Image I (F10 238B), presenting design and illustration projects simultaneously. It focuses on methodologies for a range of problems. It emphasizes the development of content, illustration, typography, sequential narrative and information design. Students are expected to become self-directed about their synthesis of word and image and select an area of emphasis within design and illustration for deeper study.
Credit 3 units. Art: FADM EN: H
Typical periods offered: Fall

DESIGN 3204 Comm. Design: Experimental Typography
In this studio course, students will learn to challenge typography's role as a tool for communication through alternative methods in mark-making and redefining what or how it is communicated. The course will introduce material exploration, emerging software/technology, and sensory/spatial considerations while challenging the purpose of type. It

will be organized into multiple units, each with a different opportunity for the student to explore new methods. Students will apply their own areas of disciplinary expertise to the final project. Students will need a laptop and may need to acquire inexpensive or free software. This course is appropriate for juniors through graduate students with or without visual training who are interested in typography, communication, visual expression, and computer programming.
Credit 3 units. Art: CDES, FADM EN: H
Typical periods offered: Fall, Spring

DESIGN 3207 Communication Design: Curation, Collection, and the Archive
This course investigates forms of design media outside of the digital screen. Students explore the presentation and organization of complex visual, material, and text-based information by analyzing the design of physical and virtual environments. Students examine how design considerations such as dimension, scale, sequence, time, movement, color, and material influence the manner in which people understand content.
Credit 3 units. Art: CDES, FADM

DESIGN 3208 Type in Action: Multimedia Typography
Typography is a medium that can carry meaningful and complex communicative weight, and it affords designers with endless opportunities to engage others and to invite interpretation. In this form-making course rooted in typography, students will seek to manipulate and enact letterforms to create projects that communicate narrative in new and inventive ways -- breaking rules, scaling things up, using a range of materials, and making things move. Projects will span a range of formats, with the course serving as a catalyst for investigation of the myriad ways that letterforms, typography, and language can function as a provocative, interaction, platform, installation, image, and more. An openness to materiality, play, and experimentation is essential. Prerequisites: Digital Design, Typography I+II, or permission of instructor.
Credit 3 units. Art: CDES, FADM EN: H
Typical periods offered: Spring

DESIGN 3212 Multilingual Type
In an interwoven world, engaging multiple languages in shared surfaces and spaces is essential to communication. How do we design for audiences with varied backgrounds and fluencies? How can designers navigate visual and conceptual balance? This studio course engages type-driven, multilingual projects, inviting the opportunities, questions, negotiations and challenges that arise. Studio projects are grounded in conversations about visual hierarchy, density, and texture, reading direction, sequence, identity as it relates to language, and designing for a multilingual audience. Learning is bolstered by lectures, readings, and writing exercises. Students do not need to know a second language.
Credit 3 units. Art: CDES, FADM
Typical periods offered: Spring

DESIGN 3218 Illustrated Typography
In this studio course, students learn to create drawn letterforms using various methods. Projects challenge students to build on prior experience with digital type to create illustrated lettering for editorial, persuasive, and narrative contexts. Students will explore the anatomy of letterforms, contemporary and historical practices for drawing typography, and diverse media (digital and analog). Students will be evaluated on formal and conceptual clarity, depth of investment, and participation in critique.
Credit 3 units. Art: FADM
Typical periods offered: Spring

DESIGN 3250 Interaction Design: User-Centered Applications
This course is a hands-on application of interaction design for digital media (primarily browser-based). We will explore how user-interaction adds bi-directionality to communication, examine the intricacies of seemingly simple digital interactions, and familiarize ourselves with the attributes of digital device as 'canvas'. We will work both independently and collaboratively to design interactive solutions for a selection of communication challenges. Our focus will be to learn by doing: first-hand experience gained while undertaking real-world projects will provide the context and framework for discussion and instruction. Project work will likely be (but not required to be) accomplished with tools available in the Adobe Creative Suite: Adobe Dreamweaver, Adobe Illustrator, and Adobe Photoshop. Web browsers on both desktop computers and mobile devices will also be used extensively. No prerequisites. This course is appropriate for seniors in the Communication Design major.
Credit 3 units. Art: CDES, FADM
Typical periods offered: Spring

DESIGN 3251 Interaction: Non-Linear Narrative
This is an advanced interaction major elective exploring the experiential and occupiable nature of the internet. Through studio projects, reading discussions, workshops, and exercises students will explore the theoretical premise that defines the physical reality of internet, investigate the structural hierarchy of how it works, and investigate new ways of developing/working with databases and navigating through complex content. Work in this course could be browser-based but may also have physical components including artifacts, books, and exhibitions.
Credit 3 units. Art: CDES, FADM

DESIGN 3253 Advanced Interaction Design
This course emphasizes immersive and multisensory user experiences in complex structural applications for a range of devices and contexts. Students will creatively apply advanced concepts in html, css, and javascript in the development of delightful and adaptable user experiences. Through studio projects, critiques, readings, discussions, and lectures, students will build on foundational knowledge in creative coding. They will explore new tools, languages, and processes as well as enhanced forms of user research, usability testing, and experience architecture.
Credit 3 units. Art: CDES, FADM
Typical periods offered: Spring

DESIGN 3254 Communication Design: Interaction Foundations
This course is a hands-on application of interaction design for digital media (primarily browser-based). Participants will learn and apply the fundamentals of HTML and CSS, explore how user interaction adds bidirectionality to communication, examine the intricacies of seemingly simple digital interactions, and become familiar with the attributes of digital device as canvas. Students will work both independently and collaboratively to design interactive solutions for a selection of communication challenges.
Credit 3 units. Art: FADM EN: H
Typical periods offered: Fall, Spring

DESIGN 3255 Comm. Design: Interaction Design II
The class will explore designing usable, useful, and desirable relationships and interactions between people and the digital products and services they use. Students are introduced to human-centered research methods in the context of designing screen-based experiences. Small ethnographic field projects build to inform the basis for idea generation and prototyping concepts. Students then synthesize insights to design a digital solution. The class has a series of smaller exercises that build to two larger design projects with an

overarching theme of public health or sustainability. Graphic design and typographic fundamentals will be addressed throughout in the context of interaction. Class time will be mixture of lectures, in class exercises, and studio based work. Students will need a laptop with Adobe Illustrator, InDesign and Photoshop and moderate experience with these programs.
Credit 3 units. EN: H

DESIGN 3259 Interaction Design: Applications for Public Health
Through a blend of presentations from practitioners, classroom lectures, readings, discussions, and hands-on exercises, this course will engage principles and methods of interaction design within the context of health challenges. Broadly defined, interaction design is the practice of designing products, environments, systems, and services with a focus on behavior and user experience. We will take on an in-depth challenge in an area such as transportation or community health resources and work in cross-disciplinary design teams with an external partner organization. Students will gain experience in planning and executing a human-centered design process featuring research, ideation, synthesis, concept development, prototypes, and a final presentation, which may include visual design, animation, and sound. Students will work in teams to develop several intermediate project deliverables, such as prototypes and sketches. No prior course work is necessary, although experience with Adobe Photoshop, Illustrator, and InDesign is helpful.
Credit 3 units. EN: H

DESIGN 3260 UX Research Methods for Design
User experience research can make or break a design. It is an essential way to better understand whether and how a given design meets intended needs and outcomes. This studio course explores the foundations of user research appropriate for digital and analog products. Through projects, discussions, and readings, students will build an understanding of the role of research in interface design. Students will practice research methods including interviews, surveys, contextual inquiry, peer analysis, and heat mapping. Students will create artifacts that contextualize research within the broader UX design process, including personas, journey maps, user flows, and low-fidelity prototypes.
Credit 3 units. Art: CDES, FADM EN: H
Typical periods offered: Fall, Spring

DESIGN 3300 Designing for Businesses
In this seminar course, students will explore the role of design within global enterprises including business objectives, organizational models, career frameworks, design leadership roles, and success metrics. Businesses recognize design as a powerful driver and differentiator, and make major investments by hiring skilled designers and building internal design teams. How design is applied, integrated and organized in these companies varies depending on scale, scope, industry, region, and other factors. Through lectures, readings, projects, and presentations, students will learn the fundamentals of how design provides value for businesses. Students will author written and visual responses to class topics and are assessed on their engagement in the course, skill acquisition, and completion of assignments.
Credit 3 units.
Typical periods offered: Spring

DESIGN 3301 Design & Research
Design research can have many meanings: learning about user needs in order to improve the design of our tools and services; designing things that enable us to learn about people and our relationship with the world around us; or even researching the process and meaning of design as a practice.This course will combine studio- and seminar-style learning to broadly explore three modes of design research: exploratory, learning about people's needs in order to frame a design brief; evaluative, using sketches and prototypes to learn about and improve an idea; and speculative, creating artifacts from fictional societies in order to question our basic structures and systems. Each component will involve readings, lectures, case studies, written reflections and exercises to be applied to an ongoing team project, enabling students to think critically about each practice while experimenting with its methods. Throughout, students will present their findings, translating research into design briefs and calls for action.
Credit 3 units. Art: CDES, CPSC, FADM

DESIGN 3302 Conditional Design
New technology changes the way we receive, consume, and interact with information. Making work that can adapt to its context, environment, and user's preferences is a vital skill for artists and designers. This studio course explores the design and development of adaptive design systems to generate customizable and variable outputs. Through projects, readings, presentations, and discussions, students explore the use of procedural process, logic, and variable input to generate forms and experiences in both physical and digital space. Projects will cover traditional and digital mediums ranging from generative books and posters to interactive websites and performative experiences. Prerequisite: Communication Design: Interaction Foundations or Introduction to Computer Science.
Credit 3 units. Art: CDES, FADM
Typical periods offered: Fall, Spring

DESIGN 3303 Content to Cover: The Design of Books
This studio course considers the design and poetics of books in their totality. Projects engage in depth with book pacing and sequence, page composition, typographic detail, images, and construction. Assignments invite students to interrogate the book form and explore its materiality and object quality. Coursework addresses print production, binding methods in industry, and bookbinding techniques. Visits to two campus library special collections, a research assignment, relevant readings and discussion will guide students in building a critical book design vocabulary. Work will be evaluated based on participation, process, conceptual thinking, visual application to form, and craft.
Credit 3 units. Art: CDES, FADM EN: H
Typical periods offered: Fall, Spring

DESIGN 3304 Integrated Design Projects
In this interdisciplinary studio, BA and Second major students in Communication Design will develop design projects linking to another field of study (e.g.: anthropology, literature, biology). Students will think critically about elements of visual design, design process, and design thinking by framing independent projects, developing content, writing, and iterating. Topics will include audience, relevance, design process, and craft. Students will yield several portfolio projects articulating their areas of emerging skill and voice. Appropriate for juniors and seniors who, nearing the completion of their major, want a synthesizing experience to position their post-college future.
Credit 3 units.
Typical periods offered: Fall, Spring

DESIGN 3307 Graphic Design History
This course introduces students to the histories of graphic design from the development of ancient writing systems to the advent of digital graphics software. In lectures and discussion, students will ask how graphic design as a profession has been shaped by political, social, and technological change. Grounding our sweeping survey will be close analyses of graphical artifacts in archives, museums, and

everyday objects. Students will learn methods of archival research through hands-on examination of a wide range of graphic artifacts (from papyrus to phone screens) and hone their skills as design critics through regular writing exercises.
Credit 3 units. Art: FADM, VC
Typical periods offered: Fall, Spring

DESIGN 3308 African American Design History
This course surveys African American contributions to the design arts and professions from 1619 to now, from media of print and textiles to ceramics and architecture, from the scale of community crafts and protest to corporate business enterprise and mass social movements, from the diaspora to outer space. African American history not only offers a critical perspective on design history but also challenges us to reconsider what design is and what it can do as a medium of cultural expression, social transformation, and political change. While learning this history via lectures, readings, and hands-on archival research, students will develop their own artifact-based public history project. No prerequisite
Credit 3 units. Art: VC

DESIGN 3309 Race and Design
This seminar introduces students to the relationship between race and design in history, theory, and practice. How have racial ideologies shaped the formation of design? How has design mediated the reproduction of racial ideologies across time, space, and social forms? While tracing the tangled history of race and design, we will engage current critical writing and design practices. Topics include: material cultures of slavery and racial capitalism; racism in the design industry; racial politics of modernism; architectures of incarceration and surveillance; and antiracist practices. Students will develop their own perspective on these issues through site visits and a final research project.
Credit 3 units. Art: VC
Typical periods offered: Fall, Spring

DESIGN 3310 Readings in Design: Work and Industry
What is a designer? An artist, or an entrepreneur? A professional, or a worker? A maker of things, or an administrator of systems? A community leader, or agent of capitalism? In this seminar, we will explore recent writing by design scholars and design practitioners who are, in different ways, asking about the role of designers in society. While learning the histories and theories guiding current debates, the course offers a space for students to reflect critically on the present and future of the design professions in discussion, weekly writing exercises, and a semester-long research project.
Credit 3 units. Art: VC
Typical periods offered: Spring

DESIGN 3402 Panel By Panel: Narrative Comics
Comics are a medium with a long history. The desire to tell a story through a sequence of images has existed since humans began drawing and documenting. This course teaches students to create comics, with both fiction and nonfiction narratives. Students will be introduced to historic and contemporary examples of comics over the course of the semester. Through assignments and in-class workshops, students will learn the basics of making comics, including panel transitions, the relationship between words and pictures, pitching a concept, breaking a plot down into a script, production. Assignments will span a range of narrative lengths; exploration of digital and print formats is encouraged.
Credit 3 units. Art: CDES, FADM
Typical periods offered: Spring

DESIGN 3403 Visual Journalism and Reportage Drawing
This course combines studio practice, work in the field, subject reporting and nonfiction writing to explore a rich tradition that dates to the mid-19th century. The special artists who reported on the American Civil War, the urban observers of the Ashcan School and the New Journalism illustrators of the 1950s, 60s and 70s brought vision and force to their work as reporters. Today, the reportage tradition is being re-invigorated in online outlets and periodicals. Students will produce a series of works documenting observations of contemporary people, sites and events, culminating in a zine designed for print and/or a digital slideshow with supporting text. This course will provide plentiful drawing experience. Supplemented by historical material in the collections of the Modern Graphic History Library. This course is appropriate for juniors in the Communication Design major. (Students with an interest in visual journalism grounded in street photography and visually engaged writers may be admitted to the course by permission of instructor.)
Credit 3 units. Art: CDES, FADM

DESIGN 3404 Illustration as Practice
This major studio elective focuses on the professional practice of conceptual illustration while enabling students to cultivate individual voice. We practice the methodology of creating visual metaphors, visualizing concise ideas, and working under short deadlines. Projects in this course cover a range of image making in the professional illustration world today, including editorial, portraiture, lettering, and lifestyle, as well as art direction. Students continue to develop their portfolio in the context of these projects and to learn about best practices in communication, pricing, and workflow. Students will be assessed on their projects in a final critique. Prerequisite: F10 337E, Word & Image II.
Credit 3 units. Art: CDES, FADM
Typical periods offered: Spring

DESIGN 3406 Illustration for Games
How must a drawing be constructed, both formally and narratively, to function inside of a game? This course, which is intended for image-makers, will concentrate on the assets and aesthetics of game design. Students will engage the subjects of character development, 8-bit graphics, user interface, simple animations, and background design. Beginning with foundational questions of how and why we play games, students will create their own images, which will be built upon exploratory research into existing games and frameworks.
Credit 3 units. Art: FADM
Typical periods offered: Spring

DESIGN 3408 The Narrative Image: Form/Structure/Function
All human cultures tell stories, and these narratives fulfill multiple roles in establishing meaning for a society. This course will examine the ways that a visual narrative can be approached. How can an image-based story be structured? What roles can point of view play? What are stylistic tropes for narratives? How can ideas be implied? In what ways can we refresh and retell well-known narratives? Students may elect to work in multiple media and in single or sequential narratives. A self-directed final project will be required.
Credit 3 units. Art: CDES, FADM
Typical periods offered: Spring

DESIGN 3409 Programming Design
In what unconscious ways do your design tools influence your work? Would your work look different if you made all of the tools used to create it? What will design look like when machine learning automates many design tasks? How will you adapt when your software changes? What does design look like when you are building systems to create outcomes? How do you design for different contexts at the same

time from the same content? What would computer-aided design iteration look like? These are all questions that students may confront in their careers as designers. This course will explore these questions through in-class demos, solo and group projects, readings, and talks from practitioners in the field. The class will teach students the Python programming language, which will be used in the free DrawBot application for MacOS and with the PageBot code library to create design applications and tools. Students will learn how to think systematically about design, how to work in teams, rapid iteration using the computer, sketching, the design of software applications, how to translate digital experiences to analog (and vice versa), and how to learn from failure. The course assumes no prior experience with programming and no knowledge of Python. Open to junior and senior students, with preference given to communication design majors and minors. This course is experimental and team-driven. Students must be fundamentally curious and willing community participants who are capable of self-learning and tolerant of failure. Prerequisites: Word & Image 1, Typography 1, and Digital Studio.
Credit 3 units. Art: CDES, FADM
Typical periods offered: Spring

DESIGN 3410 Storytelling Across Multiple Media
This interdisciplinary course addresses how the elements of a single visual and textual narrative are distributed across multiple traditional and digital media platforms to form a unified and cohesive entertainment or branding experience. Assignments will challenge students to examine the specific attributes of each medium to determine its role in the greater experience. Students will work in small teams to coordinate and execute media integration per their individual disciplines, skill sets and areas of interest. Students will learn how storytelling across multiple media can expand the market for an intellectual property, provide various points of entry for different audience segments, and heighten audience participation, interaction, understanding and engagement in the content. Prerequisites: Word + Image II or Type II.
Credit 3 units. Art: CDES, FADM EN: H
Typical periods offered: Spring

DESIGN 3415 Visualizing the Data of Place
What makes a place a place? This course explores physical and human aspects of place through the lens of data visualization. Studio and writing projects challenge students to consider the places that mean the most to them, and how corresponding data can be visualized to tell meaningful stories. Depending on student interest, particular topics could include topography, climate, color, water levels, green space, economic equity, and public infrastructure. Readings are in cartography, information design, and site-specific history. The course's 3-5 projects span print and digital delivery. Open to any university student, sophomore and above, interested in the display of data for impact.
Credit 3 units.
Typical periods offered: Fall

DESIGN 3420 Narrative Art of the Picturebook
For over 300 years, picture books have depicted everything from morals to dreams. This wide variety in content has yielded diverse graphic approaches with a common commitment to narrative pictures. This studio course will interrogate the picture book as the confluence of writing, image-making, and design. Students will explore the mechanics of a picture book, with a particular focus on word-image relationships and page design. Critical readings and a visit to the Dowd Illustration Research Archive will provide a contextual framework. Students will complete several short studio projects and creative writing assignments as well as execute a picture book pitch over the course of the semester.
Credit 3 units. Art: FADM
Typical periods offered: Spring

DESIGN 3501 Motion Graphics for Designers
This course offers a route to learning theories, techniques and principles of motion graphics that builds on the fundamentals of graphic design. Areas of focus will include careful deployment and control of image, color, text, tone, pacing and editing. Students will capture, generate and manipulate audiovisual material. Various tools and methodologies for making time-based media will be introduced, such as animation, creative coding, filmmaking and sound editing. Experimentation is encouraged.
Credit 3 units. Art: CDES, FADM
Typical periods offered: Fall, Spring

DESIGN 3507 Animating Illustration
Adding motion to an illustration both complicates and expands its potential for storytelling. This studio course develops creative methods for animation-based illustration and explores contemporary techniques in the field of motion design. We will cover the fundamentals of animation production, working both independently and collaboratively on animation. Skills we will explore include expressive character animation and design, storyboarding, keyframing, and file setup. Contemporary and traditional techniques will be covered. We watch animation, talk to working animators, and discuss relevant topics in animation theory.
Credit 3 units. Art: CDES, FADM
Typical periods offered: Fall, Spring

DESIGN 3508 Game Design Principles & Practice
In this studio course, students are introduced to basic principles, practices, and strategies for developing non-digital games with a focus on prototyping game design concepts around familiar materials such as cards, dice, and game tokens. Students explore narrative and visual design in this process and consider how playtesting and player feedback informs their work. This practice-based approach is supplemented with lectures, readings, and discussions about fundamental theories. Students complete the course having created a series of small scale prototypes. Evaluation is based on their ability to successfully apply course concepts to projects and class participation.
Credit 3 units. Art: FADM
Typical periods offered: Fall, Spring

DESIGN 3550 Branding & Identity
Students will learn about brands as 1) identity; a shorthand for a company or product, 2) as an image; where an individual perceives a brand as representing a particular reality, and 3) as a relationship; where an individual reflects an experience through a product or service. To learn from their research, students will concept, design, and implement a brand, challenging them to realize the full breadth of a brand's reach.
Credit 3 units. Art: CDES, FADM
Typical periods offered: Spring

DESIGN 3604 Designing Creative Non-Fiction
This writing and studio course explores the creation of non-fiction stories and essays through the integration of words and visual material. Students will write several pieces, and create typographic, information design, and other visual responses to their words. Projects will take the form of digital and printed books, posters, and animatics, and will be evaluated for writing and voice, visual material, and design. This course is ideal for students who have experience or interest in non-fiction storytelling and journalism through writing, typography, data visualization, graphic design, photography, or illustration.
Credit 3 units. Art: FADM

Typical periods offered: Spring

DESIGN 3750 Methods: Verbal to Visual (Florence)
Do different types of text and their meanings require different approaches for image making? Maybe. A variety of different texts will be assigned, each accompanied by a different image-making methodology. There will also be a variety of applications for the resulting images. Students will be able to explore a wide range of media, and image making. The goal is to assist students in understanding and developing their own approaches to this complex process.
Credit 3 units. Art: CDES EN: H
Typical periods offered: Spring

DESIGN 3751 Experimental Typography (Florence)
Spanning the spectrum between informational and poetic, type design and typography work is a medium unto itself, as one might view painting and sculpture. In this course, we will engage closely, experimentally, and rigorously with typography as medium. This course is a space for experimentation, research, and invention. Building on the fundamentals of typography, coursework will set varied scenarios for rigorous and exploration of typography as form, emphasizing generative processes. Projects will engage with materality, format, scale, motion, hybridity, legibility, and expression.
Credit 3 units. Art: CDES EN: H

DESIGN 3754 Structure of the Visual Book
This course will examine the book as the ultimate multi-media experience. What will result is a kind of personal catalogue of your visual experience of Florence and Italy. The class will explore up to 10 different book structures, all of which have an effect on how one thinks about the information the book holds. Students will also investigate the role it plays in making art, especially in the Italian tradition.
Credit 3 units.
Typical periods offered: Spring

DESIGN 3756 Making Meaning (Florence)
As you transition into a new culture and environment, there lies an opportunity to acutely examine shifts in behavior, emotion, expectation, and perspective - both within yourself as well as amongst your classmates. This shared (yet diverse) experience makes for a great opportunity to flex your empathy muscles. To better understand this, each of you will be 'the designer' as well as 'the audience'; investigating ways to help each other live in a new culture.
Credit 3 units. Art: CDES
Typical periods offered: Spring

DESIGN 3850 Signs of the City (Florence)
This studio course is dedicated to the exploration of typography's multifaceted potential, from ideation to practical application, fostering innovative typographic solutions. Students will be challenged to build graphic communication and printed matters related to the world of graphic design practice. They will create work that will take them through the whole process-from the concept to the final products (such as postcards, posters, booklets etc.). This will include thinking about all the design decisions (format, layout etc), and also consider the production process and related problems.
Credit 3 units. Art: FAAM
Typical periods offered: Spring

DESIGN 3851 Illustrated Entertainment: Pictorial Graphic Culture From Early Printing to Television
This course will address the production, distribution, aesthetics, and cultural significance of illustrated entertainment in Europe and especially the United States. The course will serve as a typological survey; that is, it will address important practitioners in significant categories of a very broad field. Subject coverage will include early printing, caricature and the art of the gazette, the development of comics, 20th century American magazine illustration, early animation, the animated TV series, and, if time permits, online animation. Topics of consideration will include: the interplay of art, entertainment, and communication; the role of the individual creator versus the corporate concern; the impact of the editor and art director, the self-image of the creator, the social context of the work, and the role of technological change.
Credit 3 units. A&S IQ: HUM Art: AH BU: HUM

DESIGN 4001 Design Elective (Senior)
4000-level elective in design.
Credit 9 units.
Typical periods offered: Fall, Spring, Summer

DESIGN 4120 Capstone in Design 1: Research Methods (Form and Function)
This course explores the development of compelling and refined visual vocabularies to respond to a wide variety of narrative and interactive contexts. Students hone their methods for brainstorming and visual iteration with emphasis on composition, type, color, and word and image relationships. An expansive approach making to visual work is then linked to a set of ideas about design function and user response, ultimately providing students with tools to develop wide-ranging design artifacts that perform specific kinds of work. Some projects are done in collaborative groups; all projects have components that students create individually. Artifacts may include books, maps, apps, and presentations.
Credit 3 units.
Typical periods offered: Fall

DESIGN 4125 Senior Design Capstone: Narrative Design
Students will select a subject and create a narrative book, magazine, zine, or screen-based work. Students will conduct subject research, develop content, write copy, pursue visual investigation, sequence audience interaction, and take the project to final execution. The course will emphasize coherent organization, clear communication, typographic refinement and the successful integration of word and image. Semester culminates in formal presentation and professional project review.
Credit 3 units.
Typical periods offered: Spring

DESIGN 4130 Capstone in Design 1: Research Methods (Form and Interaction)
This course helps students to develop and refine methodologies for making strong and varied visual work in the context of interactive products. Specific deliverables may include apps, websites, presentations, and user research studies.
Credit 3 units.
Typical periods offered: Fall

DESIGN 4135 Senior Design Capstone II: Interaction
This course is intended for students interested in developing an interactive capstone project. Students will select a subject and create a narrative website, app, screen-based work. Students will conduct subject research, develop content, write copy, pursue visual investigation, sequence audience interaction, and take the project to final execution. The course will emphasize coherent organization, clear communication, typographic refinement and the successful execution of interactive and experiential storytelling. Semester culminates in formal presentation and professional project review.
Credit 3 units. EN: H
Typical periods offered: Spring

DESIGN 4140 Capstone in Illustration 1: Research Methods (Image and Story)
Required for senior majors in Communication Design with an emphasis in illustration. An advanced course in image-making for functional contexts. Students develop projects, which isolate issues of approach, production, distribution and market in the landscape of illustration and cartooning today. Targeted research questions are posed in response to invididual student work. Successful completion of the course requires the development of and commitment to an aesthetic and creative position within the fields of illustration and cartooning. Readings address the history and culture of illustration, comics and animation.
Credit 3 units.
Typical periods offered: Fall

DESIGN 4145 Senior Illustration Capstone: Visual Stories
Students will spend the semester creating a long form visual story. The source material for this story should be an existing story, song, legend, myth, historical event, book or other documented text. Using both nonfiction and fiction source materials, students will produce a single narrative in the form of an illustrated book, graphic novel/mini-comic or digital experience. The project will be expansive and cover a large range of professional practices, from visual conceptual development to final execution.
Credit 3 units.
Typical periods offered: Spring

DESIGN 4190 Design Leadership
This seminar course will focus on the role of executive leaders in the growing landscape of user experience (UX) design and its impact on businesses. Through a range of readings, guest lectures, and projects, this course introduces the core concepts of design management and leadership to future design and business leaders. Students will delve into the dynamic relationship between design innovation, technological advancement, and market viability, and will examine quantifiable and qualifiable methods for measuring and articulating the value design brings to the enterprise. Students author written and visual responses to class topics and field trips and are assessed on their engagement in the course, skill acquisition, and communications including projects and presentations.
Credit 3 units.
Typical periods offered: Spring

DESIGN 4211 Type as Image: Experiments On Press
Working in the Kranzberg Studio for the Illustrated Book, students will use printing to explore the expressive possibilities of typography both as language and as image/illustration. Graphic shape, line, tone, color and type can all be used as raw materials in the construction of messages, stories and ideas. In this course, students will respond to prompts and create self-generated expressive and experimental projects that explore the language of design in a tactile form. Students will be introduced to both basic and advanced typographic knowledge as they ground thier work in the visual expression of language. Prerequisite: Communication Design: Word & Image II.
Credit 3 units. Art: CDES, FADM
Typical periods offered: Fall

DESIGN 4215 Communication Design: Informational Books
Students enrolled in InfoBooks will select a subject and create a single or set of books. The project will move from content development and research to concept, visual development, and final execution and craft. Emphasis will be placed on clear communication of the content through a mix of complementary visual languages (typographic, information design, photographic, illustrated, etc.). Appropriate for students who are interested in pursuing professional work in publishing, book design, information design, and brand/print collateral literature. Students must enroll in any two courses numbered F10 438x at times that do not conflict. Prerequisites: F10 337B, 337C, 337D, 338B, 338C, 338D. Senior standing, College of Art majors only.
Credit 5 units. EN: H

DESIGN 4219 Communication Design: Visual Voice
Design is a powerful tool that creates meaningful dialogue between the work and its intended audience. This exchange can profoundly impact our culture and society. This course explores the methods used by designers to create visual messages that inspire ideas, elicit emotions and encourage actions. Through class discussion and course readings we will examine the role and responsibility of the designer within our society. Students will create work that integrates their individual perspective and personal experiences supported by research, writing and design applications.
Credit 3 units. Art: CDES, FADM
Typical periods offered: Fall

DESIGN 4270 Advanced Visual Principles for the Screen
This course explores user-centered interface design for screen-based, interactive experiences. Applying information design principles and programming design strategies, students will create advanced functional prototypes while practicing the UX/UI process, including research, content architecture, wireframing, usability testing, visual design and iterative development. Students will deliver responsive websites and mobile applications, investigate the unique possibilities of mobile devices, and consider alternate digital canvases. The course will emphasize clear organization and communication, typographic refinement and visual execution. Studio work will be supported by lectures and readings.
Credit 3 units. Art: CDES, FADM
Typical periods offered: Fall, Spring

DESIGN 4280 Design with Artificial Intelligence
This studio course introduces AI's transformative role in creative practice, teaching students to integrate AI into workflows, build AI-powered tools, and develop methodologies to collaborate with artificial intelligence. The course equips students with skills to innovate at the intersection of art, design, and AI. Students learn basic data science and model training foundations by making projects with methods such as creative coding, language model fine-tuning, image generation, and sound classification. Additional topics including readings and discussions will provide an overview of the field's current challenges and opportunities including ethical considerations, historical context, and AI in an academic institution.
Credit 3 units.
Typical periods offered: Fall, Spring

DESIGN 4290 Design for Emerging Technology: Physical Computing
This course focuses on designing physical interfaces that integrate seamlessly with human actions. Students will learn to create devices that enhance human capabilities by capturing and interpreting physical inputs—such as motion, light, sound, and touch. Covering both tangible and intangible interactions, the course combines visual design, design systems, fabrication, and digital craftsmanship. Foundational programming for prototyping interactive devices will be introduced. Through hands-on studio projects, design exercises, and readings, students will gain a deep understanding of physical computing and how to design technology that harmonizes with human interactions and physical actions.
Credit 3 units.
Typical periods offered: Fall

DESIGN 4305 Design for Social Impact
Designers are capable of creating transformative social change by engaging in socially conscious design practices. Throughout this course, consequently, students will learn how to utilize appropriate design research methods and tools to prioritize the needs of the end users and their local contexts. Students will conduct design research, analyze data, and discover innovative solutions to issues in the community while also working collaboratively.
Credit 3 units. Art: CDES, CPSC, FADM
Typical periods offered: Fall, Spring

DESIGN 4408 Illustration Concepts & Media
Advanced projects in applied illustration and the first step in development of a professional portfolio. The class will explore creating images with smart and concise ideas across a spectrum of media. Students will be instructed on a range of illustration media to create visual solutions under rigorous deadlines. The projects will cover the range of editorial and conceptual image making in the professional world today including portraiture, multiple images, responding to text and specific time and media restrictions. Prerequisite: Word and Image 2. This course is open to juniors and seniors in the Communication Design major.
Credit 3 units.

DESIGN 4409 The Illustrator's Sketchbook
The sketchbook has long been seen as the artist's personal playground. In this course, students will be making images that explore concepts and visual narratives--but the raw materials for these illustrations will come from exploration inside the pages of their sketchbook. This course will develop a discipline of daily drawing. In addition to sketchbook work, project assignments will include both conceptual and applied projects like illustrated book jackets and short stories. Significant time will be spent in media exploration, development of technique and professional practices.
Credit 3 units. Art: CDES, FADM
Typical periods offered: Fall

DESIGN 4410 Applied Illustration
This course will explore drawing and conceptual development in the landscape of professional picture-making and illustration. Using the lens of an applied professional process, students will make work that explores and establishes an artistic viewpoint. Focused research, idea development, formal experimentation, and class critique are vital to these goals. Using this contextual practice, students will advance toward the development of an individual voice. This course is applicable to anticipated career directions in image making, illustration, comics, picture books and visual storytelling.
Credit 3 units. Art: CDES, FADM

DESIGN 4418 Structuring Data for Effective Visualization
A primer on techniques for acquiring and structuring data in preparation for visualization. We will discuss common data formats (CSV, XML, and JSON) and how to access and translate from one format to another. Students will gain familiarity with the R language via the RStudio environment, as well as d3.js for interactive web-based visualizations. Students will develop concrete skills in preparing data for exploratory data analysis, as well as documenting workflows for reproducibility.
Credit 1 unit. Art: FADM

Fashion

FASHION 1001 Fashion Elective (First-Year)
1000-level elective in fashion design.
Credit 9 units.
Typical periods offered: Fall, Spring, Summer

FASHION 2001 Fashion Elective (Sophomore)
2000-level elective in fashion design.
Credit 9 units.
Typical periods offered: Fall, Spring, Summer

FASHION 2220 Introduction to Fashion Design
This studio course combines structured discourse about fashion systems with the design process. Project briefs emphasize the body as site for apparel-related products. Students explore both two-dimensional and three-dimensional expressions of fashion design concepts. Students are evaluated on in-class engagement, participation during peer critiques and project quality.
Credit 3 units. Art: FADM EN: H
Typical periods offered: Fall

FASHION 2230 Fashion Drawing
This studio course employs foundational drawing strategies to communicate apparel and accessory designs. In-class work and projects consider conventions for presenting the figure in fashion design within the context of personal expression. Through exercises and projects students will learn various approaches to fashion drawing, illustration, and technical drawing while engaging various types of garments, accessories and textiles. Throughout the semester, work is critiqued for compositional effectiveness, ability to visualize designated materials and garments, and technical accuracy. Laptop computer with Adobe Illustrator and Photoshop required. Required in the sophomore year for students pursuing the BFA major in Fashion Design. The course is a major option for students pursuing the BA major in Design, the BA major in Design: Fashion Concentration, the 2nd-major in Design, and the 2nd-major in Design: Fashion Concentration.
Credit 3 units. Art: FADM EN: H
Typical periods offered: Spring

FASHION 2240 Textiles and Surface Design
A survey of all types of materials used as 21st Century textiles, Textile Design introduces the student to the ways that textiles function as a basic building material. Students will study, test, and manipulate textiles to gain understanding of appropriate and viable choices for end use. Class activities include field trips, application of a variety of textile techniques for surface design, manipulation and finishing of various fabrics. Students may draw upon design problems from their specific area of study to realize a final project. Required in the sophomore year

for students pursuing the BFA major in Fashion Design. The course is a major option for students pursuing the BA major in Design, the BA major in Design: Fashion Concentration, the 2nd-major in Design, and the 2nd-major in Design: Fashion Concentration.
Credit 3 units. Art: FADM EN: H
Typical periods offered: Spring

FASHION 2410 Business of Fashion
This seminar course is an academic analysis of the business of fashion. Discussions focus on marketing fashion products, consumer behavior, brand development, markets, promotion/distribution, and emerging technologies. Students study fashion merchandising and product development, including seasonal deliveries, line development, basic costing practices, and retail math. Case studies engage students in current fashion business practices. Students are evaluated on critical thinking and the ability to integrate course concepts into project work. Open to all students.
Credit 3 units. Art: FADM
Typical periods offered: Fall

FASHION 3001 Fashion Elective (Junior)
3000-level elective in fashion design.
Credit 9 units.
Typical periods offered: Fall, Spring, Summer

FASHION 3110 Sustainable Design in Materials and Production
Typically textile design and garment production occurs in a collaborative setting and often across a global span of locales. In this course students learn essential information about sustainable textiles and fashion, engage in research, and collaborate to design and promote sustainable products or services. Required for junior Fashion Majors, Open to Soph-Senior non-majors.
Credit 3 units. Art: FADM
Typical periods offered: Spring

FASHION 3220 Fashion History and Research
This seminar studies the cultural and social influences to comprehend how these impact the evolution of fashion and are expressed in clothing at various junctures in history. Review of general academic research methods will be covered as well as research methods and strategies of particular significance to fashion design. Coursework will focus on using research as an avenue to original and effective design concepts. Required for junior Fashion Majors, Open to Soph-Senior non-majors.
Credit 3 units. Art: FADM

FASHION 3230 Fashion Design: Collaboration Studio
This is a university collaboration course that involves Fashion Design, Occupational Therapy, Mechanical Engineering and Business working together to develop design proposals and prototypes for specific customer profiles. Teams of students from different majors will design for various community and industry partners. They will work to solve an apparel or accessory design problem with innovative new concepts. The team will consider the person's lifestyle and occupation as well as environmental factors that influence a design's functionality. A client-centered approach is used. Students will be evaluated on how well the design proposal meets the expressed aesthetic and functional needs of the client.
Credit 3 units. Art: CDES, FADM

FASHION 3401 Knit Design and Production
This studio course addresses knit design and production. Students learn knitting fundamentals by hand and machine. Building on technical and design knowledge gained throughout the course, students design, pattern, and realize either apparel or art 3D objects. A sample notebook of both manual and machine techniques provides foundational skills to design and realize a final machine-knit project. Work is evaluated based on creative expression as well as technical and aesthetic qualities. No prerequisites.
Credit 3 units. Art: FADM

FASHION 3402 Fiber Manipulation
This course explores fiber techniques and their application in design and art. Students will study a spectrum of fiber and textile treatments such as surface design, shibori, wax resist, digital design, needle applications, heat applications, and a variety of three-dimensional structuring strategies. Projects will integrate techniques into appropriate design strategy for the fine arts or design. This course is part of the BFA in Fashion, and it is also open to non-BFA students across the university. Counts toward the design minor.
Credit 3 units. Art: FADM
Typical periods offered: Fall

FASHION 3403 Fashion Design I: Pattern Drafting
This studio course provides an introduction to flat pattern drafting applied to various aspects of garment creation. Construction techniques and industrial pattern drafting methods are applied to specific structural design problems. Students undertake realization of garment from sketch to pattern draft and sample construction. Projects are evaluated based on both aesthetic and technical qualities.
Credit 3 units. Art: FADM EN: H

FASHION 3404 Fashion Concept Development
Review and practice of applicable material from Visualizing Apparel course for presenting the figure in garment design. Students will explore a variety of media for expressive fashion communication and learn to combine page elements with compelling design strategies. Research and study of landmark and innovative illustrators will be conducted as well as application of their ideas in practice. Additionally, the course will cover incorporation of technical drawings, text, and textile swatches with illustration style to convey design vision for fashion presentation. Prerequisites: Introduction to Fashion: Materials, Volume and the Body, Fashion Illustration: Visualizing Apparel, Fashion History and Research, Textile Design, Patternmaking and Production. Required for juniors in the BFA Major in Fashion Design. Required Equipment: Mac Computer, CS5 or newer, Wacom Tablet and pen.
Credit 3 units. Art: FADM EN: H
Typical periods offered: Spring

FASHION 3405 Fashion Design II: Draping
Study of fundamental apparel design issues. Students will begin with basic draping methods and explore evolution and craft, decoration, and adornment for apparel. Research for class exercises will be based upon the most elementary forms of historical and contemporary dress. Prerequisites: Introduction to Fashion: Materials, Volume and the Body, Fashion Illustration: Visualizing Apparel, Fashion History and Research, Textile Design, Patternmaking and Production. Required for juniors in the BFA Major in Fashion Design.
Credit 3 units. Art: CDES, FADM EN: H
Typical periods offered: Spring

FASHION 3406 Fashion Product Development
This studio course takes product design from concept to pre-production. Using industry-based software for CAD and 3D rendering, students will develop components of technical packages for production including vector-based drawings, specifications, costing, and sourcing of both materials and manufacturing. Principles of economic, environmental and ethical practices in the global market will be explored. Exercises and projects will emphasize technical precision and critical thinking, and result in production-quality technical packages for fashion products.
Credit 3 units. Art: FADM EN: H
Typical periods offered: Spring

FASHION 3407 Fashion Promotion and Exhibition
Fashion styling, marketing, and public relations techniques are engaged to develop and execute a promotion and exhibition plan for fashion products. Empasis is on creativity and innovation, particularly by harnessing technology, to enhance contemporary fashion promotion and exhibition. Students plan and execute the annual Fashion Design Show, highlighting the fashion design Senior Capstone collections. In-class discussions, lectures, guest speakers, and active planning are accompanied by readings, video analyses, and on-site production work.
Credit 3 units. Art: FADM EN: H
Typical periods offered: Spring

FASHION 3408 Experimental Fashion Design
This course introduces students to an experimental and conceptual approach to textile and fashion design. Students will explore a variety of media for the expressive communication of surface and structural design. The course addresses the relationship, crossover and theories of fashion design and art. Studio work will be informed through research, experimentation and prototype development.
Credit 3 units. Art: FADM

FASHION 3750 Fibers in Art (Florence)
This course is designed to guide the students through a range of approaches to textile and fiber based practices. The course embraces technological and antiquated techniques both within and beyond the field of art and engages artisan inspired practices as content that fosters the questioning of socially assigned gender roles, craft and art distinctions and the exploration of functionality. Basic weaving, knitting, braiding and sewing are explored against the backdrop of fiber's history as art. Prerequisite: none
Credit 3 units.

FASHION 3752 Patternmaking and Production
An introduction to flat pattern drafting. Principles will be applied to various components of garment creation. Construction techniques and industrial methods explored within specific structural design problems. Students will undertake realization of garment from sketch to pattern draft and finally construction of muslin (toile). This course is to be taught using the Imperial measurement system. This course will be offered in Florence, Italy.
Credit 3 units. EN: H

FASHION 3754 Sustainable Fashion and Ethical Clothing
This course focuses on the study and understanding of sustainable clothing and its influence in today's fashion industry and modern life. Ethical fashion refers to the use of fabrics derived from eco-friendly resources, and the study of how these fabrics are made. Being green in fashion today means reducing the amount of clothing discarded to landfills, and decreasing the environmental impact of agro-chemicals in producing conventional fiber. Special emphasis will be placed on the vintage phenomenon and on recycling as fundamental parts of this complex subject. The course will analyze the impact of the reduction of raw materials and virgin resources, as it relates to fitting in the context of a more powerful globalized fashion industry as these two worlds often collide. The course will also look at how sustainability in the clothing industry can provide a new market for additional job opportunities. This course will be taught in Florence, open to Fashion majors.
Credit 3 units.
Typical periods offered: Spring

FASHION 3755 Special Topics in Florence
This is a Special Topics course for students studying abroad in Florence.
Credit 3 units.
Typical periods offered: Fall, Spring, Summer

FASHION 3756 Special Topics in Florence
This is a Special Topics course for students studying abroad in Florence.
Credit 3 units.
Typical periods offered: Fall, Spring, Summer

FASHION 3757 Special Topics in Florence
This is a Special Topics course for students studying abroad in Florence,
Credit 3 units.
Typical periods offered: Fall, Spring, Summer

FASHION 4001 Fashion Elective (Senior)
4000-level elective in fashion design.
Credit 9 units.
Typical periods offered: Fall, Spring, Summer

FASHION 4219 Fashion Design: Capstone I
In this studio course students develop a signature collection. Mentored by the professor and an industry specialist, students examine the fashion system, research the zeitgeist, inspiration, materials, and end users. Student experimentation and incubation lead to a cohesive collection of clothing. At mid-term students present a portfolio of the collection to industry professionals for feedback and curation. Fashion drawings are then transformed into prototypes. The final review includes the fashion design portfolio and prototypes. Work is evaluated for relevance, creativity, cohesiveness and technical precision.
Credit 3 units.
Typical periods offered: Fall

FASHION 4220 Fashion Design: Capstone II
In conjunction with Fashion Studio B, students create the culminating work of their study in fashion through realization of signature collection and portfolio documentation of collection. This studio will be undertaken with tutorials and guidance on tailoring, dressmaking, presentation, and documentation. Enrollment required of and limited to senior fashion design majors.
Credit 3 units. EN: H
Typical periods offered: Spring

FASHION 4230 Professional Practices: Portfolio Development
Students will work toward establishment of necessary construction, crafts skills, and signature illustration style required for completion of capstone project. Each student will draw together and organize evidence of vision and skill into a coherent presentation representative of their abilities as an emerging design professional. Work from this course will be submitted for outside professional review. Enrollment required of and limited to senior fashion design majors.
Credit 3 units. EN: H
Typical periods offered: Spring

FASHION 4407 Advanced Patternmaking and Production
This studio course explores complex pattern making and production processes to realize original student designs. Students learn advanced digital and analog pattern development techniques for the fashion industry, including 2D and 3D digital tools for product development and production. Work is evaluated for technical precision and creative expression.
Credit 3 units.
Typical periods offered: Fall

Sam Fox School of Design & Visual Arts

Ralph J. Nagel Dean

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

Associate Dean

Nicole Allen
MA, MBA, University of Wisconsin-Madison

Associate Dean of Students

Joseph Fitzpatrick
MHEA, Upper Iowa University

Associate Dean of Finance and Operations

Meredith Gugger
MAcc, University of Missouri-Columbia

Director, College of Architecture/Graduate School of Architecture & Urban Design

Aki Ishida
Sam and Marilyn Fox Professor
MSAAD, Columbia University

Director, College of Art/Graduate School of Art

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

Director, Mildred Lane Kemper Art Museum

Sabine Eckmann
William T. Kemper Director and Chief Curator
PhD, University of Erlangen–Nürnberg

About Us

The Sam Fox School of Design & Visual Arts is a unique collaboration in architecture, art and design education that links professional studio programs with one of the country's finest university art museums in the context of an internationally recognized research university.

Composed of the College of Architecture, the Graduate School of Architecture & Urban Design, the College of Art, the Graduate School of Art and the Mildred Lane Kemper Art Museum, the Sam Fox School is an inspiring place for learning, making, and creative research. Its six-building complex features numerous exhibition and maker spaces, a dedicated art and architecture library, and a world-class art museum. Students have unparalleled resources that support a positive creative culture.

The **College of Art**, founded in 1879, was the first professional, university-affiliated art school in the United States. In the 1940s, its broad-based core program helped set the standards for the bachelor of fine arts degree. Faculty over the years have included Max Beckmann, Philip Guston and other internationally known artists.

The **College of Architecture**, established in 1910, was one of eight founding members of the Association of Collegiate Schools of Architecture. In 1962, Architecture launched one of the nation's first Master of Urban Design programs. Four winners of the Pritzker Prize, considered architecture's highest honor, have taught at the school.

The **Mildred Lane Kemper Art Museum** dates back to 1881, making it the first art museum west of the Mississippi River. The collection has historically focused on contemporary work. Today, the Kemper Art Museum holds roughly 3,500 important paintings, sculptures, photographs and installations by 19th-, 20th- and 21st-century American and European artists, along with significant antiquities and a large number of prints and drawings.

Additional collaborative opportunities are provided by the Department of Art History and Archaeology in Arts & Sciences, the Kenneth and Nancy Kranzberg Art & Architecture Library, and the Dowd Illustration Research Archive.

Inquiry, Creativity and Synthesis

The Sam Fox School offers rigorous art, design and architecture education at both the undergraduate and graduate levels, within the unique context of an independent, nationally prominent research university.

The student body is composed of approximately 324 undergraduate and 45 graduate students in Art as well as 239 undergraduate and 132 graduate students in Architecture. In all, they represent 25 countries, 38 states, the District of Columbia, and Puerto Rico. Roughly 15% of undergraduates pursue combined studies with another university area and 20% of graduate students in Architecture are pursuing joint degrees.

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

- Multidisciplinary courses are co-taught by Art, Architecture, and Art History and Archaeology faculty. Recent seminars have explored the history of illustrated entertainment, combined urban theory with book design and production, and crafted a variety of online publications.
- International studios in Barcelona and Florence are taught by Washington University faculty and offer a range of distinctive programs in art and architecture.
- Sam Fox School faculty, students, and staff work with individuals, organizations, governments, and communities — especially in St. Louis — through research, teaching and practice. This includes community-engaged teaching, service programs, research projects, and additional types of socially engaged practice.

Uniting Creativity and Scholarship

The Sam Fox School boasts a unique combination of academic and intellectual resources.

The Architecture faculty includes practicing architects, urban designers and landscape architects as well as eminent architectural theorists and historians and a select number of international visitors. The resident, full-time faculty members have won national and regional awards for design excellence and planning, including more than two dozen from the American Institute of Architects alone.

Art's full-time faculty members include prominent painters, sculptors, printmakers and mixed-media artists as well as leading illustrators, graphic designers, fashion designers and photographers. Design faculty have won numerous professional honors, and fine art faculty regularly feature in solo exhibitions and group shows, both nationally and internationally.

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

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

A Comprehensive Campus

The Sam Fox School is housed in a comprehensive, six-building campus for design and the visual arts located on the eastern portion of the Danforth Campus. Conceived around a central courtyard, it both reflects and updates Washington University's original campus plan, which was developed in 1895.

Anabeth and John Weil Hall, designed by the internationally acclaimed architecture firm KieranTimberlake, houses state-of-the-art graduate studios, classrooms and digital fabrication spaces. With its abundant natural light and flexible, loft-style studios and workspaces, Weil Hall is a locus for teaching, study, creation and critique. The William A. Bernoudy Architecture Studio — along with studios for graduate architecture, landscape architecture, urban design, illustration & visual culture, and visual art — houses programs for the Graduate School of Architecture & Urban Design and the Graduate School of Art. The Roxanne H. Frank Design Studio houses the Graduate School of Art's Master of Fine Arts in Illustration & Visual Culture.

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

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

William K. Bixby Hall, completed in 1926, has grown and changed to meet the needs of the students, faculty and administration of the College & Graduate School of Art. The building currently houses teaching and studio spaces for first-year art and design students, the undergraduate fashion design and printmaking majors, and the Nancy Spirtas Kranzberg Studio for the Illustrated Book. The Dubinsky Printmaking Studio, a state-of-the-art facility, is located on the first floor beside Island Press, a research-based printmaking workshop that creates and publishes innovative prints and multiples by many of today's most influential artists. On the ground floor, an administrative suite is home to student services, financial services, and the director of Art.

Joseph B. Givens Hall has been architecture's home since 1932. It features a variety of studio spaces, including large drafting rooms with 15-foot ceilings, large windows, and skylit ateliers. The building's compact and elegant Beaux-Arts design has at its heart a grand central stair often used for socializing and informal meetings. Givens Hall also houses a lecture hall, review spaces, classrooms and the office of the director of Architecture.

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

The **Mildred Lane Kemper Art Museum**, completed in 2006, is another commission by Maki. The elegant, 65,000-square-foot limestone-clad structure — a gathering point for scholars and the general public — includes more than 10,000 square feet of exhibition space and art storage facilities. The museum also houses the Kenneth and Nancy Kranzberg Art & Architecture Library and the Department of Art History & Archaeology.

In 2019 Washington University completed one of the most significant capital projects in the recent history of the Danforth Campus. The comprehensive transformation of the east end of the campus included a significant expansion of the Kemper Art Museum, designed by the architecture firm KieranTimberlake. The new and reconfigured galleries more than doubled the exhibition space for the Museum's permanent collection.

Lecture Series

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

Email:	samfoxschool@wustl.edu
Website:	https://samfoxschool.wustl.edu/academics/college-of-art/

Degree Requirements

To receive a degree from the College of Art, a student must meet the requirements and take academic courses with other undergraduates. Work in art and design can be combined with studies in architecture, business, the humanities, the natural and social sciences and the other arts. Students may take these courses for educational and intellectual enrichment or in direct correlation with their primary interests. All major requirements must be completed in residence at WashU.

Bachelor of Fine Arts Degrees

Students must complete 121 credits to earn the Bachelor of Fine Arts degree. BFA students can major in Art, Communication Design, or Fashion Design.

Bachelor of Fine Arts Major in Art

- Art, BFA (p. 165)

Optional Concentrations

BFA Majors in Art can choose to concentrate in one of the following five areas: Painting, Photography, Printmaking, Sculpture, or Time-Based Media. A concentration requires one Intro Art course and four Art Practice courses in the area of concentration.

- Art with Painting Concentration, BFA (p. 157)
- Art with Photography Concentration, BFA (p. 159)
- Art with Printmaking Concentration, BFA (p. 160)
- Art with Sculpture Concentration, BFA (p. 161)
- Art with Time-Based + Media Art Concentration, BFA (p. 163)

Bachelor of Fine Arts Major in Communication Design

- Communication Design, BFA (p. 166)

Bachelor of Fine Arts Major in Fashion Design

- Fashion Design, BFA (p. 171)

Bachelor of Arts Degrees

Students must complete 120 credits to earn the Bachelor of Arts degree. BA students can major in Art or Design.

- Art, BA (p. 164)

Bachelor of Arts Major in Design

- Design with Communication Concentration, BA (p. 168)
- Design with Fashion Concentration, BA (p. 169)
- Design, BA (p. 170)

Combined Studies

Washington University offers students the option to study across disciplines and to take advantage of the wide range of courses available. Students may choose a major in art or design and a minor in a different subject in the College of Art, or they may major in art or design and choose a minor or second major from a different undergraduate school.

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

When pursuing a dual degree, a student is eligible to graduate once the requirements for both degrees have been fulfilled.

Students may not choose the Bachelor of Arts for a dual degree. Students should instead choose a second major.

Major requirements (any course required to be taken within the Sam Fox School) may not be double counted for another degree, major, or minor unless specifically allowed by a Sam Fox School minor. Open/general electives and Arts & Sciences distribution requirements are permitted to double count for another degree, major, or minor.

Academic Honors & Awards

Dean's List: In recognition of exceptional scholarship, first-year, sophomore, junior and senior art/design students who have earned at least 14 credit units under the letter grade option (excludes courses taken pass/fail or audit) and earned a semester grade-point average of 3.6 or higher during a semester will be cited on the Dean's List.

Latin Honors: Graduating Bachelor of Fine Arts or Bachelor of Arts degree students may also be considered for Latin Honors (cum laude, magna cum laude or summa cum laude) as determined by academic performance.

Prizes and Awards

The Scholars in Art Program provides named scholarship funds that have been donated to the university by individuals or companies specifically for this purpose. Selection is based on financial need and academic achievement. There is no application process unless noted.

Academic Scholarships

The College of Art offers one full-tuition and up to five partial-tuition scholarships each year solely on the basis of merit. Applicants for this award may also qualify for scholarship aid based on need and will be considered for this as well. The full-tuition Conway or Proetz Scholarship is awarded to an entering first-year student whose artistic and academic potential is judged outstanding by a faculty selection committee. The scholarship is supported by two endowed funds. The Fred Conway Scholarship was established in memory of a distinguished professor of painting in the College of Art. The Arthur and Esther Proetz Scholarship was established to honor the commitment and dedication to the arts of these two individuals.

At this time, one student is chosen to receive the full-tuition scholarship, and the other finalists are awarded partial scholarships. These are renewable for each year of undergraduate study, as long as the scholar is making satisfactory progress toward a degree.

Each College of Art applicant who submits a digital portfolio containing 10 to 20 pieces will be considered. No separate scholarship application is required.

Awards and Prizes

Several awards are made each year to art students who are selected by the faculty. These awards and prizes include the following:

- Anderson Ranch Scholarship (application required)
- The Paul Edward Birdsall Award in Visual Communications
- The Susan Sanders Block Silver Ripper Award in Fashion Design
- The Belle Cramer Award in Printmaking
- Catalyst Award
- The Eda L. and Clarence C. Cushing Memorial Prize in Painting
- The Fashion Design Citizenship Award
- The Anne Fuller Dillon Prize in Graphic Communications
- The Mary Cowan Harford Award in Watercolor
- The Marsha Hertzman Blasingame Award in Printmaking
- The Morris M. Horwitz Award in Photography
- The Hazel H. Huntsinger Memorial Prize in Painting
- The Caroline Risque Janis Prize in Sculpture
- The John J. and Marjory B. Lewin Photography Prize (application required)
- The Peter Marcus Prize in Printmaking
- The Dominic Michael Silver Scissors Designer of the Year Award
- The John T. Milliken Foreign Travel Award (application required)
- The Al Parker Award for Excellence in Illustration
- Riverbend Textiles Sustainable Design Leadership Award
- The Jayne Ball Rousseau Memorial Prize in Graphic Communications
- Saks Fifth Avenue Honorary Designer
- Stars Design Group Award
- The Margo Trump Memorial Award
- Truth and Beauty Award
- The Jack Unruh Award in Illustration
- The Jeffrey Frank Wacks Scholarship Award (application required)
- Robert Weaver Award for Excellence in the Visual Essay
- The Lillie Willemsen Prize
- Yale/Norfolk Summer Residency (application required)

Policies

To receive the Bachelor of Fine Arts or Bachelor of Arts degree, students must meet the requirements of the College of Art and take academic courses with other undergraduates. Work in art and design can be combined with studies in architecture, business, engineering, humanities, natural and social sciences, and the other arts. Students may take these courses for educational and intellectual enrichment or in direct correlation with their primary interests. Courses in the School of Continuing & Professional Studies do not count toward degree requirements.

Academic Integrity

Students and members of the faculty of the university have an obligation to uphold the highest standards of scholarship. Plagiarism and other forms of cheating will not be tolerated. When a student has violated the integrity of the academic community, an instructor may recommend that the student be brought before the Committee on Academic Integrity. A list of university policies can be found on the website of the University Registrar.

Advanced Placement Credit

A maximum of 15 units of pre-matriculation or non-Washington University transfer credit may be counted toward an undergraduate degree. This includes Advanced Placement, International Baccalaureate, and British A-Level exams. Credit cannot be granted for College-Level Examination Program (CLEP) tests.

Pre-matriculation units count toward open/general electives. They do not count for Arts & Sciences distribution, second major, or minor requirements.

Applying for Program Completion

Students are responsible for applying for program completion in Workday in order to have the degree conferred. No degree will be awarded if this task has not been completed by the appropriate deadlines. Students who do not complete their degree requirements by their intended graduation date must reapply for the next graduation date.

Attendance

Regular attendance at all classes and studio meetings is expected. The instructor of each course is allowed to decide how many absences a student may have and still pass the course. Instructors are expected to give reasonable consideration to unavoidable absences and to the feasibility of making up work that has been missed. Students are expected to explain to their faculty the reasons for any absences and to discuss with them the possibility of making up missed assignments.

In addition, Washington University has a policy for absences related to religious holidays (PDF).

Credits and Grades

Credits are assigned to courses based on measures of time in class and academic activities, and engagement between instructors and students, defined in university policy (p. 25). Grade points per course are calculated by multiplying the number of units of a course by the grade points earned. The Undergraduate Study (p. 36) page details the grades and grade points in use.

Minimum Grade Requirement

Undergraduate students in the College of Art must complete all required courses with a grade of C- or better. This includes any course taken to fulfill the writing requirement.

Minimum Grade Point Average

Students in the College of Art must have a minimum grade point average of 2.0 to be eligible to graduate.

Auditing a Course

Studio courses in the College of Art cannot be taken with the audit option. With prior approval from their academic advisor, students may audit an elective course outside the College of Art if the instructor allows.

Pass/No Pass Option

A student may take one non-art course per semester on a Pass/No Pass basis (exclusive of courses that must be taken Pass/No Pass). Any additional courses taken Pass/No Pass in a given semester will not be counted toward the degree. All courses in the College of Art must be taken for credit, unless otherwise noted in the course description. Any course taken to fulfill the writing requirement must be taken with the credit option.

Students not majoring or minoring in the College of Art may petition to take one art or design course on a Pass/No Pass basis by contacting the Sam Fox School Registrar's Office.

Incomplete Grades

Students who, following the last day for withdrawal from courses, experience medical or personal problems that make satisfactory completion of course work unlikely may request a grade of I (incomplete). Students in this situation must take the following steps:

1. Contact the instructor before the final review or exam to discuss the request.
2. If the instructor consents, complete an Incomplete Grade Petition signed by both the instructor and the student.
3. Return the signed petition to the Sam Fox School Registrar's Office for final approval.

The instructor is under no obligation to award a grade of I (incomplete).

The grade of I (incomplete) must be removed no later than the last day of classes of the next full semester. Upon failure to make up an incomplete grade within the next semester, the student will automatically receive an F in the course unless explicitly excused by the director of art. An F grade that is so received may not be changed. Students will not be allowed to continue in courses that require prerequisites if the prerequisite has a grade of I (incomplete). A student who carries more than 9 units of with grades of I (incomplete) may be declared ineligible to re-enroll.

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

Repeating or Retaking a Course

Most courses are designed to be completed once, and credit may only be earned once. A student may retake such a course if a higher grade is required, for example if the initial final grade is below that required to apply to major requirements. Students may not register themselves for another instance of a course in which the initial final grade is a B or higher, an incomplete, a successful audit or a Pass. For a student retaking a course, credit is only given once and both grades earned remain on the record, but only the higher grade is used to compute the grade point average. An R notation is added to identify the retaken course.

Some courses are eligible to be repeated, such as internship or thesis. Students eligible to take them may register themselves for additional instances.

Independent Study

Opportunities for independent study are available to undergraduate students in limited circumstances, such as a conflict which would affect a graduation timeline. Registration in an independent study requires the student to submit a written proposal and to obtain the approval of the sponsoring faculty, advisor, and program chair. Approved proposals must be submitted to the Sam Fox School Registrar's Office by the semester course add deadline. Proposals received after the deadline will not be considered.

A maximum of 3 units for juniors and seniors and of 1 unit for first-year students and sophomores can be taken per semester. Independent study cannot replace required courses.

A maximum of 9 units may be applied to degree requirements from the following areas: physical education, lessons, and/or independent studies.

Digital Technologies

Technology plays a critical role in the educational experience. The College of Art is committed to the integration of relevant technology into the curriculum. Students are required to have a specified computer and software beginning with the first semester of study. Supplemental purchases (e.g., monitors, scanners, tablets) may be necessary as students advance and declare a major. Information is available on our Digital Technologies webpage.

Enrollment Status

Definitions of *full-time study, half-time study,* and so on are based on federal regulations. Enrollment status impacts eligibility for campus services as well as Washington University's reporting obligations. Alignment with policies in financial aid, international student services, student health insurance, VA benefits, and athletics is critical.

Washington University's definition for full-time undergraduate study is at least 12 credit-bearing units (semester hours) per term. Units taken under the audit grade option do not factor into enrollment status calculations, so they cannot count toward the 12 units required for full-time enrollment.

Financial Obligations

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

Grievance Procedures

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

Grade Dispute Policy

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

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

1. The student presents their question about the grade in writing to the faculty member and clearly states the reasons for questioning the grade.
2. The faculty member and the student review the grading procedures as stated in the syllabus and discuss the determining factors of the student's grade.
3. If the case is not resolved between the student and the faculty member, the student may put forth their complaint in writing with supporting evidence to the chair of the academic program, with a copy given to the faculty member involved with the dispute. The

student should provide the course syllabus and all of the materials relevant to the assigned grade within two weeks of the complaint. If a conflict of interest exists between the student and the chair (e.g., the chair is teaching the course), the case will be referred to another chair in the Sam Fox School or to the director of the college.

4. The chair of the academic program will review the materials. The chair will resolve the dispute by working with the faculty member and the student to arrive at a determination.

Integrity and Ethical Conduct

Washington University and the Sam Fox School of Design & Visual Arts are committed to the highest ethical and professional standards of conduct and consider these to be integral to their mission of the promotion of learning. To maintain these standards, the university relies on each community member's ethical behavior, honesty, integrity, and good judgment. Each community member should demonstrate respect for the rights of others, and each community member is accountable for their own actions. Washington University policies state that members of the university community can expect to be free from discrimination and harassment. Students, faculty, staff, and outside organizations working on campus are required to abide by specific policies prohibiting harassment, which are posted on the Compliance and Policies page of the university's website. Should a situation arise in which a member of our community believes they have cause to file a grievance, there are two categories of grievance to consider: academic and non-academic. Academic grievances can either be when a student challenges a course grade or when a fellow student or faculty member feels a matter of academic integrity is at issue. Student grievances filed to challenge a grade that the student feels has been given incorrectly must follow the procedures outlined in the Grade Dispute Policy above.

Academic integrity grievances are made when a faculty member or fellow student feels a student has compromised the environment of honesty and ethics in the school. Academic integrity infractions follow the procedures laid out in the Sam Fox School and University policies and are managed in the Sam Fox School by the Academic Integrity Officer. Please refer to Washington University's Academic Integrity Statement for additional information.

Non-Academic Concerns

If a member of our academic community feels that the ethical and safe environment of the classroom has been compromised, for whatever reason, they may seek guidance through the school's Faculty-Student Mediator. Students may also consult Washington University's Grievance Policy and Procedures for Allegations by Undergraduate Students Against Faculty. In addition, University Resources available for support include the following:

- Title IX (for issues related to discrimination, sexual harassment, and sexual violence)
- Mental health concerns (Student Health Center)
- Drug and alcohol concerns (Student Health Center)
- Immediate physical/mental health concerns (Washington University Police Department)
- Center for Diversity & Inclusion (for issues related to bias, prejudice, or discrimination)

Internships

Students may elect to do an internship as part of their degree. An internship is a structured and supervised professional experience related to a major within the College. The maximum number of units that can be earned per internship is 1 (50 hours or more). No additional credit is awarded for hours over 50. Students may only complete one internship per semester, including summer. Students may apply no more than three total internship units toward their degree requirements. Grading is on a Pass/No Pass basis.

In order to be registered for an internship, a student must submit an approved "Learning Contract" prior to starting work. If the internship is in the fall or spring semester, the approved "Learning Contract" must be submitted before the drop/add deadline. Students must be enrolled for the internship during the same semester in which they complete the professional experience. Students cannot receive internship credit for an experience completed in a prior semester.

Students must submit an "Internship Performance Evaluation" from their supervisor within 30 days of completion. Students must also submit (within 30 days of completion) either a daily journal, a reflective essay (five pages), or a portfolio. The student's responsibility is to make sure that all paperwork and supporting documents are received by the Sam Fox School Registrar's Office (Bixby Hall, Room 1), or credit will not be awarded. Please visit the Inside Sam Fox website for the necessary forms related to internships.

Leave of Absence

A student may request a leave of absence for one or two semesters when individual professional, medical, or personal circumstances warrant it. Petitions are reviewed and approved by the Sam Fox School Registrar's Office. Any requests extending beyond one year will be reviewed on a case-by-case basis. In addition to a written petition, the student requesting a medical leave of absence must submit a medical recommendation from the Student Health Center.

A student returning from a leave of absence must submit a written request for reinstatement at least six weeks prior to the desired semester of return. In the case of a medical leave of absence, a letter of clearance is required from the Student Health Center before the student will be permitted to re-enroll.

International students requesting a leave of absence must contact their advisor at the Office for International Students and Scholars to discuss how the leave might affect their visa status.

Students who are on a leave of absence for medical, mental health, academic, family, personal, or any other reason are not eligible to participate in a registered student group, hold a student group leadership position, or attend/plan a student-group–sponsored event

as a representative of said student group. Depending on the type of leave and any corresponding policy restrictions, students on a leave of absence may or may not be able to attend campus-wide events as a guest of a current Washington University student.

Major Declaration and Transfer

A student declares their major by using the university's online registration system (Workday Student). A student must declare a major no later than the beginning of the spring semester of the sophomore year. Once a student has declared a major, they must be approved to change to another major. Students requesting to change their major must be in good academic standing. Credit transfers between majors are at the discretion of the program chair.

Interschool Transfer Policy: Transferring Into the College of Art

Undergraduate students enrolled in the College of Arts & Sciences, McKelvey School of Engineering, Olin Business School, or the College of Architecture may apply to transfer into the College of Art. Transfer requests must be made in Workday by the last day of final exams of the semester before the effective semester. It is strongly recommended that students meet with a four-year advisor in the Sam Fox School prior to registration to ensure that they know what classes to take the following semester and are given waitlist priority. Otherwise, enrollment in the required studios for the semester of entry may not be possible. All Washington University students must spend their first semester in the academic division that admitted them.

Minimum Criteria

The following requirements must be met for an internal (interdivision) transfer into the College of Art:

1. Submit a portfolio of 10 to 20 images of the best and most recent artwork.
2. Achieve a cumulative GPA of 3.0 or higher. Students with GPAs below 3.0 are required to meet in person with the associate dean of students in the Sam Fox School for an interview and academic record review.
3. Present an academic record that supports the conclusion that the student will be able to complete a Bachelor of Fine Arts or Bachelor of Arts degree in the College of Art in a typical time frame. Depending on the student's level at the time of transfer, additional semesters and/or preapproved summer school may be required.
4. Be in good academic standing.

Each application is evaluated on a case-by-case basis. Meeting these requirements does not guarantee admission into the College of Art.

Portfolio Requirements

The portfolio should consist of 10 to 20 pieces of artwork such as drawings, paintings, photographs, illustrations, videos, sculptures, storyboards, websites, or other types of relevant work in art and design. Work from any studio courses previously taken in the Sam Fox School must be included in the portfolio. Artwork should be submitted as high-resolution digital images no larger than 2 MB each. Students should include only one image per file. Detail images or alternate views of work may be included as individual files. Each file should be in .jpg or .jpeg format and labeled using the following format: Lastname Firstname_01.jpg (e.g., Smith John_01.jpg).

The portfolio must also contain a numbered image list that corresponds to the file names. For each piece, students should list the course in which it was made (if applicable), the title/assignment, the media used, the size, and the year of completion. The image list may be a .pdf or .doc file.

The images and image list must be uploaded to a folder that the student will be informed how to access.

To Begin the Transfer Process

1. In Workday, request a change to your primary program of study and complete the Change Program questionnaire.
2. Upload the portfolio and image list as instructed.
3. Meet with the associate dean of students for an interview and portfolio review.

Second Major Declaration Policy: College of Art

Undergraduate students enrolled in the College of Arts & Sciences, McKelvey School of Engineering, Olin Business School, or the College of Architecture may declare a second major in art or design in the College of Art. Second major declarations must be made in Workday by the last day of final exams of the semester before the effective semester.

Minimum Criteria

The following requirements must be met to pursue a second major in the College of Art:

1. Submit a portfolio of 10 to 20 images of the best and most recent artwork.
2. Achieve a cumulative GPA of 3.0 or higher. Students with GPAs below 3.0 are required to meet in person with the associate dean of students in the Sam Fox School for an interview and academic record review.
3. Present an academic record that supports the conclusion that the student will be able to complete a second major in art or design in a typical time frame.
4. Be in good academic standing.

Each declaration is evaluated on a case-by-case basis. Meeting these requirements does not guarantee acceptance into the second major program.

Portfolio Requirements

The portfolio should consist of 10 to 20 pieces of artwork such as drawings, paintings, photographs, illustrations, videos, sculptures, storyboards, websites, or other types of relevant work in art and design. Work from any studio courses previously taken in the Sam Fox School must be included in the portfolio. Artwork should be submitted as high-

resolution digital images no larger than 2 MB each. Students should include only one image per file. Detail images or alternate views of work may be included as individual files. Each file should be in .jpg or .jpeg format and labeled using the following format: Lastname Firstname_01.jpg (e.g., Smith John_01.jpg).

The portfolio must also contain a numbered image list that corresponds to the file names. For each piece, students should list the course in which it was made (if applicable), the title/assignment, the media used, the size, and the year of completion. The image list may be a .pdf or .doc file.

The images and image list must be uploaded to a Box folder that the student will be informed how to access.

To Begin the Declaration Process

1. In Workday, add a program of study.
2. Upload the portfolio and image list as instructed.
3. Meet for an interview and portfolio review with the advisor of the declared second major program.

Minimum and Maximum Loads

Students must enroll in an average of 15 to 16 units each semester to complete degree requirements in eight semesters. It is strongly recommended that students enroll in no more than 18 units each semester in order to focus on studios and required courses.

Full-time enrollment is 12 units. Enrollment below 12 units may be granted only with the consent of the associate dean of students.

An enrollment above 21 units will be charged at the established university rate per hour for the additional credits and must be approved by the director or undergraduate program chair.

Refer to the section of this *Bulletin* that covers tuition and fees (p. 62) for both the annual tuition rate and the per-credit-unit breakdown applicable to the College of Art.

Students are expected to proceed at a pace that enables them to finish their degree within the appropriate time limit. For undergraduates, this is usually eight semesters. Exceptions to these minimum standards may be granted only with the written consent of the associate dean of students.

Prerequisites

Students enrolling in College of Art courses without the prerequisites must seek permission from the instructor in consultation with the chair; registration without this permission does not guarantee enrollment in the course.

Retention of Student Work

The College of Art reserves the right to hold a student's work(s) for exhibition purposes and holds reproduction rights of any work(s) executed in fulfillment of course requirements.

Satisfactory Academic Progress and Academic Standing

Satisfactory Academic Progress is demonstrated through completed credits and a minimum grade point average (GPA). Students are expected to proceed at a pace that enables them to finish their degree within an appropriate amount of time. For undergraduates, this is usually eight semesters, requiring a minimum pace of 66⅔% (number of credits earned divided by the number of credits attempted). Per the requirements of 34 C.F.R. 668.34(a)(4(ii), the federal student aid program requires students to maintain a minimum GPA of 2.0 (C average) to maintain eligibility for financial aid. A minimum cumulative GPA of 2.0 is also required for students in the College of Art to be eligible to graduate.

As long as students demonstrate Satisfactory Academic Progress, they are considered to be in good academic standing. The College of Art considers the following key performance indicators to determine whether a student remains in good academic standing:

- Minimum semester and cumulative GPA of 2.0;
- Satisfactory progress in units completed (66⅔%, calculated by the number of credits earned divided by the number of credits attempted); and
- Progress in the focused area of study (e.g., major requirements).

All of the above indicators combined demonstrate Satisfactory Academic Progress. A deficiency in any of the three performance indicators will trigger a review that may cause a student to be placed into one of the academic standing categories described below, which is also a signal that minimum standards for graduating are not being met. Unless a student demonstrates improvement, thereby indicating their ability to fulfill degree requirements within a reasonable period of time, the student may be dismissed from the university. Although the College of Art desires to give all students the opportunity to prove themselves, it is not in the best interest of either the students or the college to permit students to continue indefinitely in educational programs in which they are not producing satisfactory results.

Academic Concern

Any of the following performance indicators at the end of a semester will cause the student's standing to be reviewed and may cause the student to be placed on Academic Concern:

- Receiving an incomplete (first occurrence and all subsequent occurrences)
- Earning a semester GPA of less than 2.0 (first occurrence)
- Earning fewer than a total of 12 units in a regular semester (first occurrence)

While a student placed on Academic Concern remains in good academic standing, this status is a signal to the student that academic performance is below minimum standards and, if continued, will likely cause the student to fall out of good standing.

A student may also be placed on Academic Concern when their earned semester pace or GPA is below the terms of Satisfactory Academic Progress because of outstanding or incomplete grades. Once all grades are received, the student's record is reviewed to determine satisfactory or other status.

An Academic Concern status is not noted on the official transcript; since it does not cause the student to fall out of good standing, it will not be incorporated into enrollment verifications requesting confirmation of academic standing.

Academic Notice

Any of the following performance indicators at the end of a semester will cause the student's standing to be reviewed and may cause the student to be placed on Academic Notice:

- Cumulative GPA of less than 2.0 (first occurrence and all subsequent occurrences)
- Semester GPA of less than 2.0 (second occurrence and all subsequent occurrences)
- Earning fewer than a total of 12 units in a regular semester (second occurrence and all subsequent occurrences)

Academic Notice status indicates that a student is not in good academic standing. Although this status is not noted on the official transcript, it will be incorporated into enrollment verifications requesting confirmation of a student's standing. Students placed on Academic Notice are notified in writing of the status and of any requirements resulting from the status change.

Academic Notice serves as a warning that, unless the quality of work improves, the student may be required to take time away due to academic deficiency. A student may be removed from Academic Notice when their cumulative GPA is above 2.0 and they are meeting the pace of 66⅔% for Satisfactory Academic Progress.

To support a student on Academic Notice status, the Sam Fox School Associate Dean of Students Office may require the student to develop and follow an Academic Improvement Plan. To succeed, the student must understand the causes of their current situation, identify what needs to change, and implement those changes. The student may be required to meet regularly with the Associate Dean of Students to review progress.

Academic Time Away

Any of the following performance indicators at the end of a semester will cause the student's standing to be reviewed and may cause the student to be placed on Academic Time Away, which is a pause in enrollment at Washington University:

- Any third time a student becomes eligible for Academic Notice
- Any second sequential semester a student becomes eligible for Academic Notice (These are typically the fall and spring semesters, since most students do not enroll in summer classes. However, if a student does enroll in summer classes after a spring semester after which they were placed on Academic Notice, their performance will be reviewed.)
- Any semester in which a student earns no degree credit

Academic Time Away status indicates that a student is not in good academic standing. Because this status is marked by a break in enrollment, this status is noted on the official transcript. Students placed on Academic Time Away are notified in writing of the status and of any requirements resulting from the status change, including the minimum number of semesters until they are eligible to request reinstatement. Students on this status are not allowed to enroll in any classes at Washington University during their Academic Time Away period, including courses offered by the School of Continuing & Professional Studies. Academic Time Away is not viewed as a punitive action. Rather, it is an academic pause applied when it is clear that something is interfering with a student's ability to complete degree requirements. It is not in the student's best interest to continue unless they are able to apply changes that will allow them to make successful academic progress toward graduation.

First Appeal Option

A student who wishes to appeal their Academic Time Away status must present a written appeal within 48 hours of receiving notification stating the reason(s) why they believe their situation should be reconsidered. This statement must be sent as outlined in the notice of Academic Time Away. In this statement, the student must explain why the unsatisfactory academic performance occurred and, if they are allowed to return, what they would do differently. The student will then be given an opportunity to present their case in an appeal hearing. Failure to appear at an appeal hearing will be considered a withdrawal of the appeal.

The Sam Fox Registrar is responsible for coordinating appeal hearings, which consist of a faculty committee of a minimum of three Sam Fox School faculty members. The Associate Dean of Students may attend as a non-voting member of the committee. The committee will have access to the student's academic record, written appeal, any previous academic improvement plan, and any other information deemed relevant to the review. The student will have an opportunity to speak on their behalf and to answer questions posed by the committee. After the appeal hearing, the student is informed of the outcome in writing within 48 hours.

After deliberation, the faculty committee will make a determination based on a simple majority vote to either grant the appeal or to deny the appeal. If an appeal is granted, the student is reinstated for the upcoming semester and placed on Academic Notice. If the appeal is denied, all original terms of the original Academic Time Away remain in effect.

Second Appeal Option

The decision by a faculty committee may be appealed to the director of the student's academic division on any of the following grounds:

- *New evidence of a substantive nature:* New, significant evidence regarding factors affecting the student's academic performance becomes available that was not available at the time of the original appeal hearing. Information is not considered new evidence if the student did not attend the original hearing or voluntarily withheld information during the original hearing.
- *Substantive procedural error:* A specified procedural error or error in interpretation of university policies resulted in the student being denied a fair hearing, or the error prevented the faculty committee from making a fair decision.

Should the student wish to appeal the decision of a faculty committee, a written request must be sent within 48 hours of receiving the committee's decision to the director of the student's academic division. The written request should be of sufficient detail to stand on its own without accompanying testimony to permit the evaluation of the merit of the grounds for appeal. The director will determine whether there is sufficient basis to modify or uphold the original determination of the faculty committee. If the appeal criteria are not met, the appeal will be denied. The review method used to make a determination is at the discretion of the director.

The student is informed of the outcome of their second appeal option in writing. If an appeal is granted, the student is reinstated for the upcoming semester and placed on Academic Notice. If the appeal is denied, all original terms of the original Academic Time Away remain in effect.

Reinstatement After Academic Time Away

If a student on Academic Time Away would like to return to the university in the future, they must petition and be approved for reinstatement. There is no guarantee that a student on Academic Time Away will be allowed to return. If the student is granted reinstatement, they are placed on Academic Notice upon return. Failure to achieve and maintain Satisfactory Academic Progress after reinstatement may result in a second status of Academic Time Away without an option for reinstatement.

Study Abroad

Students have an opportunity to study in Florence, Italy, for a semester or over the summer term. The program leverages this unique location by inviting local artists, designers, and architects to serve as instructors and visiting lecturers; incorporating local sites into course assignments and studio projects; and arranging numerous excursions to nearby sites and cities. The Florence program works hand-in-hand with the School's curriculum to ensure that students can study abroad while earning required degree units.

Undergraduate students are also eligible to participate in the university's study abroad programs. To receive academic credit for participation in a non-Sam Fox program, students must submit a written proposal and garner approval in advance. Students should contact the Special Programs Manager if they are planning to participate in a study abroad program to ensure that they are eligible and that credits will transfer. The Inside Sam Fox website's WUSTL Programs page has details about eligibility, credit policy, deadlines, and required proposal materials.

Students pursuing study abroad during the summer need to seek preapproval from the Sam Fox Registrar's office as outlined in the Transfer Credit policy.

Transfer Credit

A maximum of 15 units of pre-matriculation or non-Washington University transfer credit may be counted toward an undergraduate degree. A student wishing to transfer credit for courses completed at another institution must bring a full catalog description of the course(s) to the Sam Fox School Registrar's Office for preapproval. Upon receipt of an official transcript indicating a grade of C or better, courses will be considered for transfer. Grades for transfer courses will not appear on the student's Washington University record and will not figure into the student's GPA.

- College courses that appear on a student's high school transcript will not be considered for transfer.
- Washington University does not transfer credits for courses taken online.
- Transfer credit cannot be used to fulfill Sam Fox major or minor requirements; it can only count toward the open elective or Arts & Sciences distribution requirements for the BA or BS degree.
- No transfer credit will be awarded for courses taken while a student is suspended from Washington University for violations of the university Student Judicial Code or Academic Integrity Policy.
- Students deferring admission or taking a gap year are not eligible to earn transfer credit.

Withdrawals and Refunds

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

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

Summer Withdrawals and Refunds

The Sam Fox School reserves the right to cancel a course if it has not enrolled a minimum of eight students before the first day of class. If a course is canceled, all enrolled students will be notified and dropped from the class, and they will not be charged tuition and fees.

If a course is not canceled, a student may be released from their obligation to pay full tuition and fees by canceling their registration according to the schedule below:

Withdrawal Date	Refund
Prior to the first class meeting	100% + fees
Prior to 15% of published meeting dates	100%
Prior to 30% of published meeting dates	80%
Prior to 45% or published meeting dates	60%
Prior to 60% of published meeting dates	40%
After 61% of published meeting dates	No refund

Requests for refunds must be made in writing to the Sam Fox School Registrar's Office.

Administration

College of Art

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

D.B. Dowd
Chair, Undergraduate Design
Professor
MFA, University of Nebraska–Lincoln

Meghan Kirkwood
Chair, Undergraduate Art
Associate Professor
MFA, Tulane University
PhD, University of Florida

Majors (directory)

Below is a list of majors offered by the College of Art. Visit the individual program pages for more information about a specific major.

- Art with Painting Concentration, BFA (p. 157)
- Art with Photography Concentration, BFA (p. 159)
- Art with Printmaking Concentration, BFA (p. 160)
- Art with Sculpture Concentration, BFA (p. 161)
- Art with Time-Based + Media Art Concentration, BFA (p. 163)
- Art, BA (p. 164)
- Art, BFA (p. 165)
- Communication Design, BFA (p. 166)
- Design with Communication Concentration, BA (p. 168)
- Design with Fashion Concentration, BA (p. 169)
- Design, BA (p. 170)
- Fashion Design, BFA (p. 171)
- Second Major in Art (p. 172)
- Second Major in Design (p. 173)
- Second Major in Design: Communication Concentration (p. 173)
- Second Major in Design: Fashion Concentration (p. 173)

Art with Painting Concentration, BFA

To receive a degree from the College of Art, a student must meet the requirements below and take academic courses with other undergraduates. Work in art and design can be combined with studies in architecture, business, the humanities, the natural and social sciences and the other arts. Students may take these courses for educational and intellectual enrichment or in direct correlation with their primary interests.

This curriculum includes the capstone studio for seniors in any BFA program in the College of Art. The capstone studio brings together all seniors in the studio areas and separately in the communication design and fashion areas for critical dialogue beyond disciplinary boundaries and to guide preparation for each area's culminating BFA exhibition.

A total of 121 units are required for the BFA degree, with the specified number of credits in each area detailed below.

Distribution Requirements (12 units)

Writing (3 units): Students must complete a College Writing course with a C- or better during the first year of study. Transfer students must fulfill the writing requirement by taking an approved course or by review of a writing portfolio. For more information, visit the College Writing Program website.

Humanities (3 units): Humanities courses examine the human condition as documented and expressed in both past and contemporary times. This area includes courses in literature (both in English and other languages), Classics, History, Philosophy, and Religious Studies, and some courses in creative arts such as Dance, Drama, Music and Writing. Courses tagged *HUM Humanities ArtSci IQ* fulfill the humanities requirement.

Natural Sciences or Mathematics (3 units): These courses help the student understand the natural and physical world using objective and empirical observation and controlled experimentation. This area includes courses in Biology, Chemistry, Environmental Biology or Policy, Earth and Planetary Sciences, Math and Physics, and some courses from departments such as Anthropology and Psychological & Brain Sciences. Courses tagged *NSM Natural Sciences and Mathematics Art Sci IQ* fulfill this requirement.

Social and Behavioral Sciences (3 units): These courses use qualitative and quantitative observation to explore the social environment, relationships with society, and forms of human behavior. This area includes courses in Anthropology, Economics, Education, International and Area Studies, Political Science and Psychological & Brain Sciences, and courses from other areas, including interdisciplinary studies. Courses tagged *SSC Social and Behavioral Sciences ArtSci IQ* fulfill the social and behavioral sciences requirement.

Art History and Visual Culture (15 units)

These courses provide context for art and design studies by examining the cultural and historical impact of artworks and artifacts. The BFA degree requires two 3-credit introductory courses (ARTARCH 1515 History of Western Art, Architecture & Design and ARTARCH 2020 Introduction to Modern Art, Architecture and Design) and three additional courses. Courses in the subject area Art History and Archaeology (ARTARCH) at the 2000-level or above or tagged *FA Visual Culture* fulfill this requirement.

Code	Title	Units
ARTARCH 1515	History of Western Art, Architecture & Design	3
ARTARCH 2020	Introduction to Modern Art, Architecture and Design	3
Other Courses	Select 3 from (ARTARCH) at the 2000-level or above or courses tagged FA Visual Culture	9
Total Units		**15**

Foundations (13 units)

Code	Title	Units
ART 1050	Drawing I	3
ART 1110	2D Design	3
ART 1120	3D Design	3
DESIGN 1210	Digital Studio	3
ART 1101	Practices in Art + Design	1
Total Units		**13**

Sam Fox Electives (12 units)

Code	Title	Units
Any courses in ART, DESIGN, FASHION, ARCH, LANDARCH or URBDES		12

Open Electives (30 units)

Code	Title	Units
Any courses in the following Schools: Sam Fox, Arts & Sciences, Business, or Engineering*		30

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

Major & Concentration Requirements (39 units)

BFA Majors in Art can choose to concentrate in one of the following five areas: Painting, Photography, Printmaking, Sculpture, or Time-Based + Media Art.

A concentration requires one Intro Art course and four Art Practice courses in the area of concentration.

Intro Art and Art Practice studios have two identifying course tags:

- Either *FA Intro Art Studio* or *FA Art Practice Studio*
- *FA Major Studio* tag in one of the following areas: Painting, Photography, Printmaking, Sculpture, or Time-Based

Code	Title	Units
Sophomore Intro Art Studio Requirements (6 units)		
Painting Concentration	Select one Intro Painting Studio	3
Additional Sophomore Intro Art Studio	Select one Intro Art Studio outside the area of concentration (Photography, Printmaking, Sculpture, or Time-Based)	3
Junior/Senior Art Practice Studios (21 units)		
Painting Concentration	Select four Painting Art Practice Studios	12
Additional Junior/Senior Art Practice Studios	Select three additional Art Practice Studios from outside the area of concentration	9
Other Major Requirements (6 units)		
ART 3110	Methods and Contexts I	3
ART 3120	Methods and Contexts II	3
Capstone I & II (6 units)		
ART 4110	Capstone Studio I	3
ART 4120	Capstone Studio II	3
Total Units		**39**

Art with Photography Concentration, BFA

To receive a degree from the College of Art, a student must meet the requirements below and take academic courses with other undergraduates. Work in art and design can be combined with studies in architecture, business, the humanities, the natural and social sciences and the other arts. Students may take these courses for educational and intellectual enrichment or in direct correlation with their primary interests.

This curriculum includes the capstone studio for seniors in any BFA program in the College of Art. The capstone studio brings together all seniors in the studio areas and separately in the communication design and fashion areas for critical dialogue beyond disciplinary boundaries and to guide preparation for each area's culminating BFA exhibition.

A total of 121 units are required for the BFA degree, with the specified number of credits in each area detailed below.

Distribution Requirements (12 units)

Writing (3 units): Students must complete a College Writing course with a C- or better during the first year of study. Transfer students must fulfill the writing requirement by taking an approved course or by review of a writing portfolio. For more information, visit the College Writing Program website.

Humanities (3 units): Humanities courses examine the human condition as documented and expressed in both past and contemporary times. This area includes courses in literature (both in English and other languages), Classics, History, Philosophy, and Religious Studies, and some courses in creative arts such as Dance, Drama, Music and Writing. Courses tagged *HUM Humanities ArtSci IQ* fulfill the humanities requirement.

Natural Sciences or Mathematics (3 units): These courses help the student understand the natural and physical world using objective and empirical observation and controlled experimentation. This area includes courses in Biology, Chemistry, Environmental Biology or Policy, Earth and Planetary Sciences, Math and Physics, and some courses from departments such as Anthropology and Psychological & Brain Sciences. Courses tagged *NSM Natural Sciences and Mathematics Art Sci IQ* fulfill this requirement.

Social and Behavioral Sciences (3 units): These courses use qualitative and quantitative observation to explore the social environment, relationships with society, and forms of human behavior. This area includes courses in Anthropology, Economics, Education, International and Area Studies, Political Science and Psychological & Brain Sciences, and courses from other areas, including interdisciplinary studies. Courses tagged *SSC Social and Behavioral Sciences ArtSci IQ* fulfill the social and behavioral sciences requirement.

Art History and Visual Culture (15 units)

These courses provide context for art and design studies by examining the cultural and historical impact of artworks and artifacts. The BFA degree requires two 3-credit introductory courses (ARTARCH 1515 History of Western Art, Architecture & Design and ARTARCH 2020 Introduction to Modern Art, Architecture and Design) and three additional courses. Courses in the subject area Art History and Archaeology (ARTARCH) at the 2000-level or above or tagged *FA Visual Culture* fulfill this requirement.

Code	Title	Units
ARTARCH 1515	History of Western Art, Architecture & Design	3
ARTARCH 2020	Introduction to Modern Art, Architecture and Design	3
Other Courses	Select 3 from (ARTARCH) at the 2000-level or above or courses tagged FA Visual Culture	9
Total Units		**15**

Foundations (13 units)

Code	Title	Units
ART 1050	Drawing I	3
ART 1110	2D Design	3
ART 1120	3D Design	3
DESIGN 1210	Digital Studio	3
ART 1101	Practices in Art + Design	1
Total Units		**13**

Sam Fox Electives (12 units)

Code	Title	Units
Any courses in ART, DESIGN, FASHION, ARCH, LANDARCH or URBDES		12

Open Electives (30 units)

Code	Title	Units
Any courses in the following Schools: Sam Fox, Arts & Sciences, Business, or Engineering*		30

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

Major & Concentration Requirements (39 units)

BFA Majors in Art can choose to concentrate in one of the following five areas: Painting, Photography, Printmaking, Sculpture, or Time-Based + Media Art.

A concentration requires one Intro Art course and four Art Practice courses in the area of concentration.

Intro Art and Art Practice studios have two identifying course tags:

- Either *FA Intro Art Studio* or *FA Art Practice Studio*
- *FA Major Studio* tag in one of the following areas: Painting, Photography, Printmaking, Sculpture, or Time-Based

Code	Title	Units
Sophomore Intro Art Studio Requirements (6 units)		
Photography Concentration	Select one Intro Photography Studio	3
Additional Sophomore Intro Art Studio	Select one Intro Art Studio outside the area of concentration (Painting, Printmaking, Sculpture, or Time-Based)	3
Junior/Senior Art Practice Studios (21 units)		
Photography Concentration	Select four Photography Art Practice Studios	12
Additional Junior/ Senior Art Practice Studios	Select three additional Art Practice Studios from outside the area of concentration	9
Other Major Requirements (6 units)		
ART 3110	Methods and Contexts I	3
ART 3120	Methods and Contexts II	3
Capstone I & II (6 units)		
ART 4110	Capstone Studio I	3
ART 4120	Capstone Studio II	3
Total Units		**39**

Art with Printmaking Concentration, BFA

To receive a degree from the College of Art, a student must meet the requirements below and take academic courses with other undergraduates. Work in art and design can be combined with studies in architecture, business, the humanities, the natural and social sciences and the other arts. Students may take these courses for educational and intellectual enrichment or in direct correlation with their primary interests.

This curriculum includes the capstone studio for seniors in any BFA program in the College of Art. The capstone studio brings together all seniors in the studio areas and separately in the communication design and fashion areas for critical dialogue beyond disciplinary boundaries and to guide preparation for each area's culminating BFA exhibition.

A total of 121 units are required for the BFA degree, with the specified number of credits in each area detailed below.

Distribution Requirements (12 units)

Writing (3 units): Students must complete a College Writing course with a C- or better during the first year of study. Transfer students must fulfill the writing requirement by taking an approved course or by review of a writing portfolio. For more information, visit the College Writing Program website.

Humanities (3 units): Humanities courses examine the human condition as documented and expressed in both past and contemporary times. This area includes courses in literature (both in English and other languages), Classics, History, Philosophy, and Religious Studies, and some courses in creative arts such as Dance, Drama, Music and Writing. Courses tagged *HUM Humanities ArtSci IQ* fulfill the humanities requirement.

Natural Sciences or Mathematics (3 units): These courses help the student understand the natural and physical world using objective and empirical observation and controlled experimentation. This area includes courses in Biology, Chemistry, Environmental Biology or Policy, Earth and Planetary Sciences, Math and Physics, and some courses from departments such as Anthropology and Psychological & Brain Sciences. Courses tagged *NSM Natural Sciences and Mathematics Art Sci IQ* fulfill this requirement.

Social and Behavioral Sciences (3 units): These courses use qualitative and quantitative observation to explore the social environment, relationships with society, and forms of human behavior. This area includes courses in Anthropology, Economics, Education, International and Area Studies, Political Science and Psychological & Brain Sciences, and courses from other areas, including interdisciplinary studies. Courses tagged *SSC Social and Behavioral Sciences ArtSci IQ* fulfill the social and behavioral sciences requirement.

Art History and Visual Culture (15 units)

These courses provide context for art and design studies by examining the cultural and historical impact of artworks and artifacts. The BFA degree requires two 3-credit introductory courses (ARTARCH 1515 History of Western Art, Architecture & Design and ARTARCH 2020 Introduction to Modern Art, Architecture and Design) and three additional courses. Courses in the subject area Art History and Archaeology (ARTARCH) at the 2000-level or above or tagged *FA Visual Culture* fulfill this requirement.

Code	Title	Units
ARTARCH 1515	History of Western Art, Architecture & Design	3
ARTARCH 2020	Introduction to Modern Art, Architecture and Design	3

Other Courses	Select 3 from (ARTARCH) at the 2000-level or above or courses tagged FA Visual Culture	9
Total Units		**15**

Foundations (13 units)

Code	Title	Units
ART 1050	Drawing I	3
ART 1110	2D Design	3
ART 1120	3D Design	3
DESIGN 1210	Digital Studio	3
ART 1101	Practices in Art + Design	1
Total Units		**13**

Sam Fox Electives (12 units)

Code	Title	Units
Any courses in ART, DESIGN, FASHION, ARCH, LANDARCH or URBDES		12

Open Electives (30 units)

Code	Title	Units
Any courses in the following Schools: Sam Fox, Arts & Sciences, Business, or Engineering*		30

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

Major & Concentration Requirements (39 units)

BFA Majors in Art can choose to concentrate in one of the following five areas: Painting, Photography, Printmaking, Sculpture, or Time-Based + Media Art.

A concentration requires one Intro Art course and four Art Practice courses in the area of concentration.

Intro Art and Art Practice studios have two identifying course tags:

- Either *FA Intro Art Studio* or *FA Art Practice Studio*
- *FA Major Studio* tag in one of the following areas: Painting, Photography, Printmaking, Sculpture, or Time-Based

Code	Title	Units
Sophomore Intro Art Studio Requirements (6 units)		
Printmaking Concentration	Select one Intro Printmaking Studio	3
Additional Sophomore Intro Art Studio	Select one Intro Art Studio outside the area of concentration (Painting, Photography, Sculpture, or Time-Based)	3
Junior/Senior Art Practice Studios (21 units)		
Printmaking Concentration	Select four Printmaking Art Practice Studios	12
Additional Junior/Senior Art Practice Studios	Select three additional Art Practice Studios from outside the area of concentration	9
Other Major Requirements (6 units)		
ART 3110	Methods and Contexts I	3
ART 3120	Methods and Contexts II	3
Capstone I & II (6 units)		
ART 4110	Capstone Studio I	3
ART 4120	Capstone Studio II	3
Total Units		**39**

Art with Sculpture Concentration, BFA

To receive a degree from the College of Art, a student must meet the requirements below and take academic courses with other undergraduates. Work in art and design can be combined with studies in architecture, business, the humanities, the natural and social sciences and the other arts. Students may take these courses for educational and intellectual enrichment or in direct correlation with their primary interests.

This curriculum includes the capstone studio for seniors in any BFA program in the College of Art. The capstone studio brings together all seniors in the studio areas and separately in the communication design and fashion areas for critical dialogue beyond disciplinary boundaries and to guide preparation for each area's culminating BFA exhibition.

A total of 121 units are required for the BFA degree, with the specified number of credits in each area detailed below.

Distribution Requirements (12 units)

Writing (3 units): Students must complete a College Writing course with a C- or better during the first year of study. Transfer students must fulfill the writing requirement by taking an approved course or by review of a writing portfolio. For more information, visit the College Writing Program website.

Humanities (3 units): Humanities courses examine the human condition as documented and expressed in both past and contemporary times. This area includes courses in literature (both in English and other languages), Classics, History, Philosophy, and Religious Studies, and some courses in creative arts such as Dance, Drama, Music and Writing. Courses tagged *HUM Humanities ArtSci IQ* fulfill the humanities requirement.

Natural Sciences or Mathematics (3 units): These courses help the student understand the natural and physical world using objective and empirical observation and controlled experimentation. This area includes courses in Biology, Chemistry, Environmental Biology or Policy, Earth and Planetary Sciences, Math and Physics, and some courses from departments such as Anthropology and Psychological & Brain Sciences. Courses tagged *NSM Natural Sciences and Mathematics Art Sci IQ* fulfill this requirement.

Social and Behavioral Sciences (3 units): These courses use qualitative and quantitative observation to explore the social environment, relationships with society, and forms of human behavior. This area includes courses in Anthropology, Economics, Education, International and Area Studies, Political Science and Psychological & Brain Sciences, and courses from other areas, including interdisciplinary studies. Courses tagged *SSC Social and Behavioral Sciences ArtSci IQ* fulfill the social and behavioral sciences requirement.

Art History and Visual Culture (15 units)

These courses provide context for art and design studies by examining the cultural and historical impact of artworks and artifacts. The BFA degree requires two 3-credit introductory courses (ARTARCH 1515 History of Western Art, Architecture & Design and ARTARCH 2020 Introduction to Modern Art, Architecture and Design) and three additional courses. Courses in the subject area Art History and Archaeology (ARTARCH) at the 2000-level or above or tagged *FA Visual Culture* fulfill this requirement.

Code	Title	Units
ARTARCH 1515	History of Western Art, Architecture & Design	3
ARTARCH 2020	Introduction to Modern Art, Architecture and Design	3
Other Courses	Select 3 from (ARTARCH) at the 2000-level or above or courses tagged FA Visual Culture	9
Total Units		**15**

Foundations (13 units)

Code	Title	Units
ART 1050	Drawing I	3
ART 1110	2D Design	3
ART 1120	3D Design	3
DESIGN 1210	Digital Studio	3
ART 1101	Practices in Art + Design	1
Total Units		**13**

Sam Fox Electives (12 units)

Code	Title	Units
Any courses in ART, DESIGN, FASHION, ARCH, LANDARCH or URBDES		12

Open Electives (30 units)

Code	Title	Units
Any courses in the following Schools: Sam Fox, Arts & Sciences, Business, or Engineering*		30

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

Major & Concentration Requirements (39 units)

BFA Majors in Art can choose to concentrate in one of the following five areas: Painting, Photography, Printmaking, Sculpture, or Time-Based + Media Art.

A concentration requires one Intro Art course and four Art Practice courses in the area of concentration.

Intro Art and Art Practice studios have two identifying course tags:

- Either *FA Intro Art Studio* or *FA Art Practice Studio*
- *FA Major Studio* tag in one of the following areas: Painting, Photography, Printmaking, Sculpture, or Time-Based

Code	Title	Units
Sophomore Intro Art Studio Requirements (6 units)		
Sculpture Concentration	Select one Intro Sculpture Studio	3
Additional Sophomore Intro Art Studio	Select one Intro Art Studio outside the area of concentration (Painting, Photography, Priaking, or Time-Based)	3
Junior/Senior Art Practice Studios (21 units)		
Sculpture Concentration	Select four Sculpture Art Practice Studios	12

Additional Junior/ Senior Art Practice Studios	Select three additional Art Practice Studios from outside the area of concentration	9
Other Major Requirements (6 units)		
ART 3110	Methods and Contexts I	3
ART 3120	Methods and Contexts II	3
Capstone I & II (6 units)		
ART 4110	Capstone Studio I	3
ART 4120	Capstone Studio II	3
Total Units		**39**

Art with Time-Based + Media Art Concentration, BFA

To receive a degree from the College of Art, a student must meet the requirements below and take academic courses with other undergraduates. Work in art and design can be combined with studies in architecture, business, the humanities, the natural and social sciences and the other arts. Students may take these courses for educational and intellectual enrichment or in direct correlation with their primary interests.

This curriculum includes the capstone studio for seniors in any BFA program in the College of Art. The capstone studio brings together all seniors in the studio areas and separately in the communication design and fashion areas for critical dialogue beyond disciplinary boundaries and to guide preparation for each area's culminating BFA exhibition.

A total of 121 units are required for the BFA degree, with the specified number of credits in each area detailed below.

Distribution Requirements (12 units)

Writing (3 units): Students must complete a College Writing course with a C- or better during the first year of study. Transfer students must fulfill the writing requirement by taking an approved course or by review of a writing portfolio. For more information, visit the College Writing Program website.

Humanities (3 units): Humanities courses examine the human condition as documented and expressed in both past and contemporary times. This area includes courses in literature (both in English and other languages), Classics, History, Philosophy, and Religious Studies, and some courses in creative arts such as Dance, Drama, Music and Writing. Courses tagged *HUM Humanities ArtSci IQ* fulfill the humanities requirement.

Natural Sciences or Mathematics (3 units): These courses help the student understand the natural and physical world using objective and empirical observation and controlled experimentation. This area includes courses in Biology, Chemistry, Environmental Biology or Policy, Earth and Planetary Sciences, Math and Physics, and some courses from departments such as Anthropology and Psychological & Brain Sciences. Courses tagged *NSM Natural Sciences and Mathematics Art Sci IQ* fulfill this requirement.

Social and Behavioral Sciences (3 units): These courses use qualitative and quantitative observation to explore the social environment, relationships with society, and forms of human behavior. This area includes courses in Anthropology, Economics, Education, International and Area Studies, Political Science and Psychological & Brain Sciences, and courses from other areas, including interdisciplinary studies. Courses tagged *SSC Social and Behavioral Sciences ArtSci IQ* fulfill the social and behavioral sciences requirement.

Art History and Visual Culture (15 units)

These courses provide context for art and design studies by examining the cultural and historical impact of artworks and artifacts. The BFA degree requires two 3-credit introductory courses (ARTARCH 1515 History of Western Art, Architecture & Design and ARTARCH 2020 Introduction to Modern Art, Architecture and Design) and three additional courses. Courses in the subject area Art History and Archaeology (ARTARCH) at the 2000-level or above or tagged *FA Visual Culture* fulfill this requirement.

Code	Title	Units
ARTARCH 1515	History of Western Art, Architecture & Design	3
ARTARCH 2020	Introduction to Modern Art, Architecture and Design	3
Other Courses	Select 3 from (ARTARCH) at the 2000-level or above or courses tagged FA Visual Culture	9
Total Units		**15**

Foundations (13 units)

Code	Title	Units
ART 1050	Drawing I	3
ART 1110	2D Design	3
ART 1120	3D Design	3
DESIGN 1210	Digital Studio	3
ART 1101	Practices in Art + Design	1
Total Units		**13**

Sam Fox Electives (12 units)

Code	Title	Units
Any courses in ART, DESIGN, FASHION, ARCH, LANDARCH or URBDES		12

Open Electives (30 units)

Code	Title	Units
Any courses in the following Schools: Sam Fox, Arts & Sciences, Business, or Engineering*		30

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

Major & Concentration Requirements (39 units)

BFA Majors in Art can choose to concentrate in one of the following five areas: Painting, Photography, Printmaking, Sculpture, or Time-Based + Media Art.

A concentration requires one Intro Art course and four Art Practice courses in the area of concentration.

Intro Art and Art Practice studios have two identifying course tags:

- Either *FA Intro Art Studio* or *FA Art Practice Studio*
- *FA Major Studio* tag in one of the following areas: Painting, Photography, Printmaking, Sculpture, or Time-Based

Code	Title	Units
Sophomore Intro Art Studio Requirements (6 units)		
Time-Based + Media Art Concentration	Select one Intro Time-Based Studio	3
Additional Sophomore Intro Art Studio	Select one Intro Art Studio outside the area of concentration (Painting, Photography, Printmaking, or Sculpture)	3
Junior/Senior Art Practice Studios (21 units)		
Time-Based + Media Art Concentration	Select four Time-Based Art Practice Studios	12
Additional Junior/ Senior Art Practice Studios	Select three additional Art Practice Studios from outside the area of concentration	9
Other Major Requirements (6 units)		
ART 3110	Methods and Contexts I	3
ART 3120	Methods and Contexts II	3
Capstone Studio I & II (6 units)		
ART 4110	Capstone Studio I	3
ART 4120	Capstone Studio II	3
Total Units		**39**

Art, BA

To receive a degree from the College of Art, a student must meet the requirements below and take academic courses with other undergraduates. Work in art and design can be combined with studies in architecture, business, the humanities, the natural and social sciences, and the other arts. Students may take these courses for educational and intellectual enrichment or in direct correlation with their primary interests.

Students in the class of 2028 and beyond must fulfill the following degree requirements. For academic requirements for the class of 2027 and prior classes, please refer to our Prior Bulletins (p. 17).

A total of 120 units are required for the BA degree, with the specified number of credits in each area detailed below.

Distribution Requirements (12 units)

Writing (3 units): Students must complete a College Writing course with a C- or better during the first year of study. Transfer students must fulfill the writing requirement by taking an approved course or by review of a writing portfolio. For more information, visit the College Writing Program website.

Humanities (3 units): Humanities courses examine the human condition as documented and expressed in both past and contemporary times. This area includes courses in Literature (both in English and other languages), Classics, History, Philosophy, and Religious Studies as well as some courses in creative arts such as Dance, Drama, Music, and Writing. Courses tagged *HUM Humanities ArtSci IQ* fulfill the humanities requirement.

Natural Sciences or Mathematics (3 units): These courses help the student understand the natural and physical world using objective and empirical observation and controlled experimentation. This area includes courses in Biology; Chemistry; Environmental Biology and Environmental Policy; Earth, Environmental, and Planetary Sciences; Math; and Physics. Some courses from departments such as Anthropology and Psychological & Brain Sciences are also included. Courses tagged *NSM Natural Sciences and Mathematics Art Sci IQ* fulfill this requirement.

Social and Behavioral Sciences (3 units): These courses use qualitative and quantitative observation to explore the social environment, relationships with society, and forms of human behavior. This area includes courses in Anthropology, Economics, Education, International and Area Studies, Political Science, and Psychological & Brain Sciences, as well as courses from other areas, including interdisciplinary studies. Courses tagged *SSC Social and Behavioral Sciences ArtSci IQ* fulfill the social and behavioral sciences requirement.

Art History and Visual Culture (6 units)

These courses provide context for art and design studies by examining the cultural and historical impact of artworks and artifacts. The BA degree requires two 3-credit courses in the subject area Art History and Archaeology (ARTARCH) at the 2000 level or above (with the exception of ARTARCH 1515) or tagged *FA Visual Culture*.

Foundations (9 units)

Code	Title	Units
DESIGN 1210	Digital Studio	3
Select two from the following:		6
ART 1050	Drawing I	
ART 1110	2-D Design	
ART 1120	3-D Design	
Total		**9**

Sam Fox Electives (12 units)

Code	Title	Units
Courses in ART, DESIGN, FASHION, ARCH, LANDARCH, or URBDES		12

Open Electives (63 units)

Code	Title	Units
Courses in the following Schools: Sam Fox, Arts & Sciences, Business, or Engineering*		63

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

Major Requirements (18 units)

Code	Title	Units
Sophomore Intro Art Studios	Select two from different Major Studio areas*	6
Junior/Senior Art Practice Studios	Select two from any Major Studio area(s)*	6
ART 3110	Methods & Contexts I (must be taken in the fall with concurrent enrollment in at least one Art Practice studio)	3
ART 3050	Advanced Art Seminar	3
Total Units		**18**

* All Intro Art and Art Practice studios have two identifying course tags:

1. Either *FA Intro Art Studio* or *FA Art Practice Studio*
2. *FA Major Studio* tag in one of the following areas: Painting, Photography, Printmaking, Sculpture, or Time-Based

Art, BFA

To receive a degree from the College of Art, a student must meet the requirements below and take academic courses with other undergraduates. Work in art and design can be combined with studies in architecture, business, the humanities, the natural and social sciences and the other arts. Students may take these courses for educational and intellectual enrichment or in direct correlation with their primary interests.

This curriculum includes the capstone studio for seniors in any BFA program in the College of Art. The capstone studio brings together all seniors in the studio areas and separately in the communication design and fashion areas for critical dialogue beyond disciplinary boundaries and to guide preparation for each area's culminating BFA exhibition.

A total of 121 units are required for the BFA degree, with the specified number of credits in each area detailed below.

Distribution Requirements (12 units)

Writing (3 units): Students must complete a College Writing course with a C- or better during the first year of study. Transfer students must fulfill the writing requirement by taking an approved course or by review of a writing portfolio. For more information, visit the College Writing Program website.

Humanities (3 units): Humanities courses examine the human condition as documented and expressed in both past and contemporary times. This area includes courses in literature (both in English and other languages), Classics, History, Philosophy, and Religious Studies, and some courses in creative arts such as Dance, Drama, Music and Writing. Courses tagged *HUM Humanities ArtSci IQ* fulfill the humanities requirement.

Natural Sciences or Mathematics (3 units): These courses help the student understand the natural and physical world using objective and empirical observation and controlled experimentation. This area includes courses in Biology, Chemistry, Environmental Biology or Policy, Earth and Planetary Sciences, Math and Physics, and some courses from departments such as Anthropology and Psychological & Brain Sciences. Courses tagged *NSM Natural Sciences and Mathematics Art Sci IQ* fulfill this requirement.

Social and Behavioral Sciences (3 units): These courses use qualitative and quantitative observation to explore the social environment, relationships with society, and forms of human behavior. This area includes courses in Anthropology, Economics, Education, International and Area Studies, Political Science and Psychological & Brain Sciences, and courses from other areas, including interdisciplinary studies. Courses tagged *SSC Social and Behavioral Sciences ArtSci IQ* fulfill the social and behavioral sciences requirement.

Art History and Visual Culture (15 units)

These courses provide context for art and design studies by examining the cultural and historical impact of artworks and artifacts. The BFA degree requires two 3-credit introductory courses (ARTARCH 1515 History of Western Art, Architecture & Design and ARTARCH 2020 Introduction to Modern Art, Architecture and Design) and three additional courses. Courses in the subject area Art History and Archaeology (ARTARCH) at the 2000-level or above or tagged *FA Visual Culture* fulfill this requirement.

Code	Title	Units
ARTARCH 1515	History of Western Art, Architecture & Design	3
ARTARCH 2020	Introduction to Modern Art, Architecture and Design	3
Other Courses	Select 3 from (ARTARCH) at the 2000-level or above or courses tagged FA Visual Culture	9
Total Units		**15**

Foundations (13 units)

Code	Title	Units
ART 1050	Drawing I	3
ART 1110	2D Design	3
ART 1120	3D Design	3
DESIGN 1210	Digital Studio	3
ART 1101	Practices in Art + Design	1
Total Units		**13**

Sam Fox Electives (12 units)

Code	Title	Units
Any courses in ART, DESIGN, FASHION, ARCH, LANDARCH or URBDES		12

Open Electives (30 units)

Code	Title	Units
Any courses in the following Schools: Sam Fox, Arts & Sciences, Business, or Engineering*		30

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

Major Requirements (39 units)

Code	Title	Units
Sophomore Intro Art Studios	Select two from different Major Studio areas*	6
Junior/Senior Art Practice Studios	Select seven from any Major Studio area(s)*	21
ART 3110	Methods and Contexts I	3
ART 3120	Methods and Contexts II	3
ART 4110	Capstone Studio I	3
ART 4120	Capstone Studio II	3
Total Units		**39**

* All Intro Art and Art Practice studios have two identifying course tags:
  1. Either *FA Intro Art Studio* or *FA Art Practice Studio*
  2. *FA Major Studio* tag (Painting, Photography, Printmaking, Sculpture, or Time-Based)

Communication Design, BFA

To receive a degree from the College of Art, a student must meet the requirements below and take academic courses with other undergraduates. Work in art and design can be combined with studies in architecture, business, the humanities, the natural and social sciences and the other arts. Students may take these courses for educational and intellectual enrichment or in direct correlation with their primary interests.

This curriculum includes the capstone studio for seniors in any BFA program in the College of Art. The capstone studio brings together all seniors in the studio areas and separately in the communication design and fashion areas for critical dialogue beyond disciplinary boundaries and to guide preparation for each area's culminating BFA exhibition.

A total of 121 units are required for the BFA degree, with the specified number of credits in each area detailed below.

Distribution Requirements (12 units)

Writing (3 units): Students must complete a College Writing course with a C- or better during the first year of study. Transfer students must fulfill the writing requirement by taking an approved course or by review of a writing portfolio. For more information, visit the College Writing Program website.

Humanities (3 units): Humanities courses examine the human condition as documented and expressed in both past and contemporary times. This area includes courses in literature (both in English and other languages), Classics, History, Philosophy, and Religious Studies, and some courses in creative arts such as Dance, Drama, Music and Writing. Courses tagged *HUM Humanities ArtSci IQ* fulfill the humanities requirement.

Natural Sciences or Mathematics (3 units): These courses help the student understand the natural and physical world using objective and empirical observation and controlled experimentation. This area includes courses in Biology, Chemistry, Environmental Biology or Policy, Earth and Planetary Sciences, Math and Physics, and some courses from departments such as Anthropology and Psychological & Brain Sciences. Courses tagged *NSM Natural Sciences and Mathematics Art Sci IQ* fulfill this requirement.

Social and Behavioral Sciences (3 units): These courses use qualitative and quantitative observation to explore the social environment, relationships with society, and forms of human behavior. This area includes courses in Anthropology, Economics, Education, International and Area Studies, Political Science and Psychological & Brain Sciences, and courses from other areas, including interdisciplinary studies. Courses tagged *SSC Social and Behavioral Sciences ArtSci IQ* fulfill the social and behavioral sciences requirement.

Art History and Visual Culture (15 units)

These courses provide context for art and design studies by examining the cultural and historical impact of artworks and artifacts. The BFA degree requires two 3-credit introductory courses (ARTARCH 1515 History of Western Art, Architecture & Design and ARTARCH 2020 Introduction to Modern Art, Architecture and Design) and three additional courses. Courses in the subject area Art History and Archaeology (ARTARCH) at the 2000-level or above or tagged *FA Visual Culture* fulfill this requirement.

Code	Title	Units
ARTARCH 1515	History of Western Art, Architecture & Design	3
ARTARCH 2020	Introduction to Modern Art, Architecture and Design	3
Other Courses	Select 3 from (ARTARCH) at the 2000-level or above or courses tagged FA Visual Culture	9
Total Units		**15**

Foundations (13 units)

Code	Title	Units
ART 1050	Drawing I	3
ART 1110	2D Design	3
ART 1120	3D Design	3
DESIGN 1210	Digital Studio	3
ART 1101	Practices in Art + Design	1
Total Units		**13**

Sam Fox Electives (12 units)

Code	Title	Units
Any courses in ART, DESIGN, FASHION, ARCH, LANDARCH or URBDES		12

Open Electives (30 units)

Code	Title	Units
Any courses in the following Schools: Sam Fox, Arts & Sciences, Business, or Engineering*		30

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

Major Requirements (39 units)

Code	Title	Units
Sophomore Studio Requirements		**9**
DESIGN 2201	Typography I	
DESIGN 2203	Word and Image I	
Major Elective or Intro Art Studio	Select any 2000-level course tagged FA Communication Design, FA Intro Art Studio, or in the FASHION subject area.	
Junior/Senior Studio Requirements		**24**
DESIGN 3202	Communication Design: Typography II	
DESIGN 3203	Communication Design: Word & Image II	
DESIGN 3254	Communication Design: Interaction Foundations	
Major Electives	Select five 3000- or 4000-level courses tagged FA Communication Design. Up to 3 units of Art Practice courses tagged FA Art Practice Studio can count toward this requirement.	
Senior Design Capstone I & II		**6**
Select one of the sequences below:		

Form and Function	DESIGN 4120 Capstone in Design 1: Research Methods (Form and Function) & DESIGN 4125 Senior Design Capstone: Narrative Design	
Form and Interaction	DESIGN 4130 Capstone in Design 1: Research Methods (Form and Interaction) & DESIGN 4135 Senior Design Capstone II: Interaction	
Image and Story	DESIGN 4140 Capstone in Illustration 1 (Image and Story) & DESIGN 4145: Senior Illustration Capstone: Visual Stories	
Total Units		**39**

Design with Communication Concentration, BA

To receive a degree from the College of Art, a student must meet the requirements below and take academic courses with other undergraduates. Work in art and design can be combined with studies in architecture, business, the humanities, the natural and social sciences, and the other arts. Students may take these courses for educational and intellectual enrichment or in direct correlation with their primary interests.

A total of 120 units are required for the BA degree, with the specified number of credits in each area detailed below.

Distribution Requirements (12 units)

Writing (3 units): Students must complete a College Writing course with a C- or better during the first year of study. Transfer students must fulfill the writing requirement by taking an approved course or by review of a writing portfolio. For more information, visit the College Writing Program website.

Humanities (3 units): Humanities courses examine the human condition as documented and expressed in both past and contemporary times. This area includes courses in literature (both in English and other languages), Classics, History, Philosophy, and Religious Studies, and some courses in creative arts such as Dance, Drama, Music and Writing. Courses tagged *HUM Humanities ArtSci IQ* fulfill the humanities requirement.

Natural Sciences or Mathematics (3 units): These courses help the student understand the natural and physical world using objective and empirical observation and controlled experimentation. This area includes courses in Biology, Chemistry, Environmental Biology or Policy, Earth and Planetary Sciences, Math and Physics, and some courses from departments such as Anthropology and Psychological & Brain Sciences. Courses tagged *NSM Natural Sciences and Mathematics Art Sci IQ* fulfill this requirement.

Social and Behavioral Sciences (3 units): These courses use qualitative and quantitative observation to explore the social environment, relationships with society, and forms of human behavior. This area includes courses in Anthropology, Economics, Education, International and Area Studies, Political Science and Psychological & Brain Sciences, and courses from other areas, including interdisciplinary studies. Courses tagged *SSC Social and Behavioral Sciences ArtSci IQ* fulfill the social and behavioral sciences requirement.

Art History and Visual Culture (6 units)

These courses provide context for art and design studies by examining the cultural and historical impact of artworks and artifacts. The BA degree requires two 3-credit courses in the subject area Art History and Archaeology (ARTARCH) at the 2000-level or above (with the exception of ARTARCH 1515) or tagged *FA Visual Culture*.

Foundations (9 units)

Code	Title	Units
DESIGN 1210	Digital Studio	3
Select two from the following:		
ART 1050	Drawing I	3
ART 1110	2-D Design	3
ART 1120	3-D Design	3
DESIGN 1110	Design Across Disciplines	3
Total		**9**

Sam Fox Electives (12 units)

Code	Title	Units
Any courses in ART, DESIGN, FASHION, ARCH, LANDARCH or URBDES		12

Open Electives (66 units)

Code	Title	Units
Any courses in the following Schools: Sam Fox, Arts & Sciences, Business, or Engineering*		66

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

Major Requirements (15 units)

Code	Title	Units
Sophomore Studio Requirements		**6**
DESIGN 2201	Typography I	
DESIGN 2203	Word and Image I	
Junior/Senior Studio Requirements		**9**
Select two from the following:		
DESIGN 3202	Communication Design: Typography II	
DESIGN 3203	Communication Design: Word & Image II	
DESIGN 3254	Communication Design: Interaction Foundations	
Select one from the following:		
Design Major Elective	Select any 3000- to 4000-level course tagged FA Communication Design	

Design with Fashion Concentration, BA

To receive a degree from the College of Art, a student must meet the requirements below and take academic courses with other undergraduates. Work in art and design can be combined with studies in architecture, business, the humanities, the natural and social sciences, and the other arts. Students may take these courses for educational and intellectual enrichment or in direct correlation with their primary interests.

Students in the class of 2029 and beyond must fulfill the following degree requirements. For academic requirements for the class of 2028 and prior classes, see the 2024-2025 Bulletin (p. 17).

A total of 120 units are required for the BA degree, with the specified number of credits in each area detailed below.

Distribution Requirements (12 units)

Writing (3 units): Students must complete a College Writing course with a C- or better during the first year of study. Transfer students must fulfill the writing requirement by taking an approved course or by review of a writing portfolio. For more information, visit the College Writing Program website.

Humanities (3 units): Humanities courses examine the human condition as documented and expressed in both past and contemporary times. This area includes courses in literature (both in English and other languages), Classics, History, Philosophy, and Religious Studies, and some courses in creative arts such as Dance, Drama, Music and Writing. Courses tagged *HUM Humanities ArtSci IQ* fulfill the humanities requirement.

Natural Sciences or Mathematics (3 units): These courses help the student understand the natural and physical world using objective and empirical observation and controlled experimentation. This area includes courses in Biology, Chemistry, Environmental Biology or Policy, Earth and Planetary Sciences, Math and Physics, and some courses from departments such as Anthropology and Psychological & Brain Sciences. Courses tagged *NSM Natural Sciences and Mathematics Art Sci IQ* fulfill this requirement.

Social and Behavioral Sciences (3 units): These courses use qualitative and quantitative observation to explore the social environment, relationships with society, and forms of human behavior. This area includes courses in Anthropology, Economics, Education, International and Area Studies, Political Science and Psychological & Brain Sciences, and courses from other areas, including interdisciplinary studies. Courses tagged *SSC Social and Behavioral Sciences ArtSci IQ* fulfill the social and behavioral sciences requirement.

Art History and Visual Culture (6 units)

These courses provide context for art and design studies by examining the cultural and historical impact of artworks and artifacts. The BA degree requires two 3-credit courses in the subject area Art History and Archaeology (ARTARCH) at the 2000-level or above (with the exception of ARTARCH 1515) or tagged *FA Visual Culture*.

Foundations (9 units)

Code	Title	Units
DESIGN 1210	Digital Studio	3
Select two from the following:		
ART 1050	Drawing I	3
ART 1110	2-D Design	3
ART 1120	3-D Design	3
DESIGN 1110	Design Across Disciplines	3
Total		**9**

Sam Fox Electives (12 units)

Code	Title	Units
Any courses in ART, DESIGN, FASHION, ARCH, LANDARCH or URBDES		12

Open Electives (66 units)

Code	Title	Units
Any courses in the following Schools: Sam Fox, Arts & Sciences, Business, or Engineering*		66

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

Major Requirements (15 units)

Code	Title	Units
Sophomore Studio Requirements		
FASHION 2220	Introduction to Fashion Design	3
FASHION 2240	Textile and Surface Design	3
Junior/Senior Studio Requirements (select three)		
FASHION 3403	Fashion Design I: Pattern Drafting	3
FASHION 3404	Fashion Concept Development	3
FASHION 3405	Fashion Design II: Draping	3
FASHION 3406	Fashion Product Development	3
Fashion Major Elective	One 3000- or 4000-level course tagged FA Fashion Major Elective	3

Design, BA

To receive a degree from the College of Art, a student must meet the requirements below and take academic courses with other undergraduates. Work in art and design can be combined with studies in architecture, business, the humanities, the natural and social sciences and the other arts. Students may take these courses for educational and intellectual enrichment or in direct correlation with their primary interests.

A total of 120 units are required for the BA degree, with the specified number of credits in each area detailed below.

Distribution Requirements (12 units)

Writing (3 units): Students must complete a College Writing course with a C- or better during the first year of study. Transfer students must fulfill the writing requirement by taking an approved course or by review of a writing portfolio. For more information, visit the College Writing Program website.

Humanities (3 units): Humanities courses examine the human condition as documented and expressed in both past and contemporary times. This area includes courses in literature (both in English and other languages), Classics, History, Philosophy, and Religious Studies, and some courses in creative arts such as Dance, Drama, Music and Writing. Courses tagged *HUM Humanities ArtSci IQ* fulfill the humanities requirement.

Natural Sciences or Mathematics (3 units): These courses help the student understand the natural and physical world using objective and empirical observation and controlled experimentation. This area includes courses in Biology, Chemistry, Environmental Biology or Policy, Earth and Planetary Sciences, Math and Physics, and some courses from departments such as Anthropology and Psychological & Brain Sciences. Courses tagged *NSM Natural Sciences and Mathematics Art Sci IQ* fulfill this requirement.

Social and Behavioral Sciences (3 units): These courses use qualitative and quantitative observation to explore the social environment, relationships with society, and forms of human behavior. This area includes courses in Anthropology, Economics, Education, International and Area Studies, Political Science and Psychological & Brain Sciences, and courses from other areas, including interdisciplinary studies. Courses tagged *SSC Social and Behavioral Sciences ArtSci IQ* fulfill the social and behavioral sciences requirement.

Art History and Visual Culture (6 units)

These courses provide context for art and design studies by examining the cultural and historical impact of artworks and artifacts. The BA degree requires two 3-credit courses in the subject area Art History and Archaeology (ARTARCH) at the 2000-level or above (with the exception of ARTARCH 1515) or tagged *FA Visual Culture*.

Foundations (9 units)

Code	Title	Units
DESIGN 1210	Digital Studio	3
Select two from the following:		
ART 1050	Drawing I	3
ART 1110	2-D Design	3
ART 1120	3-D Design	3
DESIGN 1110	Design Across Disciplines	3
Total		**9**

Sam Fox Electives (12 units)

Code	Title	Units
Any courses in ART, DESIGN, FASHION, ARCH, LANDARCH or URBDES		12

Open Electives (66 units)

Code	Title	Units
Any courses in the following Schools: Sam Fox, Arts & Sciences, Business, or Engineering*		66

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

Major Requirements (15 units)

Code	Title	Units
Sophomore Studio Requirements (select two)		
DESIGN 2201	Typography I	3
DESIGN 2203	Word and Image I	3
FASHION 2220	Introduction to Fashion Design	3
FASHION 3220	Fashion History and Research	3
Junior/Senior Studio Requirements (select three)		
DESIGN 3202	Communication Design: Typography II	3
DESIGN 3203	Communication Design: Word & Image II	3
DESIGN 3254	Communication Design: Interaction Foundations	3
FASHION 3403	Fashion Design I: Pattern Drafting	3
FASHION 3404	Fashion Concept Development	3
FASHION 3405	Fashion Design II: Draping	3
FASHION 3406	Fashion Product Development	3
Design Major Elective	One 3000- or 4000-level course tagged FA Fashion Major Elective or FA Communication Design	3

Fashion Design, BFA

To receive a degree from the College of Art, a student must meet the requirements below and take academic courses with other undergraduates. Work in art and design can be combined with studies in architecture, business, the humanities, the natural and social sciences and the other arts. Students may take these courses for educational and intellectual enrichment or in direct correlation with their primary interests.

This curriculum includes the capstone studio for seniors in any BFA program in the College of Art. The capstone studio brings together all seniors in the studio areas and separately in the communication design and fashion areas for critical dialogue beyond disciplinary boundaries and to guide preparation for each area's culminating BFA exhibition.

A total of 121 units are required for the BFA degree, with the specified number of credits in each area detailed below.

Distribution Requirements (12 units)

Writing (3 units): Students must complete a College Writing course with a C- or better during the first year of study. Transfer students must fulfill the writing requirement by taking an approved course or by review of a writing portfolio. For more information, visit the College Writing Program website.

Humanities (3 units): Humanities courses examine the human condition as documented and expressed in both past and contemporary times. This area includes courses in literature (both in English and other languages), Classics, History, Philosophy, and Religious Studies, and some courses in creative arts such as Dance, Drama, Music and Writing. Courses tagged *HUM Humanities ArtSci IQ* fulfill the humanities requirement.

Natural Sciences or Mathematics (3 units): These courses help the student understand the natural and physical world using objective and empirical observation and controlled experimentation. This area includes courses in Biology, Chemistry, Environmental Biology or Policy, Earth and Planetary Sciences, Math and Physics, and some courses from departments such as Anthropology and Psychological & Brain Sciences. Courses tagged *NSM Natural Sciences and Mathematics Art Sci IQ* fulfill this requirement.

Social and Behavioral Sciences (3 units): These courses use qualitative and quantitative observation to explore the social environment, relationships with society, and forms of human behavior. This area includes courses in Anthropology, Economics, Education, International and Area Studies, Political Science and Psychological & Brain Sciences, and courses from other areas, including interdisciplinary studies. Courses tagged *SSC Social and Behavioral Sciences ArtSci IQ* fulfill the social and behavioral sciences requirement.

Art History and Visual Culture (15 units)

These courses provide context for art and design studies by examining the cultural and historical impact of artworks and artifacts. The BFA degree requires two 3-credit introductory courses (ARTARCH 1515 History of Western Art, Architecture & Design and ARTARCH 2020 Introduction to Modern Art, Architecture and Design) and three additional courses. Courses in the subject area Art History and Archaeology (ARTARCH) at the 2000-level or above or tagged *FA Visual Culture* fulfill this requirement.

Code	Title	Units
ARTARCH 1515	History of Western Art, Architecture & Design	3
ARTARCH 2020	Introduction to Modern Art, Architecture and Design	3
Other Courses	Select 3 from (ARTARCH) at the 2000-level or above or courses tagged FA Visual Culture	9
Total Units		**15**

Foundations (13 units)

Code	Title	Units
ART 1050	Drawing I	3
ART 1110	2D Design	3
ART 1120	3D Design	3
DESIGN 1210	Digital Studio	3
ART 1101	Practices in Art + Design	1
Total Units		**13**

Sam Fox Electives (12 units)

Code	Title	Units
Any courses in ART, DESIGN, FASHION, ARCH, LANDARCH or URBDES		12

Open Electives (30 units)

Code	Title	Units
Any courses in the following Schools: Sam Fox, Arts & Sciences, Business, or Engineering*		30

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

Major Requirements (39 units)

Code	Title	Units
Sophomore Studio Requirements		**12**
FASHION 2220	Introduction to Fashion Design	
FASHION 2230	Fashion Drawing	
FASHION 2240	Textile and Surface Design	
FASHION 3220	Fashion History and Research	
Junior/Senior Studio Requirements		**21**
FASHION 3403	Fashion Design I: Pattern Drafting	
FASHION 3404	Fashion Concept Development	
FASHION 3405	Fashion Design II: Draping	
FASHION 3406	Fashion Product Development	
FASHION 4407	Advanced Patternmaking and Production	
FASHION 4320	Professional Practices: Portfolio Development	
Fashion Major Elective	One 3000- to 4000-level course tagged FA Fashion Major Elective	
Capstone I & II		**6**
FASHION 4219	Fashion Design: Capstone I	
FASHION 4220	Fashion Design: Capstone II	
Total Units		**39**

Second Major in Art

Students in the class of 2028 and beyond must fulfill the following degree requirements. For academic requirements for the class of 2027 and prior classes, please visit the Prior Bulletins page (p. 17).

A total of 39 units are required for the Second Major in Art, with the specified number of credits in each area detailed below.

Foundations (9 units)

Code	Title	Units
DESIGN 1210	Digital Studio	3
Select two from the following:		*6*
ART 1050	Drawing I	
ART 1110	2-D Design	
ART 1120	3-D Design	
Total		**9**

Sam Fox Electives (12 units)

Code	Title	Units
Courses in ART, DESIGN, FASHION, ARCH, LANDARCH, or URBDES		12

Major Requirements (18 units)

Code	Title	Units
Sophomore Intro Art Studios	Select two from different Major Studio Areas*	6
Junior/Senior Art Practice Studios	Select two from any Major Studio area(s)*	6
ART 3050	Advanced Art Seminar	3
ART 3110	Methods & Contexts I (must be taken in the fall with concurrent enrollment in at least one Art Practice studio)	3
Total Units		**18**

* All Intro Art and Art Practice studios have two identifying course tags:
  1. Either *FA Intro Art Studio* or *FA Art Practice Studio*
  2. *FA Major Studio* tag in one of the following areas: Painting, Photography, Printmaking, Sculpture, or Time-Based

Second Major in Design

A total of 36 units are required for the Second Major in Design: No Concentration, with the specified number of credits in each area detailed below.

Foundations (9 units)

Code	Title	Units
DESIGN 1210	Digital Studio	3
Select two from the following:		*6*
ART 1050	Drawing I	
ART 1110	2-D Design	
ART 1120	3-D Design	
DESIGN 1110	Design Across Disciplines	
Total		**9**

Sam Fox Electives (12 units)

Code	Title	Units
Courses in ART, DESIGN, FASHION, ARCH, LANDARCH, or URBDES		12

Major Area Requirements (15 units)

Code	Title	Units
Sophomore Studio Requirements (select two)		
DESIGN 2201	Typography I	3
DESIGN 2203	Word and Image I	3
FASHION 2220	Introduction to Fashion Design	3
FASHION 3220	Fashion History and Research	3
Junior/Senior Design Studio Requirements (select three)		
DESIGN 3202	Communication Design: Typography II	3
DESIGN 3203	Communication Design: Word & Image II	3
DESIGN 3254	Communication Design: Interaction Foundations	3
FASHION 3403	Fashion Design I: Pattern Drafting	3
FASHION 3404	Fashion Concept Development	3
FASHION 3405	Fashion Design II: Draping	3
FASHION 3406	Fashion Product Development	3
Design Major Elective	One 3000- or 4000-level course tagged FA Fashion Major Elective or FA Communication Design	3

Second Major in Design: Communication Concentration

A total of 36 units are required for the Second Major in Design: Communication Concentration, with the specified number of credits in each area detailed below.

Foundations (9 units)

Code	Title	Units
DESIGN 1210	Digital Studio	3
Select two from the following:		**6**
ART 1050	Drawing I	
ART 1110	2-D Design	
ART 1120	3-D Design	
DESIGN 1110	Design Across Disciplines	
Total		**9**

Sam Fox Electives (12 units)

Code	Title	Units
Courses in ART, DESIGN, FASHION, ARCH, LANDARCH, or URBDES		12

Major Area Requirements (15 units)

Code	Title	Units
Sophomore Studio Requirements		**6**
DESIGN 2201	Typography I	
DESIGN 2203	Word and Image I	
Junior/Senior Studio Requirements		**9**
Select two from the following:		
DESIGN 3202	Communication Design: Typography II	
DESIGN 3203	Communication Design: Word & Image II	
DESIGN 3254	Communication Design: Interaction Foundations	
Select one from the following:		
3000- or 4000-level courses tagged FA Communication Design		
Total		**15**

Second Major in Design: Fashion Concentration

Students in the class of 2029 and beyond must fulfill the following degree requirements. For academic requirements for the class of 2028 and prior classes, refer to our Prior Bulletins (p. 17).

A total of 36 units are required for the Second Major in Design: Fashion Concentration, with the specified number of credits in each area detailed below.

Foundations (9 units)

Code	Title	Units
DESIGN 1210	Digital Studio	3
Select two from the following:		**6**
ART 1050	Drawing I	
ART 1110	2-D Design	
ART 1120	3-D Design	
DESIGN 1110	Design Across Disciplines	
Total		**9**

Sam Fox Electives (12 units)

Code	Title	Units
Any courses in ART, DESIGN, FASHION, ARCH, LANDARCH, or URBDES		12

Major Area Requirements (15 units)

Code	Title	Units
Sophomore Studio Requirements		**6**
FASHION 2220	Introduction to Fashion Design	
FASHION 2240	Textile Surfaces and Design	
Junior/Senior Studio Requirements (select three):		**9**
FASHION 3403	Fashion Design I: Pattern Drafting	
FASHION 3404	Fashion Concept Development	
FASHION 3405	Fashion Design II: Draping	
FASHION 3406	Fashion Product Development	
One 3000- or 4000-level course tagged FA Fashion Major Elective		
Total		**15**

Minors (directory)

Below is a list of minors offered by the College of Art. Visit the individual program pages for more information about a specific minor.

- Art Minor (p. 174)
- Creative Practice for Social Change Minor (p. 174)
- Design Minor (p. 174)
- Human-Computer Interaction Minor (p. 174)

Art Minor

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

Creative Practice for Social Change Minor

The Creative Practice for Social Change Minor (15 units) allows students to apply creative practices from art, design and architecture to address systemic economic, environmental, and social challenges. The course DESIGN 2310 Design for Social Change (3 credits) is required; students must take four additional 3-unit courses of courses tagged *FA Creative Practice Social Change* (12 units). At least 12 of the 15 units must be applied exclusively to the minor and cannot be double-counted toward another major or minor. No more than 3 units may be taken outside of the Sam Fox School.

Design Minor

The Design Minor (15 units) allows students to mix and match courses in areas such as communication design, fashion design, and the illustrated book studio to suit their interests and schedules. For students earning degrees in the College of Art, the minor is available to non-design majors only. Courses tagged *FA Design Minor* fulfill this requirement.

Human-Computer Interaction Minor

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

The HCI minor is intended for students who are interested in the design of user-centered interactive technologies and those desiring jobs that include user interface creation, product design, UX/UI design, app development, and virtual and augmented realities. For students in the College of Art — particularly designers and computationally intrigued artists — the minor provides a more in-depth knowledge of back-end development skills. For students outside the College of Art, an HCI minor supports their studies with a clear track in a hybrid pursuit of design and programming.

Students pursuing the minor must complete two pillar courses, one integration course and three approved electives. Courses listed below are considered approved elective offerings between the Sam Fox School and the McKelvey School of Engineering. Students will be permitted to count only one course toward the HCI minor that is also counting for another major or minor.

Units required: 18, including the following:

Pillar Courses (6 units):

Code	Title	Units
CSE 1301	Introduction to Computer Science	3
DESIGN 1265	Visual Principles for the Screen	3

Integration Course (3 units):

Code	Title	Units
CSE 2506	Introduction to Human-Centered Design	3
DESIGN 2258	Interaction Design: Understanding Health and Well-Being	3

Electives (9 units, with at least one course each from ART and CSE):

Code	Title	Units
CSE 2004	Web Development	3
CSE 3300	Rapid Prototype Development and Creative Programming	3
CSE 4308	Mobile Application Development	3
CSE 4500	Video Game Programming	3
CSE 4507	Introduction to Visualization	3
CSE 5506	Human-Computer Interaction Methods	3
CSE 5507	Advanced Visualization	3
DESIGN 2506	Digital Game Design	3
DESIGN 3250	Interaction Design: User-Centered Applications	3
DESIGN 3253	Advanced Interaction Design	3
DESIGN 3254	Communication Design: Interaction Foundations	3
DESIGN 3260	UX Research Methods for Design	3
DESIGN 3261	Interaction Design: Layout Systems	3
DESIGN 3302	Conditional Design	3
DESIGN 3508	Game Design Principles & Practice	3
DESIGN 4270	Advanced Visual Principles for the Screen	3
DESIGN 4280	Design with Artificial Intelligence	
PNP 2000	Introduction Cognitive Science	3
PSYCH 3600	Cognitive Psychology	3

Arts & Sciences

The College of Arts & Sciences is the largest undergraduate program at Washington University, offering students the most diverse range of courses in more than 50 different fields, ranging from anthropology and biochemistry to mathematics and performing arts.

The College draws on the rich and varied resources that this distinguished university has to offer: a creative and internationally recognized faculty, a diverse and able student body, a superior library, and excellent opportunities for advanced study and mentored research. As the center of intellectual life on the campus, the College of Arts & Sciences benefits from and contributes to the studies of architecture, art, business, engineering, law, medicine, and social work.

Of central importance to the life of the College is the quality of teaching. Undergraduate students have the opportunity to learn from and work beside stimulating teacher-scholars who are leaders in their fields. Our nationally recognized faculty, which numbers more than 600, is made up of artists, biologists, chemists, economists, historians, philosophers and poets, all of whom bring the excitement and diversity of new ideas into the classroom.

Governance

The College of Arts & Sciences is bound by the charter of the university and ultimately responsible to the University Board of Trustees, which delegates the administration of the university to the chancellor. In turn, the chancellor delegates the responsibility for the College's internal governance to the deans and faculty of the College of Arts & Sciences.

Because the College is continually reassessing its objectives and policies, faculty and students alike may take the initiative in proposing changes in curriculum and policies. New programs or proposed modifications are reviewed by committees with members who represent the diverse points of view of the academic community.

By action of the faculty of Arts & Sciences in January 1969 (revised in May 1971), the ArtSci Council, a student committee, shares joint responsibility with the faculty for College-wide degree requirements, the grading system, and those policies that directly affect the lives of students. The ArtSci Council appoints student representatives to various standing and ad hoc College committees.

The Curriculum

The College of Arts & Sciences fosters the quintessential qualities of a liberal arts education in its students: a heightened spirit of inquiry, an ability to organize and synthesize information, skills in written and oral expression, and a familiarity with the ways in which thoughtful people discover those commitments and values that make life worthwhile. By incorporating the College's manifold intellectual resources — people, libraries, laboratories, and studios — Arts & Sciences students "learn how to learn," developing both the flexibility and the habits of thought necessary to the ever-evolving worlds of work and global citizenship.

The College's academic program has two principal objectives. First, it provides students with an understanding of the range of human knowledge and attainment by developing an appreciation of the characteristic problems, achievements, and limitations of the various fields of human endeavor. The curriculum works to ensure this understanding by requiring a minimum amount of study (9 units/three courses) in each of three broad areas of study — the Humanities; Natural Sciences & Mathematics; and Social & Behavioral Sciences — and three to four courses (9-12 units) in a fourth area, Language & Cultural Diversity. Collectively, these area requirements make up approximately one-third of the units needed to graduate.

Second, the College's academic program gives students the opportunity to study a subject or area in a sustained, intensive way. After a period of initial investigation (typically two to three semesters) during which students explore the richness inherent in the various fields of study, a student declares an area of concentration: the major. The College offers more than 30 traditional subject majors — such as chemistry, English, and music — and more than 20 interdisciplinary majors — such as American culture studies; global studies; and women, gender, and sexuality studies. Students also may develop an individualized special major.

In all departments, students are encouraged to proceed as their strengths and interests lead them. Placement examinations are used in many departments to enroll undergraduates in courses at the levels their previous training warrants; in other departments, proficiency examinations are available (visit the Proficiency and Placement Examinations (p. 41) section of this *Bulletin* or the College's placement webpages under Credit for Test Scores and College Coursework Prior to WashU).

The degree requirements and policies in the *2025-26 Bulletin* apply to students entering Washington University during the 2025-26 academic year. To consult catalogs from prior years, refer to our Prior Bulletins.

Academic Advising

To assist students with their undergraduate planning, the College provides a closely coordinated academic advising program. Matriculating students have a specially selected four-year academic advisor with whom they meet regularly during the first year to help with the transition into the university and to help select courses for the fall and spring semesters. After the first year, students meet with their four-year academic advisors prior to registration each semester to discuss interests, goals, and academic coursework. Students are encouraged to consult with their four-year academic advisors any time they need assistance throughout the school year.

Upon declaring a major, students are also assigned a major advisor in the department of their principal area of study. The extent of the advisor's assistance depends on a student's individual needs and wishes. Consultation with a major advisor, in addition to the four-year academic advisor, is required each time a student prepares to register for courses.

Students with problems or questions related to academic issues are invited to visit the College Office at any time. One of the advisors is available, on a walk-in basis every day, to answer questions or to provide references to an appropriate source of help. Individual faculty members with particular specialties are among these sources of help and may be able to answer students' questions. In addition, the Center for Career Engagement, the Student Health Center, the Learning Center, and the Writing Center provide a wide range of services, including individual and group instruction, interest tests and advice, individual sessions with trained counselors about educational and personal challenges, and information about the improvement of learning skills.

Pre-Matriculation Credit

Students may earn pre-matriculation credit for college-level courses completed before enrollment at Washington University as a first-year student. Sources for pre-matriculation credit include Advanced Placement (AP) examinations, British Advanced (A) Levels, the International Baccalaureate (IB), course credit earned by proficiency (e.g., back credit), and college credit earned after the sophomore year of high school that was not applied to high school graduation. Although all accepted pre-matriculation work is noted on the transcript so that the student may go directly into advanced courses, the maximum number of pre-matriculation units of credit awarded is 15. Pre-matriculation coursework does not fulfill distribution requirements but may fulfill requirements for majors and minors. If a student enrolls in and completes a course equivalent to that for which pre-matriculation credit has been granted, the pre-matriculation units for the course in question will be removed from the student's record. For more information, please refer to the Pre-Matriculation Credit Units (p. 44) section on the Admissions Procedures page of this *Bulletin*.

Major Fields of Study

A major consists of both introductory coursework and a minimum of 18 advanced units (3000 level and greater), all of which must be letter-graded and completed with at least a C-. Individual departments may specify additional units or stricter minimum-grade requirements. Students should refer to the department program pages in this *Bulletin* for program-specific requirements.

A student graduating with a Bachelor of Arts (BA) may receive no more than a total of two majors and one minor *or* one major and two minors.

Major declaration is initiated online through Workday. A representative of the department that owns the major the student has declared will follow up with the student regarding any additional action(s) required by the department. When the declaration of the major is complete, the new major will appear on the student's record in Workday, and an advisor for the new major will be assigned by the department.

Second Majors

Students may complete more than one major, including a second major in the College of Art through the Sam Fox School of Design and Visual Arts, in the McKelvey School of Engineering, or in the Olin Business School. (Programs of study in the School of Continuing & Professional Studies, including minors and certificates, are not permitted.) A second major is not required to earn a degree.

Students with two majors may count only introductory courses (1000 and 2000 level), where relevant, toward the requirements for both majors. Advanced courses (3000 level and greater) may not count for both majors. If both majors require the same course, a departmentally sanctioned elective must be chosen to replace the course in one of the programs.

Students may not earn multiple credentials (e.g., a second major or a major and a minor) in the same discipline. Two credentials may be earned within the same department (e.g., Romance Languages and Literatures or Comparative Literature and Thought) but not within the same discipline (e.g., a major in French with a minor in French is not permitted, but a major in French with a minor in Italian is permitted).

Students in architecture, art, business, or engineering may choose to pursue a second major in the College of Arts & Sciences. These students will receive one degree, a BS or a BFA, with two majors: one in the professional school and one in the College of Arts & Sciences.

Minor Fields of Study

Students who develop a significant interest in one or more fields of study beyond the major may choose to pursue a minor in those fields. A minor is not required to earn a degree. Minors may be fulfilled in an area closely related to the major or, to add more breadth to the student's educational program, in a very different area of study. A minor consists of a minimum of 15 units of credit, all of which must be letter-graded and completed with a grade of C- or higher. Individual departments may specify additional units or stricter minimum-grade requirements. At least 9 of these units of credit must be at the 3000 level or above, and at least half of the courses must be completed in residence at Washington University. Specific course requirements for a minor are determined by each department or program and are detailed in the department program pages in this *Bulletin*.

Students with a major and one or two minors may count only introductory courses (1000 and 2000 levels), where relevant, toward the requirements for the programs. Advanced courses (3000 level and greater) may not count for more than one of the programs. If more than one program requires the same course, a departmentally sanctioned elective must be chosen to replace the course in the other program(s).

In addition to pursuing the broad array of minor programs offered through the College, students may undertake minors in the Sam Fox School of Design and Visual Arts, in the McKelvey School of Engineering, or in the Olin Business School. (Programs of study in the School of Continuing & Professional Studies, including majors and certificates, are not permitted.)

Students may not earn multiple credentials (e.g., a second major or a major and a minor) in the same discipline. Two credentials may be earned within the same department (e.g., Romance Languages and Literatures or Comparative Literature and Thought) but not within the same discipline (e.g., a major in French with a minor in French is not permitted, but a major in French with a minor in Italian is permitted).

Minor declaration is initiated online through Workday. A representative of the department that owns the minor the student has declared will follow up with the student regarding any additional action(s) required by the department. When the declaration of the minor is complete, the new minor will appear on the student's record in Workday, and an advisor for the new minor will be assigned by the department.

Part-Time Study: Nontraditional Students

The university recognizes that, for certain students with high educational goals, full-time study may not be feasible or appropriate. Employment in demanding positions, extensive family responsibilities, or other obligations may prevent an otherwise serious and competent student from completing the bachelor's degree at a rate of 15 units a semester. With their varied experiences outside the university, such students make valuable contributions to the classroom environment as they pursue programs of study suitable to their special circumstances. Please contact the School of Continuing & Professional Studies (CAPS) at 314-935-6700 for more information about part-time study.

Tuition Reduction

Students who have completed eight full-time semesters, excluding summer terms, in the College of Arts & Sciences and paid full tuition for their eight semesters may seek reduced tuition for a ninth or subsequent semester, provided that they have fewer than 12 units remaining to complete their degree. Students must petition the College Office, Arts & Sciences, Cupples II Hall, Room 104. Students who successfully petition for tuition adjustment for the ninth or subsequent semester will pay only for the units of credit that they attempt (proportionate to the full-time standard for tuition). Students approved for reduced tuition under this policy will have their term bills adjusted after the semester's add/drop period has concluded.

Army ROTC and Air Force ROTC

Students have the opportunity to participate in either the Air Force ROTC Military Aerospace Science Studies (p. 1177) program or the Army ROTC Military Science (p. 1177) program. Scholarship information for both programs can be found in the Scholarship Funds (p. 60) section of this *Bulletin*. For information about counting ROTC coursework toward the degree, refer to the Academic Regulations (p. 1007) page of this *Bulletin*.

Fields of Study

A

African & African American Studies (p. 180)
American Culture Studies (p. 209)
Ancient Studies (p. 366)
Anthropology (p. 222)
Applied Linguistics (p. 276)
Applied Mathematics (p. 692)
Applied Microeconomics (p. 452)
Arabic (p. 646)
Art History and Archaeology (p. 278)
Asian American Studies (p. 209)
Astrophysics (p. 786)
Astrophysics and Astroparticle Physics (p. 786)

B

Bioinformatics (p. 315)
Biology (p. 315)
Biomedical Physics (p. 786)

C

Chemistry (p. 352)
Children's Studies (p. 484)
Chinese (p. 429)
Classics (p. 366)
Cognitive Neuroscience (p. 827)
Comparative Literature and Thought (p. 386)

D

Dance (p. 736)
Data Science (p. 953)
Data Science in the Humanities (p. 386)
Drama (p. 736)

E

Earth Science (p. 411)
East Asian Languages and Cultures (p. 429)
Economics (p. 452)
Economics and Computer Science (p. 452)

Educational Studies (p. 470)
English (p. 484)
English Literature (p. 484)
Environmental Analysis (p. 521)
Environmental Biology (p. 315)
Environmental Policy (p. 803)
Environmental Science (p. 411)
Environmental Studies (p. 521)

F

Film and Media Studies (p. 536)
French (p. 898)

G

General Economics (p. 452)
Germanic Languages and Literatures (p. 386)
Global Film and Media Studies (p. 536)
Global Studies (p. 555)
Geospatial Science (p. 411)
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H

Hebrew (p. 646)
Hindi (South Asian Studies) (p. 646)
History (p. 606)

I

Italian (p. 898)

J

Japanese (p. 429)
Jazz Studies (p. 714)
Jewish, Islamic, and Middle Eastern Studies (p. 646)

K

Korean (p. 429)

L

Latin (p. 366)
Latin American Studies (p. 677)
Legal Studies (p. 386)
Linguistics (p. 687)

M

Mathematical Sciences (p. 692)
Mathematics and Computer Science (p. 692)
Mathematics and Economics (p. 692) (Mathematics)
Mathematics and Economics (p. 452) (Economics)
Mathematics (p. 692)
Medical Humanities (p. 606)
Medieval and Renaissance Studies (p. 386)
Music (p. 714)

P

Performing Arts (p. 736)
Philosophy (p. 762)
Philosophy-Neuroscience-Psychology (p. 778)
Philosophy of Science (p. 762)
Physics (p. 786)
Planetary Science (p. 411)
Political Science (p. 803)
Portuguese (p. 898)
Psychological & Brain Sciences (p. 827)
Public Health & Society (p. 871)

R

Religion and Politics (p. 880)
Religious Studies (p. 892)
Romance Languages and Literatures (p. 898)
Russian Language and Literature (p. 939)

S

Sociology (p. 941)
South Asian Studies (Hindi) (p. 646)
Spanish (p. 898)
Speech and Hearing (p. 952)
Statistics and Data Science (p. 953)

T

Translation Studies (p. 386)

W

Women, Gender, and Sexuality Studies (p. 964)

Writing (p. 484)

African & African American Studies

The Department of African & African American Studies (AFAS) offers students opportunities to explore the social, political, and intellectual history as well as the literature, culture, and artistic life of Black people and communities worldwide.

Recognizing that today's most pressing challenges demand interdisciplinary thinking, the Department of African & African American Studies offers students the opportunity to explore a wide range of experiences, issues, debates, and theories that are not only central to Black communities but vital to understanding humanity and the human condition as a whole. Courses draw from the humanities, social sciences, and performing arts, ensuring that students gain a rich, multidimensional understanding of Africa and its diasporas. AFAS emphasizes both the diversity of the African continent and the distinctive impact of people of African descent on the Americans, Caribbean, Europe and global histories and cultures. Majors graduate with critical tools for analyzing and addressing complex problems — skills that are essential not only within Black Studies but in the broader world. In addition to intellectually engaging classroom experiences, AFAS fosters a vibrant intellectual and social community through sponsored programs, events, and travel opportunities that help students cultivate shared purpose, belonging, and leadership.

Specialized Tracks: Students majoring in African & African American Studies are encouraged to design a course of study that focuses on a particular area of interest or a more comprehensive examination of Black culture and life. Students can also choose one of our specialized tracks, which include:

- Health & Medicine
- Law & Policy
- Humanities
- Environment, Geographies, and Design

Senior Capstone: The major culminates in a Senior Seminar, where students pursue a Capstone Project on a topic of their choosing and with guidance from faculty. Projects often grow out of previous coursework, independent research with a faculty or an internship experience with a community partner and are presented individually and as part of a collective Senior Showcase. Students are encouraged to use the capstone to deepen an existing area of interest while making an original contribution to the field. In addition to serving as a culmination of their academic journey, the capstone is designed to produce a polished project that can strengthen graduate school applications or serve as a portfolio piece for future careers.

Opportunities Beyond the Classroom: A cornerstone of AFAS is an experiential, hands-on learning approach, allowing students to apply critical analyses to real-world issues. Beyond the Classroom opportunities include conducting research with esteemed faculty members, interning with a community partner, studying aboard, or receiving funding to design their own projects. These experiences develop students' professionalism and help prepare them for future careers and graduate studies.

Website: https://afas.wustl.edu/

Faculty

Chair

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Chair of African & African American Studies
PhD, Yale University

Core Faculty

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Associate Chair of African & African American Studies
PhD, University of California, Berkeley

Kia Lilly Caldwell
Vice Provost for Faculty Affairs and Diversity & Professor
PhD, University of Texas at Austin

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AFAS Subject Librarian
MLS, University of Michigan

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PhD, Northwestern University

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

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Professor
PhD, Harvard University

James Baldwin Review (JBR)

Justin Joyce
Senior Publications Editor/Managing Editor

Kyle Proehl
Editorial Assistant

Community & Program Coordinator

Gabrielle Weeden
Spelman College

Majors

- African & African American Studies Major (p. 206)

Minors

- African & African American Studies Minor (p. 208)

Courses

AFAS 1002 Foundations in African & African-American Studies
Designed to introduce the student to issues in African & African American Studies and how students with AFAS degrees utilize their knowledge in graduate and professional programs or the working world. Particular attention will be paid to the discipline of African & African American studies, which engages with the artistic, cultural, historical, literary, and theoretical expressions of the peoples and cultures of Africa and the African Diaspora. Faculty members as well as Saint Louis professionals will give one-hour lectures on their particular disciplinary approach, their research, or their professional life. Students will be required to attend 3 outside lectures or performances. May be taken before declaring major, and may be taken by non-majors.
Credit 1 unit. A&S IQ: HUM Art: CPSC BU: HUM EN: H
Typical periods offered: Fall

AFAS 1022 The Rioting on the Wall: Crisis and Graffiti
How does it feel to bomb a train? Who would write their name all over a city? Why would you stop in the middle of a protest to paint a wall? Is spray paint dangerous? This class will address these questions and more by examining the significance of graffiti as a cultural practice. It will consider the historical context of graffiti's emergence from the urban ruin of New York City in the 1970s, as well as the social dynamics that have driven the practice of graffiti into the heart of recent uprisings and revolts, from Cairo to Istanbul to Santiago to Minneapolis. Graffiti is considered by some to be art, by others to be criminal vandalism. What happens if we consider it as both, or, even better, as neither? What if we consider graffiti as a kind of monument, or as a kind of political discourse? In such a way, we might begin to see how a cultural practice like graffiti expresses a desire to change the world, and that the form in which such desire is expressed matters as much as its content. This semester we will read accounts directly from graffiti writers themselves, as well as studies of and reactions to major and minor moments and figures over the course of graffiti's emergence and development. We will be guided in our work by theories of Black culture, study and struggle, and grapple with these theories' relation to the history of racial capitalism. We will analyze film, photography, and other media, and leave the classroom and campus for at least three off-site visits.
Credit 3 units. A&S IQ: HUM BU: HUM
Typical periods offered: Fall, Spring

AFAS 1100 First-Year Seminar: Gender, Sexuality and Power in 19th and 20th Centuries
Gender is a powerful lens through which to examine Africa's past. Defined as the behaviors, attitudes, and roles that society assigns the sexes, gender is one of the principles that has shaped African societies from the earliest times to the present. This course provides a broad introduction to major themes and debates relating to gender in African history. We will examine how gender has been produced, reproduced and transformed in the lives of African women and men from the latter parts of the 19th to the 20th century. We will highlight African agency and structures of power as we seek to examine gender as a social and historical construct in Africa. We will also analyze how gender intersects with race, sexuality and politics. Beginning with some of the methodological questions about gender in African history, our case studies -- drawn from a range of sources, including articles, book chapters, novels and films -- will cover topics such as domesticity and the colonial encounter, the reconfiguration of gender relations, nationalism and the women's question in African history, and sexuality and the state. For first-year students only.
Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM BU: HUM
Typical periods offered: Spring

AFAS 1102 Freshman Seminar: Civil Rights
This course examines both the chronological and thematic frameworks of the American civil rights movement: the architecture of segregation; its evolution as a social movement; and aspect of the movement's legal strategies, student activism, and militancy. The course ends by considering the varied goals and outcomes, raising questions about the meaning of race and rights in contemporary America. Although based in scholarly readings, the course also uses films, music, memoirs, biographies, art, fiction, and theatre as the vehicles through which activists recorded their own histories. Freshmen only.
Credit 3 units. A&S IQ: HUM BU: BA, ETH, HUM

AFAS 1103 First-Year Seminar: Monumental Anti-Racism
As sources of national memory and identity, public monuments, place names, historical markers, and other elements of commemorative landscapes are potential sites of cultural violence (e.g., alienation, disrespect, and erasure) contributing to broader conflict and inequality; they are therefore important considerations in movements for equal opportunity and justice. Some contend that memory sites are the new lunch counters, where our racial politics are worked out. This course examines the racial politics of commemorative objects and practices as well as commemorative intervention as a strategy of anti-racist activism. We begin with an historical survey of various ways that racism has been inscribed on the commemorative landscape, and readings in history, political theory, cultural studies, and other fields will be used to gain insight into these contested commemorative objects, their development, and social significance. We then turn to a critical assessment of efforts to remove and recontextualize commemorative objects and to erect new objects commemorating neglected figures and issues. We consider how these reparative efforts relate to what political theorists call remedies of recognition and specifically how they might aid in advancing equal opportunity and justice. Through our study and engagement with contested commemorative landscapes (including local, national, and global cases), students will become familiar with the burgeoning interdisciplinary field of memory studies, diverse forms and sites of commemoration, local and global efforts to advance what has been termed commemorative justice, and the challenges being faced.
Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: CPSC, HUM BU: BA, HUM EN: H
Typical periods offered: Fall, Spring

AFAS 1104 First Year Seminar: Contextualizing Problems in Contemporary Africa
Africa is typically presented as a continent in constant turmoil in the U.S. and international media present. This freshmen seminar challenges this simplistic and common myth by exploring the historical and global roots of key issues facing contemporary Africa. Case studies include the 1994 genocide in Rwanda, post-apartheid violence in South Africa, HIV/AIDS in Africa, oil and corruption in Nigeria, the legacy of colonialism, the quest for modernity, refugees and forced migration, and commercial sex work. In each of these cases students will explore how the issue emerged within a specific historical, social, and global context. We investigate the implications of various forms of inequalities (e.g., between the global north and global south, within Africa, and among generations and genders) in shaping each topic and how differently situated people within Africa understand, respond to, and cope with everyday realities. Readings will include anthropological and historical analysis, African literature, journalist's accounts, and popular articles. By the end of the course, students should be able to critically assess the value of using a contextual analysis in understanding problems in contemporary Africa. This class is a discussion-based seminar and students are expected to actively participate. Students will be graded on a series of analytical essays, a final project, and in-class participation.
Credit 3 units. A&S IQ: SSC Art: SSC BU: IS EN: S

AFAS 1105 First-Year Seminar: Imagining and Creating Africa: Youth, Culture, and Change
The goal of this course is to provide a glimpse into how youth reshape African society. Whether in North Africa with the Arab Spring, in West Africa with university strikes, or in East Africa through a linguistic full bloom, youth have been shaping social responses to societies for a long period. In this course, we will study social structures, including churches, NGOs, developmental agencies as well as learn about examples of Muslim youth movements, and the global civil society. The course will also explore how youth impact cultural movements in Africa and how they influence the world. In particular, we will examine Hip-Hop movements, sports, and global youth culture developments that center on fashion, dress, dance, and new technologies. By the end of the course, students will have enriched ideas about youth in Africa and ways to provide more realistic comparisons to their counterparts in the United States. Course is for first-year, non-transfer students only.
Credit 3 units. A&S IQ: LCD BU: IS EN: H
Typical periods offered: Fall, Spring, Summer

AFAS 1106 First-Year Seminar: Afro-Futures: A First-Year Seminar for the End of the World
Afrofuturism as a concept is only 25 years old, but the aesthetic practice of imagining and constructing alternative techno-futures, presents, and pasts while placing Blackness and people from Africa and the diaspora at the center of these narratives certainly predates the word. As a genre that includes literature, music, and visual arts, Afrofuturism is closely linked to magical realism, science fiction, and Afropunk. In this course, we will conceive of Afrofuturism as a global practice. In the spirit of imagining alternative histories, this course resists the standard narrative of the genre that it began in the West and was then later picked up by African artists. The readings and syllabus are designed to bring together literature, music, and film from African artists and intellectuals, who often resist bounded categories but nevertheless engage in the practice of daring to imagine otherwise.
Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: CPSC, HUM BU: BA, HUM, IS EN: H
Typical periods offered: Spring

AFAS 1107 Freshman Seminar: Self & Identity in African American Literature
For whom should the black author write? In this seminar we will consider how African American literature examines the meaning of African American identity, the individual's relationship with the community, and the often vexed relationship of the black author to the American mainstream. We will read classic authors as well as some less familiar ones. W.E.B. Du Bois, Nella Larsen, James Baldwin and Octavia Butler are just some of the possibilities. Class participation and regular reading logs are required. FRESHMEN ONLY.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA, ETH, HUM EN: H

AFAS 1108 Introduction to African Literature
James Bond, in Casino Royale, introduces us to Africa with a group of men betting on a fight between a mongoose and a snake; Hotel Rwanda creates an Africa of beautiful landscapes marred by the violence of genocide; Casablanca positions Africa as the site of wartime fantasy, intrigue and romance. These imaginary Africas, however, obscure the continent's irreducible complexity. As many as 3,000 languages are spoken across Africa's 54 countries, each defined by a unique blend of urban and rural cultures. The people of the Central African country of Chad belong to more than 100 ethnic groups. From their regional affiliations to their sociocultural perspectives, Africa's writers are no less diverse, its literary traditions no less dynamic. By examining texts from various genres and regions, we will trace

the development of African literature by considering its roots in the oral traditions and colonial history of the continent, its role in the articulation of African subjectivity on the road to independence, its response to the challenges of the post-independence era, and its present-day stronghold within the global literary marketplace. Readings will include works by Ferdinand Oyono, Nadine Gordimer, Ousmane Sembène, Assia Djebar, Chinua Achebe, Chimamanda Ngozi Adichie, and Dinaw Mengestu, among others. No prior knowledge of the literature of Africa is required.
Credit 3 units. A&S IQ: HUM, LCD BU: HUM, IS EN: H

AFAS 1109 Introductory Seminar: Literature of the Middle Passage
Arguably the Middle Passage was the crucible in which racial identity and consciousness as we know it developed. All who experienced it, captives and captors alike, were irreversibly changed. In this course we survey the history of the Middle Passage and explore its lingering cultural legacy.
Credit 3 units. Arch: HUM Art: HUM BU: BA

AFAS 1110 Freshman Seminar: Black Power and Black Arts
This course will survey the literary, artistic, intellectual, and political work of the Black Power and Black Arts movements of the 1960s and 1970s. It will look at the emergence of these movements from earlier forms of black nationalism, socialism, pan-Africianism, mainstream civil rights struggle and earlier black cultural movements. Film, music, and readings may include works of Malcolm X, Angela Davis, Amiri Baraka and Don Lee. Freshmen only.
Credit 3 units. Arch: HUM Art: HUM BU: BA

AFAS 1111 First-Year Seminar: Travel Noire: Consumption and the Gaze in the Black Travel Movement
This course explores the growing industry of leisure tourism that caters to Black people. It takes as its premise that tourism is more than just voluntary, recreational travel; it is an encounter shot through with desire, intimacy, and ideology. We approach the tourism encounter from both sides -- the consumer and the consumed -- as we explore various types of tourism from domestic and international tourism to sex tourism and heritage tourism. If tourism is a desire machine, what desires of self and other are reflected in the discourse about travel noire? Who is being consumed and what is being made consumable in this growing market space? Students will be required to create a travel itinerary based in Missouri during the course and to propose a narrative revision to a local tourism destination. This course is for first-year, non-transfer students only.
Credit 3 units. A&S IQ: LCD, SSC Art: SSC BU: BA EN: S
Typical periods offered: Fall

AFAS 1112 Introduction to African American Images in Film: A Freshman Seminar
This seminar for Freshmen will introduce students to an array of films depicting African Americans at different points in the history of film making, as well as the relevance of these films to the advancement of civil rights in America, and, by extension, the world. Students will be introduced to elementary documentary film production in collaboration with Washington University library staff and hands-on utilization of the Henry Hampton Archive. The course provides a balanced introduction to various civil rights topics that are relevant to African Americans, their depiction in film, and knowledge of how documentary film production can be used to overcome past discrimination.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

AFAS 1113 Images of Africa in Literature and Art, C. 1800 to Present Day
This course examines representations of Africa, African peoples, and African cultures from the early nineteenth-century to the present day. Drawing on a wide variety of African and colonial source materials-including novels, photographs, art, advertising, and movies-we will critically explore the ways in which historical developments and cultural products helped to shape conceptions of African identities and ethnicities. Among other issues, we will address the legacy of the slave trade; gender and the construction of cultural traditions; colonial society, nationalist resistance, and the rise of pan-Africanism; and South African Apartheid. Emphasis will be placed on critical engagement with the source materials through written assignments and participation in class discussion. Freshmen only.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

AFAS 1114 First Year Seminar: African-American Women's History: Sexuality, Violence and the Love of Hip Hop
Black women, much like their male counterparts, have shaped the contours of African American history and culture. Still, close study of African American women's history has burgeoned only within the past few decades as scholars continue to uncover the multi-faceted lives of Black women. This course will explore the lived experiences of Black women in North America through a significant focus on the critical themes of violence and sexuality. We will examine African American women as the perpetrators and the victims of violence, as the objects of sexual surveillance as well as explore a range of contemporary debates concerning the intersections of race, class, and gender, particularly within the evolving hip hop movement. We will take an interdisciplinary approach through historical narratives, literature, biographies, films and documentaries. This class is for first-year, non-transfer students only.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA, HUM EN: H
Typical periods offered: Spring

AFAS 1122 Topics in AFAS
Topic will vary semester by semester
Credit 3 units.
Typical periods offered: Fall, Spring

AFAS 1130 Introduction to Race
This course serves as an introduction to the analytic category race. Students will be exposed to major theories concepts, processes, frameworks, and scholars of race. They will develop the skills and language to critically examine and discuss race, with emphasis on how conceptions of race and collective identity have deep historical roots and have changed over time. This course takes the position that race-like gender, class and sexuality-is socially constructed. That said, while race is socially constructed, this course also emphasizes that racialization and racial categories have social, political, and economic consequences in people's everyday lives. Meaning the socially and historically constructed category of race has real implications for people and communities. Ultimately, the purpose of the course is to teach students to read, think and write critically about one of today's most contentious topics-race-by exposing them to readings and other course materials that consider race and the process of racialization in specific contexts and time periods throughout the world.
Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM BU: BA, HUM EN: H
Typical periods offered: Spring

AFAS 1151 Freshman Seminar: The Atlantic Slave Trade
This course is an examination of the Atlantic slave trade (1445-1870), arguably the world's first sustained globalization process. It involved the dispersal of approximately 12 million enslaved Africans to the western hemisphere and Europe, thereby linking the historical destinies of

Africa, Europe and the Americas. This course will not only detail the horrors of the Middle Passage but also demonstrate how the African presence transformed the Americas and became a central factor in our modern conceptions of race.
Credit 3 units. BU: BA

AFAS 1175 Confronting the Past: Transformative Justice in St. Louis and Beyond
Legacies of historic injustice are among the world's most pressing problems. This rotating Ampersand course examines how communities understand and grapple with legacies of historic injustice, especially relating to colonialism, slavery, genocide, and other systematic violence, using strategies of community remembrance and repair to advance transformative justice. The course combines grounding in reckonings with historic injustice in the context of greater St. Louis with comparative engagement with other U.S. and global contexts. Engaging these issues from a variety of perspectives — spanning the humanities and social sciences, art and design, public health, law, and education — we will apply theoretical and empirical frameworks to existing or potential approaches to transformative transitional justice. Our core aim is to work together to consider and build comparative and collective understanding of community reckonings with the legacies of historic injustice, informing local, national and global reparative efforts. The 2025-2026 Ampersand on Reckonings with Historic Injustice combines a local focus on St. Louis with global studies in the U.K., engaging academic and community partners in Belfast, Northern Ireland, and Bristol and Liverpool, England. We will broadly engage and reconsider “The Troubles,” looking across U.S. and U.K. histories of slavery and colonialism, and considering how local-to-global communities are confronting their legacies today.
Credit 3 units. A&S IQ: HUM, SC BU: HUM
Typical periods offered: Fall, Spring

AFAS 1240 Beats, Rhymes & Life: A Cultural History of Hip-Hop
There is something cinematic about Hip-Hop. Indeed, the vividness of the genre's greatest lyricist or the evocative tonnage of its greatest producers are often described as feeling like a movie. Over the past 50 years, this phrasing has proven to be both figurative and literal. From Spike Lee's resonant usage of Public Enemy's rebellious Fight the Power in Do The Right Thing to Hype William's haunting rendering of Nas's One Love in Belly, Hip-Hop has functioned as the soundtrack and aesthetic muse for nearly a half-century of Black film making. In the second half of this yearlong Ampersand course, students will build upon the cultural history established in the fall semester to explore how Hip-Hop-inspired, re-imagined, and soundtracked the world of film. Over the course of the semester, students will engage with a wide array of films, including documentaries, independent films, biopics, music videos, live performances, and various feature films. Films will be supplemented with traditional and multimedia sources within Hip-Hop Studies and Film and Media Studies, including articles, books, interviews, magazines, lyrics, and photography. This course is for students in the 50 Years of Hip Hop Ampersand program only.
Credit 3 units. A&S IQ: HUM, SC BU: BA, HUM EN: H
Typical periods offered: Spring

AFAS 1511 African American Representation in Popular Culture
This course will explore how American society has historically represented African-Americans and how black people have represented themselves internally to the black community and externally to the world. Furthermore, how black representation is co-produced through interactions by the mass media, American society and the black community will be examined by focusing on specific themes. Some of the areas of black representation that will be discussed are visual (photo and video), scientific, technological, music, sport, black men, black women, sexuality, black poor, black affluent, black nationalism and black conservatism.
Credit 3 units. BU: BA

AFAS 1530 Topics in African American Art
A survey of the development of African-American artists from the earliest phase of mass emancipations after the Revolutionary War to the Harlem Renaissance with a brief look at slave crafts. Lectures focus on the integration of African Americans into the mainstream western art market and their eventual exile from the social restraints of post-Reconstruction United States. The course examines the role of significant African-American content in seemingly mainstream works of art.
Credit 3 units. A&S IQ: HUM BU: HUM

AFAS 1550 Afro-Hispanic Literature: An Introductory Course
In The Black Atlantic: Modernity and Double Consciousness, Paul Gilroy defines the 'Black Atlantic' as a culture that is not specifically African, American Caribbean, or British but all of these at once. This cultural phenomenon will be explored by analyzing selected poems, novels, short stories, essays, and dramas of Spanish speaking writers of African descent from Latin America, the Caribbean, and Africa. Utilizing the theoretical framework of Paul Gilroy, Stuart Hall, and Frantz Fanon, the texts will be analyzed considering their socio-historical, geographic, and racial implications and their respective literary movements beginning with the 1900s to the present. No prior knowledge of Spanish is required since this course will be taught in translation.
Credit 3 units. Art: HUM

AFAS 1560 Conceptualizing Danger: Love and Politics in the Time of HIV/AIDS in Africa
Students will explore the HIV/AIDS epidemic in sub-Saharan Africa through a variety of analytic perspectives. Course materials include historical analysis, anthropological perspectives, development literature, African film and literature, and the mass media. Students will conduct a semester-long research project using on-line newspapers from Africa. This course is limited to freshmen only.
Credit 3 units. A&S IQ: LCD, SSC Art: SSC BU: IS EN: S

AFAS 1610 Beginning Swahili I
A beginning language course emphasizing acquisition of reading, writing, and conversational skills in Swahili language. Through video and other multimedia presentations, students are also introduced to the culture of Swahili-speaking communities living in over a dozen African countries. Five hours a week including culture and language laboratory hours. This course is strongly recommended for students participating in the Summer in Kenya Program.
Credit 5 units. A&S IQ: LCD, LS EN: H
Typical periods offered: Fall

AFAS 1620 Beginning Swahili II
Second semester Swahili language course emphasizing conversational competence and knowledge of Swahili-speaking cultures of East Africa. In addition to learning grammar and vocabulary sufficient enough to allow a student to perform basic survival tasks (asking for directions, buying a ticket for travel, checking into a hostel, ordering food) in Swahili, students will also be introduced to authentic Swahili texts including plays, short stories, and newspapers. Students will have an opportunity to practice their acquired language skills by interacting with Swahili-speakers in the St. Louis region. PREREQ, AFAS 103D.
Credit 5 units. A&S IQ: LCD, LS EN: H
Typical periods offered: Spring

AFAS 1630 Intensive Introductory Wolof
This course is an intensive introduction to Wolof for students participating in the Senegal summer program. Wolof is a West African language spoken in Senegal and the Gambia. It is also spoken on a smaller scale in Mauritania, Mali, French Guinea, and in the migrant communities in the US and France. Students will practice speaking, reading, and listening but the primary focus of the course will be gaining oral proficiency. Each module will begin with a thematic and practical dialogue from which we can study vocabulary, aspects of grammar as well as a cultural lesson. Interactive material, images, videos, films, and audio, will be provided as well as organized trips outside of the classroom (markets, bodegas, etc.) to practice dialogues. Its aim is to provide students with knowledge of the basic structures of the language and the ability to communicate.
Credit 3 units. A&S IQ: LCD EN: H
Typical periods offered: Summer

AFAS 1640 Wolof Language and Culture
This course introduces students to Wolof language and culture. Wolof is a West African language spoken in Senegal and the Gambia. It is also spoken on a smaller scale in Mauritania, Mali, French Guinea, and in the migrant communities in the US and France. This is the first course of a beginning-level of a Wolof program. In order to acquire a basic proficiency, students will practice speaking, reading, writing and listening. Each module will begin with a thematic and practical dialogue from which we can study vocabulary, aspects of grammar as well as a cultural lesson. Interactive material, including texts, images, videos, films, and audio, will be provided. Its aim is to provide students with knowledge of the basic structures of the language and the ability to communicate. Students will also learn important aspects of life and culture of the Wolof. For AFAS majors, this course counts as Area Requirement 4.
Credit 3 units. A&S IQ: LCD EN: H
Typical periods offered: Fall

AFAS 1650 Wolof Language and Culture II
This course continues the introductory study of Wolof language and culture. Wolof is a West African language spoken in Senegal and the Gambia. It is also spoken on a smaller scale in Mauritania, Mali, French Guinea, and in the migrant communities in the US and France. This is the second course of a beginning-level of a Wolof program. Students will practice speaking, reading, writing and listening. Each module will begin with a thematic and practical dialogue from which we can study vocabulary, aspects of grammar as well as a cultural lesson. Interactive material, including texts, images, videos, films, and audio, will be provided. Its aim is to provide students with knowledge of the more advanced structures of the language and the ability to communicate. Students will learn important aspects of life and culture of the Wolof.
Credit 3 units. A&S IQ: LCD EN: H
Typical periods offered: Spring

AFAS 1800 First-Year Seminar: Black Constellations: Mapping Trajectories in 20th Century Black Poetics
How might we map the evolution of African American poetry in the 20th century? Both formally and thematically, can we identify and analyze patterns, transformations, and differences to better understand African American poetry and its monumental growth over the course of the 20th century? As an integral and expansive realm within American poetry, influencing and influenced by American poetics as a whole, in what ways are the thematic concerns and craft techniques found in African American poetry different from 'American' poetry (if at all)? This discussion-based class will analyze and map African American 20th century poetic trajectories (literary legacies, inheritances, and genealogies) with the goals of 1) developing a language for the evolution of a major field of American poetry in the 20th century, 2) questioning and broadening the 20th century American canon, and 3) crafting new, more precise questions that examine black poetic identity in the past century.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

AFAS 1995 African & Afro-American Coursework Completed Abroad
Credit 12 units.

AFAS 1996 African and Afro-American Studies Elective
Credit 1 unit. EN: H

AFAS 2010 Intermediate Swahili III
Enhanced acquisition of language fundamentals acquired in first year Swahili through performance, reading, and writing. Students gain skills performing role-plays such as asking for directions, booking a bus ticket, ordering food in a restaurant, etc. Students read more authentic Swahili texts including plays, short stories, newspapers, and poems. Prereq: AFAS 103DQ-104DQ or the equivalent
Credit 3 units. A&S IQ: LCD, LS EN: H
Typical periods offered: Fall

AFAS 2011 Intermediate Swahili IV
Fourth semester Swahili language course emphasizes the development of the ability to discuss a wide range of cultural and literary topics with native speakers of the language. These topics are introduced by reading authentic Swahili texts such as plays, novels, poems and newspaper. Students enhance their writing skills and creativity in the language through group-writing projects. PREREQ, Swahili 103D(Q), 104D(Q) and 203 D(Q).
Credit 3 units. A&S IQ: LCD, LS EN: H
Typical periods offered: Spring

AFAS 2022 Black Theatre Workshop
A performance-oriented course that explores the black experience through acting, directing, and playwriting. Students will do short performances during the semester. They will also be required to attend three to five plays. Each student must participate in a final performance which is in lieu of a written final examination.
Credit 3 units. A&S IQ: HUM BU: HUM

AFAS 2031 Caribbean Identities: An Interdisciplinary Approach
The primary goal of this course is to explore scholarly research and cultural materials dealing with Caribbean identity. We will survey, examine, and discuss issues that bear on Caribbean identities including topics in contemporary language use and policy, literature, music, and other forms of popular media (television, radio, newspapers, etc.) to illustrate how various islands in the Caribbean identify and distinguish themselves from others. The course will focus on theory-based and research oriented information as well as critical essays and popular media that will provide you with knowledge to have an intelligent and informed discussion about issues dealing with Caribbean identities.
Credit 3 units. A&S IQ: SSC EN: S

AFAS 2045 The Writer as Witness: Mourning and Memory in the African Novel
This course introduces students to the histories and traditions of the African novel. While paying attention to the anticolonial legacies of the African novel, this course explores questions of memory and mourning in African writing. Through analyses of works by writers such as Chinua Achebe, Wole Soyinka, Chimamanda Ngozi Adichie, Tsitsi Dangarembga, Nuruddin Farah, Nadine Gordimer, Zakes Mda,

J.M Coetzee, and others, we will trace how African writers have used their novels to imagine creative ways of bearing witness to their pasts and imagining their futures. In addition to novels, we will also read secondary critical writing on African literature.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H
Typical periods offered: Spring

AFAS 2050 The Linguistic Legacy of the African Slave Trade in Interdisciplinary Perspective
This course explores the linguistic consequences of the African slave trade, and in so doing introduces students to basic concepts in linguistic science that are relevant to human language development and controversial educational theories that are based on race. Anthropological, linguistic, and psychological dimensions of African American culture are embedded within complementary evaluations of educational controversies surrounding the teaching of (standard) English to American slave descendants, including the Ebonics controversy and its relevance to larger questions of social efficacy, and the affirmative action debate that has consumed the nation. Students will work individually or in groups to produce a major intellectual artifact (e.g., a term paper, a scholarly web page, or a project pertaining to the linguistic plight of citizens within this African Diaspora). Students will be introduced to foundational African American studies in anthropology, education, English, linguistics, and psychology.
Credit 3 units. A&S IQ: SSC Art: SSC BU: BA EN: S UColl: CD, ML
Typical periods offered: Fall

AFAS 2060 Blackness and the Politics of Recognition in Latin America
In 2015, for the first time in Mexico's history, there was an official count of its population of African descent, thus leaving Chile as the only nation in the hemisphere not have done this. A year prior, Brazil introduced a quota system for all federal jobs, leading to new questions about who qualifies for these positions. These examples and more highlight a new era in Latin America that questions who counts -- both literally as with censuses and figuratively as with affirmative action -- as Afro-descended in a region characterized by racial mixture. In this course, we will analyze the new turn toward racial governance as we grapple with the following questions: How does the racial governance of the 21st century upend or echo the racial governance of the colonial era? How does this new era affect our understanding of race and identity? What is lost and gained by counting people as black? For AFAS majors, this course counts as Area Requirement 4.
Credit 3 units. A&S IQ: LCD, SSC Art: SSC BU: BA, IS EN: S
Typical periods offered: Fall

AFAS 2070 Topics in African American Studies: Native Sons and Daughters Gender & Sexuality of African American
This course will focus on the relationship of race, gender and sexuality in the context of the cultural and political transformations of the two postwar periods, the Civil Rights and Black Power Movements, the Sexual Revolution, the war on drugs and the Obama era. The primary focus will be to consider how gender and sexuality inform cultural imaginings and representations of African American experience since WWII. Emphasizing close reading of canonical literature paired with critical representations of blackness in film and visual art we will examine how African American artists employed aesthetic expression for cultural critique of American racism and how fiction served as an arena for advancing a critique of racist injustice and for raising fundamental questions about the concept of race itself. Course content will be guided by the following questions: Why are gender and sexuality important to consider when reading African American cultural texts? How do discourses of gender and sexuality affect the meaning of blackness? How does gender impact racial representation and its political meanings? Finally, what are the cultural impacts of these gendered sexualized and politicized racial representations?
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

AFAS 2081 African-American Studies: An Introduction
Lectures, readings, films, and discussions reflect a range of academic approaches to the study of African American people. Course materials drawn from literature, history, archeology, sociology, and the arts to illustrate the development of an African American cultural tradition that is rooted in Africa, but created in the Americas. Required for the major.
Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM BU: HUM EN: H

AFAS 2090 African Studies: Mapping Urban Languages and Resistance in Africa
This course will introduce students to a variety of approaches to the study of Africa by considering the ways that scholars have understood the African experience. It will expose students to the history, politics, literary, and artistic creativity of the continent. Emphasis will be placed on the diversity of African societies, both historically and in the present, and explore Africa's place in the wider world. Required for the major.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

AFAS 2120 Topics in African Francophone History
This course seeks to demonstrate how the French colonial administration conceptualized empire in West and Central Africa, and further examines how various African populations responded to the politics of language, culture, and assimilation throughout Francophone Africa. Beginning with the Berlin Conference (1884-1885) and an introduction to Senegal, one of France's oldest colonies (1891-1960), this course uses oral historical accounts of African participation in both world wars. It also highlights U.N. imperialism in Central Africa-beginning with the trusteeship of Cameroun, culminating with the assassination of Patrice Lumumba, and subsiding with the Belgian Congo's second independence. It ends with a discussion of topical themes in political science discourse such as democratization, development, globalization, and human rights.
Credit 3 units. A&S IQ: HUM Art: HUM BU: HUM, IS

AFAS 2140 Juvenile Justice in the Black Experience
This course examines the sociolegal past, present, and future of American juvenile justice, with a focus on the Black American experience. The course is organized in three parts. Part I surveys the late 19th- and early 20th-century development of the parental state, including its institutional centerpiece (the juvenile court), its principle legal subjects (dependents and delinquents), and how these took shape alongside the contemporaneous rise of American Apartheid. Part II examines several key changes and challenges in contemporary juvenile justice, including the transformation of this institution in the wake of the Civil Rights Movement and the endurance of racialized juvenile social control in the post-Civil Rights period. Finally, Part III considers possible futures of youth justice in the United States and beyond as well as practical strategies for achieving equal protection within and beyond the law. For AFAS majors, this course counts as Area Requirement 2.
Credit 3 units. A&S IQ: SSC, SC Art: SSC BU: BA EN: S
Typical periods offered: Fall

AFAS 2151 St. Louis Black History, Culture and Civic Engagement
Discover the stories of Black Saint Louisans and their contributions to the city, the region, and the nation. From Dred and Harriet Scott to J. D. and Ethel Lee Shelley, from Scott Joplin to Chuck Berry, from James Milton Turner to Tishaura Jones, the course will engage first-hand accounts and innovative scholarship to examine St. Louis's deep and

rich history of Black life, culture, resistance, and civic engagement that has shaped the city for three centuries. Beyond the classroom, students will experience this history through visits to key sites in the city's African American past, tour local Black museums, and learn directly from area history-makers and custodians of African American history. Students will apply their learning through collaborative work with a community partner that elevates histories of the African American experience in St. Louis.

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

Typical periods offered: Fall

AFAS 2153 Topics in African American Studies: Afro-Latin America On Camera

In this course, we will see how the camera, in still and moving photography, has served to register blackness in Latin America as a structure, experience, and representation frequently neglected in popular media. Starting with the images of enslavement and freedom in the form of painting, sketches, prints, daguerrotypes, and other early photographs in nineteenth-century Latin America, we will explore how the camera has marked the passing of time and created racial histories-actual and fictional-that educate us, move us, and influence how governments make policy. We will view an array of films, video, and still photography, across multiple genres, that center the histories and present-day joys and struggles of black people in Latin America while actively considering how our own consumption of media informs our racial perceptions of Latin America. The work that we view and read about will be used to question Latin America's perceived racial exceptionalism narratives, such as mestizaje, mulatismo, and racial democracy, and how they depend on sugarcoated histories of race mixture during slavery and colonization. This course will also focus heavily on how image-making becomes a persuasive means to make one's blackness known in the framework of the Latin America nation-state, to stake claims to rights, and to document black life in productive, pleasurable ways that do not always center the ongoing gentrification, annihilation, and genocide of black communities.

Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM, VC BU: BA, ETH, HUM EN: H

Typical periods offered: Fall

AFAS 2154 Topics in African-American Studies: The Struggle for Black Reparations

This course will take an interdisciplinary approach to understand reparations. Drawing on histories of injustice, newspaper articles, economic analyses of the cost of reparations, Senate hearings, and H.R. bill 40, we will interrogate the historical and contemporary impact of white supremacy and anti-Blackness on African American life that drive demands for redress. The course readings are divided into three parts: we will examine slavery, the Jim Crow era, and the contemporary moment to understand how the U.S. government, often in partnership with the private sector, has exploited African Americans. This course will also challenge us to evaluate varying reparation models, debates regarding its feasibility, and grapple with what true liberation looks like for Black people today.

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

Typical periods offered: Fall

AFAS 2157 Racism, Reform & Rebellion: The Ferguson Uprising & the Rise of Black Lives Matter

On August 9, 2014, Michael Brown, an 18-year-old African-American teenager, was murdered in the Canfield Green Apartment complex by Officer Darren Wilson, a member of the Saint Louis County Police. Brown's murder and the subsequent disrespect of his lifeless body would punctuate years of frustration among local, Black St. Louisians who continued to suffer abuse at the hands of law enforcement. As they collectively mourned, Black people in the region decried the persistent racism, and called for reforms. Beginning in Ferguson and expanding to all sectors of the greater Saint Louis area, the protest would eventually spread across the country, coalescing into what would eventually be referred to as the Movement for Black Lives or #BlackLivesMatter. Eventually, this social movement, hashtag and broader discourse would profoundly shape American discourses about racism, inequality, and social justice. At the height of its popularity #BlackLivesMatter would challenge state governance, universities, corporations, electoral politics, commerce and many other aspects of American life. This course will explore the ways that Saint Louis, as a city and region, came to occupy the center stage of American history at the outset of the 21st Century.

Credit 3 units. A&S IQ: HUM, SC BU: BA, HUM EN: H

Typical periods offered: Spring

AFAS 2160 Free the Land: Black Lives and Environmental (In)justice

Black history is inextricable from the study and discussion of environmental racism and environmental justice in the United States. Environmental racism is defined as any policy, practice or directive that differentially affects or disadvantages individuals, groups or communities based on race. This course expands and illuminates this definition through examinations of space and spacemaking where Black and indigenous people reside-from Africa to the Caribbean and United States. We will interrogate instances of environmental injustice as expressed through toxic waste, land theft, conservation colonialism, and the slow violence of biological extermination and social erasure. We will also examine environmental justice as a social movement in which local communities, activists, online networks, and at times government actors resist environmental injustice to create cleaner, more sustainable environments for all. Throughout the semester, we will read scholarly texts, engage primary sources, analyze popular and independent media, and study testimony and self-published materials from Black activists across the globe.

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

Typical periods offered: Fall

AFAS 2230 The African Diaspora: Black Internationalism Across Time and Space

This course is an introduction to the history of the African diaspora. It will engage the following questions: what constitutes a diaspora and what is the African diaspora in particular? Where is it? What were the conditions that led to the dispersal of Africans throughout the world? How have Africans in the diaspora constructed cultural and political identities across time and space? What were the circumstances that led to the dispersal of Africans? When the dispersal resulted from conditions of inequality, as was the case when the transatlantic slave trade led to the forced migration of Africans to the 'new world,' what were the legacies of that inequality? How has the African presence transformed the societies in question? Though the course will focus on readings from the United States, the Caribbean and South America, students will also be exposed to the African diaspora as a series of dispersals, with a view to placing the African diaspora in the 'new world' within the historic context of a longer history of African dispersal.

Credit 3 units. A&S IQ: HUM Arch: HUM BU: HUM, IS EN: H

AFAS 2232 Gender and Sexuality in the African Diaspora

This course is an interdisciplinary examination of gender and sexuality in the Africa Diaspora. We will study the complexities of gender and sexual experiences, practices, identities, and community formations within select cultural contexts. Through lectures, and discussion and creative activities, films, and reading materials, both fiction and nonfiction, we will examine how genders and sexualities are constructed, experienced, and lived in various socio/cultural geographies throughout the Black world.

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

Typical periods offered: Spring

AFAS 2450 Bones, Burials and Black Worlds: Mortuary Archaeology and Critical Heritage Studies of African and African American Funerary Practices

This class explores the archaeology and heritage of death and burial across the African and African diasporic past. It focuses on how the evolving histories, ideologies, and material arts and engagements pertaining to Black funerary practices, how these have been approached and conceptualized in scholarship, what has been learned, and how this can contribute to efforts of protection, preservation, and heritage justice in the present. It also introduces students to some of the main methods used by archaeologists in the study of burials and mortuary landscapes.

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

Typical periods offered: Fall, Spring

AFAS 2550 Introduction to Africana Studies

The course provides an overview of the field Africana Studies and provides analysis of the lives and thoughts of people of African ancestry on the African continent and throughout the world. In this course we will also examine the contributions of Africana Studies to other disciplines. The course takes an interdisciplinary approach drawing from history, philosophy, sociology, political studies, literature, and performance studies and will draw examples from Africa, the United States, the Caribbean, Europe, and South America. When possible, we will explore Diaspora relationships and explore how the African presence has transformed societies throughout the world. This class will focus on both classic texts and modern works that provide an introduction to the dynamics of African American and African Diaspora thought and practice.

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

Typical periods offered: Fall

AFAS 2750 Quantitative Methods in African and African-American Studies

This course teaches the basic descriptive and inferential statistics used to analyze racial injustices. Specifically, the course will teach descriptive statistics, probability theory, hypothesis testing and confidence intervals, sampling, correlations, simple and multiple regression, and basic model building and testing. All statistical analyses will be conducted using SPSS and Excel.

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

Typical periods offered: Spring

AFAS 2990 Undergraduate TA

Credit 3 units.

AFAS 2995 African and Afro-American Coursework Completed Abroad

Credit 2 units.

AFAS 2996 Quantitative Methods

This course provides students with a basic foundation of quantitative methods and its role in evidence-based decision making in the fields of public health, criminal justice, education, and environmental justice. The course covers statistical principles that govern the analysis of data in social sciences. Included in this course are exploratory data analysis, probability theory, confidence interval testing, hypotheses testing, power and sample size determination, and multivariable methods.

Credit 3 units.

AFAS 2998 Independent Work

Independent work must be approved by the faculty sponsor, the academic coordinator, and the department chair.

Credit 3 units.

Typical periods offered: Fall, Spring

AFAS 2999 Internship in African & African American Studies

Students receive credit for a faculty-sponsored and approved internship with a community partner. Preference will be given to AFAS community partners. The internship is intended to give students the opportunity to obtain professional experience and apply AFAS concepts in project with a community partner in their area of interest. Students must have a faculty advisor, and a site or project supervisor at the community partner. Registration requires completion of the Learning Agreement, which must be filled out and signed by their faculty sponsor, the AFAS Director of Community Engagement, and their site supervisor prior to beginning internship work. Students should agree on a set of deliverables with the faculty sponsor, for instance, bi-weekly journals with an end-of-the-semester short reflection paper. Students are encouraged to use their internship experience for their future capstone or senior honors thesis. Students may not receive credit for work done for pay but are encouraged to obtain written evaluations about such work for the student's academic adviser and career placement file. May be taken for 1-3 credit hours, depending on the number of internship hours.

Credit 3 units.

Typical periods offered: Spring

AFAS 3000 Directed Research in African & African American Studies

Students works on research activities, a project, or specialized training in Black Studies under the supervision or direction of an AFAS professor outside of a classroom for an approved learning experience. Approval of an instructor and the chair of the department is required. This designation should constitute rigor and knowledge gained consistent with other 300-level courses in the Department. May be taken for 1-3 credit hours, depending on the number of hours committed per week.

Credit 3 units.

Typical periods offered: Spring

AFAS 3003 From Shaft to Django: The History of Blaxploitation Film

Hollywood was in steep decline in the late 1960's. On the brink of collapse, the film industry was rescued by an unprecedent boom in films that featured Black casts and targeted Black audiences. Narratives of slick-talking hustlers and afro-sporting femme fetales intent on sticking it to the man, these would come to be known as Blaxploitation films. This class will historically contextualize and critically examine the Blaxploitation phenomenon of the 1970's. We will explore what led to the emergence of Blaxploitation, the peaks of its popularity, the controversies that surrounded it, its rapid demise, and its lasting influence. Blaxploitation was a brief, bombastic and highly polarizing era in the history of American film. Heralded by some as a revolution in representations of Black empowerment and by others as pandering to longstanding racial stereotypes. Indeed, it's influence on Black culture stretches beyond the 1970's and into cultural realms beyond the silver screen. While this is primarily a film course emphasizing close readings of canonical Blaxploitation cinema, we also will explore: Blaxploitation soundtracks (i.e., Curtis Mayfield and Isaac Hayes), Black Pulp Fiction novels that inspired the films (i.e., Ernest Tidyman and Sam Greenlee), the aesthetics of Blaxploitation promotion via the Black Film Promotional Material Collection located in the Julian Edison

Department of Special Collections, and finally we will consider how Blaxploitation aesthetics influenced subsequent cultural movements like the 1990's renaissance in Black film, Hip-Hop and contemporary satire.
Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM, VC BU: HUM EN: H
Typical periods offered: Fall

AFAS 3006 Feminist Fire!: Radical Black Women in the 20th Century
Black women have been at the forefront of the Black radical tradition since its inception. Often marginalized in both the scholarship and the popular memory, there exists a long unbroken chain of women who have organized around the principles of anti-sexism, anti-racism, and anti-capitalism. Frequently critical of heterosexist projects as well, these women have been the primary force driving the segment of the Black radical tradition that is commonly referred to as Black Feminism. Remaining cognizant of the fact that Black Feminist thought has also flourished as an academic enterprise -- complete with its own theoretical interventions (e.g., standpoint theory, intersectionality, dissemblance) and competing scholarly agendas -- this course will think through the project of Black Feminism as a social movement driven by activism and vigorous political action for social change. Focusing on grassroots efforts at organizing, movement building, consciousness raising, policy reform, and political mobilization, this course will center Black Feminists who explicitly embraced a critical posture toward capitalism as an untenable social order. We will prioritize the lives and thoughts of 20th-century women like Claudia Jones, Queen Mother Audley Moore, Frances Beal, Barbara Smith, Audre Lorde, and Angela Davis as wellas organizations like the Combahee River Collective, the Chicago's Black Women's Committee, and the Third World Women's Alliance. At its core, this course aims to bring the social movement history back into the discourse surrounding Black Feminism.
Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM BU: BA, HUM EN: H

AFAS 3009 The Politics of Kanye West: Performances of a Wild Genius
As a hip-hop artist Kanye West has had unprecedented impact on the sonic force of music, fashion, politics, and videography. Coupling his controversial moments, with his corpus of musical texts with special focus on sonic production, this course illuminates Mr. West as a case studey for interrogating the interplay between fame, gender, sexuality, and race. Mostly, we explore how racialized ways of doing iconography, complex ways of seeing, creates a distorted or reductive frame through which we see the black and famous. Nonetheless, the course oscillates with entertaining these nuances, while being entertained by the decade-long catalogue of music and visual imagery. Together, we extract the Politics of Mr. West in his music and life, while also illuminating the importance of a politics of genius-making in the larger arc of black pop culture tradition.
Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM BU: BA, HUM EN: H
Typical periods offered: Spring

AFAS 3012 Topics in Global Black Studies.
Topics vary per semester in Global Black Studies
Credit 3 units. A&S IQ: SC EN: H
Typical periods offered: Fall, Spring

AFAS 3014 Black Womens Rhetorics: From Healthcare to Hip Hop
The course will permit an understanding of Black Feminism through the interdisciplinary exploration of Black feminist writings, practices, and expressions. The course will draw from literature, history, linguistics, sociology, political science, and other disciplines in order to critically examine key issues, assumptions, and debates from the perspective of Black women. We will trace the sociohistoric origins of Black Feminist Thought, ultimately attempting to understand contemporary iterations of Black Feminism within popular culture and throughout the African Diaspora. Essentially, this course asks: what kinds of cultural bonds have been created through Black women having a shared racialized and gendered experience? How has Black Feminism been a form of resistance, a kind of technological agency, and a kind of political identity? Furthermore, how have Black women historically articulated their realities to the larger public in an effort to persuade their audience(s) to listen to and value who they are and what they say in the midst of racist, dehumanizing, oppressive structures and institutions?
Credit 3 units. A&S IQ: HUM, SC BU: HUM EN: H

AFAS 3016 African American Politics
Credit 3 units.

AFAS 3035 The Sociology of African-American Politics
While this course includes the insights of political science, history, anthropology, law, and cultural studies, it is based in sociology. If political science can be said to focus on theories of governance and the mechanics of governmental administration, political sociology can be said to focus on the underlying social forces making civic and political thought and action possible, the consequences of political thought and action, the impact of informal civic and political worlds on the state, and power dynamics between and within groups. In this course, we will consider each of these topics across seven sections.
Credit 3 units. A&S IQ: SSC, SC BU: BA EN: S

AFAS 3040 A History of African-American Theater
A survey of African American theatre from post-Civil War coon shows and reviews to movements for a national black theatre, such as Krigwa, Lafayette and Lincoln, and the Black Arts Movement. Early black theatre and minstrels; black theatre movement and other ethnic theatre movements in America. Critical readings of such plays as Amiri Baraka's Dutchman, Lorraine Hansberry's A Raisin in the Sun, Langston Hughes and Zora Neale Hurston's Mulebone. Also works by August Wilson, Ed Bullins, Charles Fuller, Georgia Douglas Johnson.
Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM BU: HUM EN: H
UColl: CD
Typical periods offered: Fall

AFAS 3050 Coming of Age: Coming to Consciousness in Black American Literature, Film, and Music
In this course, we will study the phenomenon of GWB: growing-up while black. To ground this semester-long study, we will explore such questions as the following: To what extent are childhood and adolescence shaped by race? How has the movement from childhood to adulthood been similar and different for black Americans across moments in history? What are the rites of passage in coming of age, and how do the particularities of race, gender, sexuality, and region, among other factors, impact these touchstones of life? Utilizing literature and film as primary texts, we will analyze how the format and methods of our texts construct or disrupt ideas of childhood, adulthood, maturity, consciousness, failure, and success.
Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM BU: BA, HUM EN: H
Typical periods offered: Fall, Spring

AFAS 3062 Islam, Culture and Society in West Africa
This course will explore the introduction of Islam into West Africa beginning in the 10th Century and explore its expansion and development in the region, placing emphasis on the 19th century to present day. It will focus on the development of West African Muslim cultural, social, religious, and political life, to understand not only how the religion affected societies, but also how West African local societies

shaped Islam. The course also aims to introduce students to a critical understanding of Islamic writing in West Africa. It will also examine the organization of Muslim Sufi orders in West Africa through time and space. The course is organized around a series of lectures, readings, as well as print and visual media. For AFAS majors, this course counts as Area Requirement 4.
Credit 3 units. A&S IQ: LCD, SSC Art: SSC BU: IS EN: S UColl: CD
Typical periods offered: Fall, Spring

AFAS 3070 Topics On Africa: African Urban Futures
Nearly fifty percent of Africa's population now lives in urban areas. By 2050 this number is expected to triple to 1.23 billion or what will then be sixty percent of the continent's total population. This urban growth is happening alongside rapid economic expansion, technological innovations, and-in some cities-political insurrection. Many of these developments are taking place in peripheral urban areas that lack formal planning, basic infrastructure, and security. Yet, as many theorists point out, the very lack of cohesive planning and stable infrastructure in urban Africa has produced flexible spaces where novel forms of dwelling, work, and leisure are possible. Many residents, often by necessity, rearrange their built environments to make the city function beyond the limits of its original design. In the process, urban dwellers produce new built spaces, aesthetics, and economic practices, calling into question assumptions about what a city is and how it works. What are the implications of Africa's urban revolution for both the people who inhabit these cities and the world at large? How will Africa's urban future shape what some theorists are calling the African century? What can contemporary cities across the continent tell us about the future of urban life everywhere? In this seminar, we will explore these questions by surveying a variety of case studies and topics from across the African continent. The purpose in focusing on Africa in general is not to homogenize an incredibly diverse continent, but to make connections across a variety of different contexts in order to explore conceptual debates and assemble a theoretical tool-kit that is useful for grappling with themes that are simultaneously abstract and concrete. For AFAS majors, this course counts as Area Requirement 4.
Credit 3 units. A&S IQ: LCD, SSC Art: SSC BU: IS EN: S
Typical periods offered: Fall

AFAS 3075 Recipes for Respect: Black Foodways in the United States
This course will illustrate the ways that African Americans have interacted with the farmed environment, domestic service, and cookery to gain social mobility and civil rights. At least one site/community/restaurant space in St. Louis exemplary of the issues surrounding Black foodways will be examined as a way to understand food -- its production, its preparation and its distribution -- as expressive culture and a means of social justice.
Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM BU: BA, HUM EN: H
Typical periods offered: Spring

AFAS 3080 Imaging Blackness: Race and Visual Culture in Africa and the African Diasporas
This course examines the relationship between race, nation, and visual culture by interrogating the ways in which citizenship in Western nations is racially defined. Through the semester, we will focus specifically on South Africa and African diaspora communities in the U.S., Britain, Canada, Germany, and the Caribbean. People from Africa and the African diaspora have historically been excluded from the national imaginary and have sought other forms of belonging that challenge the limitations of the nation-state. First, this course examines the role of visual culture in reifying the relationship between race and nation. Collectively through readings, film screenings, and by engaging with other visual arts practices (photography and fine art), we will interrogate the following questions: What is the relationship between early cinema and photography and how have these visual technologies contributed to contemporary understandings of race, particularly blackness and Africanness? What is the relationship between early cinema, race, and nation? How has cinema been used by black communities to signal the emergence of modern black life? How does Africa figure in the African diasporic imaginary through visual art? After establishing the long history of the intimate relationship between race, nation, and visual culture we will then interrogate the manner in which artist of the African diaspora and South Africa have employed the visual technologies of cinema and photography to contest dominant representations (stereotypes) of blackness. We will engage with the manner in which these artists have and continue to challenge, critique, and offer new ways to think through the relationship between race, nation, and visual culture. Throughout the course we will examine how other vectors of power like class, gender, and sexuality are central to formations of race and nation. By engaging with contemporary visual artists of South African and the African diaspora we will examine how cultural production, for example, can and does serve as one means through which people imagine their lives, often resisting and revising forms of oppression to create alternative community and cultural formations.
Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM BU: BA, HUM EN: H

AFAS 3100 Terror, Fratricide, and Empire in Kenya: The Mau Mau War in Historical Perspective
On 6 June 2013, the Foreign Secretary William Hague expressed his sincere regret that the Kenyan colonial authorities had subjected Kenyans to “torture” and announced that the British government would pay twenty million pounds in compensation to more than five thousand surviving victims. Most people in twenty-first century Kenya now recall the “Mau Mau Emergency” as a anti-imperial war of national liberation. Members of the Kenya Land Freedom Army (“Mau Mau” has no meaning in any Kenyan language) were the avowed enemies of the colonial government and European settlers. Yet Mau Mau can also be seen as a civil war fought within the Gikuyu community between members of the Land Freedom Army and “Loyalists” who had a different vision of post-independence Kenya. This course, which has no prerequisites and assumes no prior knowledge, is an introduction to the basic methodologies of African history through the close examination of the origins, manifestations and recollections of the Mau Mau war. Drawing extensively on primary sources, the class is appropriate for students interested in African studies, the British Empire, the imperial era in Africa, agrarian studies, collective identity, guerrilla warfare and counter-insurgency, psychology as a punitive and disciplinary tool, mass detention, decolonization, nation-building and historical memory.
Credit 3 units. A&S IQ: HUM, SSC, SC BU: HUM
Typical periods offered: Spring

AFAS 3101 Give Up the Mic: Black Feminism in the United States
It is a mistaken, but widely held assumption that Black feminism in the United States emerged from the second wave women's movement of the 1960s. This course offers a different view: the black feminist movement has a long history with roots in the slavery era. This course will chart the historical evolution of black feminist theory and praxis from the 19th century to the present through reading texts from a variety of black feminists including abolitionists, anti-lynching advocates, clubwomen, blues artists, unionists, communists, civil rights and black power movement activists, poets, leaders of formal feminist organizations, and hip hop feminists. We will examine essays and books that articulate the complexity of black American women's demand for social, economic and political equality, as well as the desire for a vision of liberation based on historical and ongoing struggles against race and gender oppression. We will identify the central concerns of black feminist thought, salient theoretical models such as the intersection of race, gender, sexuality and class, and how the movement changed over time.

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

AFAS 3111 African American Images in Film

The course surveys the evolution of African American images in film, which began with the first major feature length silent film, Birth of a Nation (circa 1915), which celebrated the Ku Klux Klan and contained racist depictions of African Americans. The first talking film, Al Jolson's The Jazz Singer contained the (in)famous song, Mammie, which was sung by Mr. Jolson in Black Face, a carry-over from White performers who darkened their faces with burned cork during minstrel and vaudeville live performances. Those early films were produced and directed by European Americans who tended to portray African Americans through negative sterotypical depictions. Gradually, with the passage of time, technology, and the emergence of the Civil Rights Movement, a combination of European and African American film makers began to provide a broader array of Black portrayals that included a spectrum of negative to positive depictions of Black people. We will include an examination of Washington University's Eyes on the Prize archives.

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

AFAS 3113 Culture, Politics, and Society in Francophone Africa

France and Africa have a long historical relationship, dating back to the early Euro-Mediterranean empires, the first explorers, long-distance traders, Christian missionaries, colonialists, and today's French West and North African communities. In this course, we delve into this long process of interaction between France and its colonies of Africa. During the first half of the semester, we explore these historical relationships and examine the scientific constructs of race in the 19th and early 20th century. We touch on themes that defined the colonial encounter, including the development of the Four Communes in Senegal, the Negritude movement, and French Islamic policies in Africa. The curriculum for this course includes articles, films, and monographs, to explore these themes and includes writers and social activists living in France and the African diaspora. The second half of the course examines Francophone Africa after independence. Here the course explores the political and cultural (inter) dependence between France and its Francophone African partners. In addition, we examine the challenges of many African states to respond to their citizen's needs, as well as France's changing immigration policies in the 1980s, followed by the devaluation of the West and Central African Franc (CFA).

Credit 3 units. A&S IQ: LCD, SSC, SC Art: SSC BU: IS EN: S

Typical periods offered: Fall, Spring

AFAS 3116 Black Home Spaces in the U.S.

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

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

AFAS 3120 African Immigration to the United States of America

The United States of America has historically been known as a nation of immigrants. However, current rhetoric has brought this notion into question. This country has consistently been a magnet for millions of people from all over the world, and this course seeks broadly to understand recent African immigration. In Black studies, most attention has been paid to the forced migration of the enslaved during the Atlantic Slave trade. Studying 20th and 21st African immigration is key to truly understanding the Black experience in America. According to data from the U.S. Census Bureau, 2.1 million Africans live in America as of 2015. The majority of these migrants are from Sub-Saharan Anglophone Africa (Nigeria, Ghana, Kenya, South Africa), but they are also from war-torn countries such as Ethiopia, Eritrea, and Somalia. The primary focus of this course will be on contemporary African labor immigrants, including skilled professionals, children who arrived in the United States for family reunification, refugees, and winners of the Diversity Visa lottery who are now permanent residents. The migratory flux also includes people who were forced to leave their birth countries for political reasons as well as genocide. Through the class, we will examine the push and pull factors of immigration. The second part of the course explores the lived experience of Africans in America, whether they are well educated as compared with other migrant communities or whether they are laborers. We will study the role of remittances, language barriers, paths to naturalization, and job opportunities once Africans reach American soil. Increasingly, repatriation (both voluntarily and forced), xenophobia and Islamophobia are challenges that rock African immigrant communities. Today, many Africans live between two countries: Africa and America. This transnationalism allows them to navigate different lives, stories, identities, and cultures. Several activities are organized in the African local community. There is a large group of Ghanaians, Kenyans, Egyptians, Senegalese, Nigerians, Ethiopians, and Somalians in St. Louis. We will invite these individuals to the class as guest speakers so that students can fully understand their multiple lives in the St. Louis metropolitan area.

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

Typical periods offered: Fall, Spring

AFAS 3130 African Civilization: 1800 to the Present

Beginning with social and economic changes in 19th Century Africa, this course is an in-depth investigation of the intellectual and material culture of colonialism. It is also concerned with the survival of pre-colonial values and institutions, and examines the process of African resistance and adaptation to social change. The survey concludes with the consequences of decolonization and an exploration of the roots of the major problems facing modern Africa.

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

UColl: HAF, HSM

Typical periods offered: Spring

AFAS 3140 Urban Inequality: Racism, Segregation, & Ghettoization in the American City

The academic study of urban inequality proceeds from the understanding that: 1) cities are deeply unequal, especially when considered in terms of race and class; 2) rather than being random or natural, urban inequality is the product of human ideas, policies, and practices; and 3) urban inequality has substantial and enduring impacts on city life and life chances, especially for racial minorities and the poor. Echoing these general themes, this course closely examines the causes, development, and consequences of urban inequality in the U.S. context. In order to explore U.S. urban inequality most clearly, the course focuses on the African-American urban experience and what has variously been called the black belt, the inner city, and, most importantly, the ghetto. The scope is still national, though, with analyses of New York, Philadelphia, Baltimore, D.C., Detroit, Chicago,

New Orleans, Oakland, and St. Louis, among other cities. The course primarily draws from sociology and history but also includes insights from anthropology, political science, criminology, and law, among other disciplines.
Credit 3 units. A&S IQ: SSC Art: CPSC EN: S

AFAS 3160 African Civilization to 1800
Beginning with an introduction to the methodological and theoretical approaches to African history, this course surveys African civilization and culture from the Neolithic age until 1800 AD. Topics include African geography and environmental history, migration and cross-cultural exchange, the development of Swahili culture, the western Sudanese states, the trans-Atlantic slave trade, and the historical roots of apartheid. For AFAS majors, this course counts as Area Requirement 4.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H
Typical periods offered: Fall

AFAS 3161 African-American Politics
This course examines the historical and contemporary efforts by African Americans to gain full inclusion as citizens in the U.S. political system. The course focuses on topics such as the politics of the civil rights movement; African American political participation; and the tension between racial group politics and class politics.
Credit 3 units. A&S IQ: SSC Art: SSC BU: BA EN: S

AFAS 3170 Research Materials for African and African American Studies
The goal of this course is to help students develop effective information handling skills for conducting library research in the area of African and African American Studies. Class assignments and projects focus on identifying and evaluating primary and secondary resources using basic library resources, online catalogs from various institutions, journal article databases, and Internet resources. The format of the class will consist of lecture/discussion, demonstrations, and hands-on practice in Olin Library.
Credit 3 units. EN: H

AFAS 3201 Race, Education & Inequality: From Segregation to Reform
In this course, we will examine how racial inequality shapes America's schools and its impact on the educational experiences of Black youth. We will engage the history of the American education system and highlight the ongoing efforts of Black Americans to achieve educational equity in the United States. Later in the course, we will consider more recent developments in education policy and discuss the implications of these reforms for Black youth of diverse identities.
Credit 3 units. A&S IQ: SSC, SC
Typical periods offered: Spring

AFAS 3231 Black Power Across Africa & the Diaspora: International Dimensions of the Black Power Movement
This seminar explores the Black Power Movement as an international phenomenon. By situating Black Power within an African World context, this course will examine the advent and intersections of Black Power politics in the United States, parts of Africa (including Ghana, Algeria, Nigeria and Tanzania), the Caribbean (Jamaica, Bermuda, the Bahamas and Cuba), South America (Brazil) and Canada. Particular emphasis will be placed upon unique and contested definitions of Black Power as it was articulated, constructed and enacted in each region.
Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM BU: BA, HUM EN: H

AFAS 3235 The Art of Black Healing: Justice, Repair & Radical Restoration
From the Transatlantic slave trade to chattel slavery and, then, institutionalized racism, Black people have long been subjected to some of the most horrific forms of violence and suffering at the hands of colonization, white supremacy and anti-Black racism. Yet, despite the tremendous pain endured, we continue to generate systems of healing and repair that allow us to reclaim our power and reestablish healthy relationships to ourselves and our communities. In this course, students will engage the spiritual, political, and physical frameworks of healing that Black people deploy as a response to harm and oppression. This course engages the tradition of Black healing and will prioritize the literal application of various healing practices in our time of study by collectively experimenting with new ways of learning,thinking, theorizing, creating, doing and being.
Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Spring

AFAS 3240 Topics in Architectural History: African Architecture and Urbanism
This architectural history course examines the built and social environments of select great African cities from 200 BCE to the 21st century. Our case studies will include, among others, Alexandria, Timbuktu, Zimbabwe, and Johannesburg. In addition to considering the varieties of urban expression on the continent itself, we will also look at the impact of the African presence upon cities in the diaspora. Can we identify African contributions to architectural or artistic forms in North America, the Arabian penninsula, or Asia?
Credit 3 units. Art: HUM BU: IS

AFAS 3242 Introduction to African-American Psychology
This course provides an introduction to the experiences of African Americans from a psychological perspective. Throughout the course, we will consider a range of theoretical and methodological approaches that scholars have developed to conceptualize the thoughts, styles, and behaviors of African Americans. The course begins with an overview of these theories, methodologies, and frameworks. The second part of the course is devoted to exploring psychological research around pertinent topics in the field such as racism and discrimination, gender, achievement and schooling, kinship and family, racial identity, religion and spirituality, and mental health. Finally, we conclude the course with discussions of current topics, controversies, and recent advances in African American psychology. Prereq: Intro to Africana Studies.
Credit 3 units. A&S IQ: SSC Art: SSC BU: BA EN: S

AFAS 3254 African Americans and Children's Literature
This course explores two distinct themes: how African descended people have been depicted in American and British children's literature and how African Americans have established a tradition in writing for children and young adults. It will also examine two related questions: How has African American childhood been constructed in children's literature and how have African American writers constructed childhood in children's literature? We will look at such classic white writers for children like Helen Bannerman, Annie Fellows Johnston, and Mark Twain as well as efforts by blacks like the Brownies Book, published by the NAACP, and children's works by black writers including Langston Hughes, Ann Petry, Shirley Graham Du Bois, Arna Bontemps, Virginia Hamilton, Walter Dean Myers, Mildred Taylor, Floyd and Patrick McKissack, Julius Lester, Rosa Guy, Sharon Bell Mathis, bell hooks, and others. For AFAS majors, this course counts as Area Requirement 1.
Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

AFAS 3255 Black Masculinities
This course will investigate and explore how manhood, or masculinity, interacts with ideas of sexuality in public and private life. Together, we will look closely at writers who offer cultural and theoretical frameworks to challenge our ideas of what black manhood is and should be, particularly those writers who are bold enough to represent same-sex desire among black men and women. Authors will include James Baldwin, Essex Hemphill, Mark Anthony Neal, Mignon Moore, and E. Patrick Johnson.
Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM BU: BA, HUM EN: H
Typical periods offered: Spring

AFAS 3260 Zambaje: Afroindigenous Relations in Latin America
What does it mean to be Black and Indigenous in Latin America? What are the relations between Indigenous and Afro-descendant populations? How are the two marginalized groups constructed in relation to each other? This course takes a broad approach to relationships between Indigenous and Afro-descendant populations in Latin America. It begins in the colonial moment, exploring the tensions and solidarities between the two groups of people. It explores Afro-Indigenous populations and their position in the colonial and nationalist moments. It then examines questions of identity, recognition, sovereignty, conflict, and erasure into the present. Some key concepts we will unpack include mixture and separation; competitions and solidarities; slavery and freedom; ethnicity and race; and collective rights.
Credit 3 units. A&S IQ: LCD, SSC Art: SSC BU: BA, IS
Typical periods offered: Spring

AFAS 3270 For Freedom's Sake: The Civil Rights Movement in America
This course provides an introduction to the period of struggle in American history known as the Civil Rights Movement. Our primary task is to survey the major historical figures, organizations, locations, strategies and ideas that coalesce to make the history of the movement. The course broadly covers the years of the Black Freedom Struggle between 1945 and 1971, with a sharper focus on the pivotal years of 1954-1965. By placing the movement within a broader context, the course seeks to identify the historical developments and social realities that made the movement necessary and possible. The class also looks at the years following the movement, and the general transition from Civil Rights to Black Power.
Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM BU: BA, HUM EN: H
Typical periods offered: Fall

AFAS 3280 Masculinity and 20th-Century African-American Literature
This seminar considers how literature, from the Great Migration through our contemporary moment, represents and complicates myths of Blackness as a repository of masculine virility and patriarchal incapacity. Through close readings of canonical African-American literature by the likes of Richard Wright, James Baldwin, Amiri Baraka, and John Edgar Wideman, this course will critically (re)define the keywords blackness and masculinity and consider the terms and implications of their interrelatedness. Working from the foundational claim that masculinity is never an established fact but rather socially constructed upon a fickle node of ceaseless anxiety and brash assertion, literature will serve as a critical site to pursue the following inquires: How does Blackness impact broader meanings of American masculinity? Further, how does Blackness both threaten and fortify masculinity? Finally, how does centering the relationship between Blackness and masculinity assist in thinking through themes of gender, race and sexuality more broadly?
Credit 3 units. A&S IQ: SSC, SC Art: SSC BU: BA EN: S
Typical periods offered: Fall, Spring

AFAS 3282 Sexuality in Africa
An examination of various themes of African sexuality, including courtship, marriage, circumcision, STDs and AIDS, polygamy, homosexuality, child marriages, and the status of women. Course materials include ethnographic and historical material, African novels and films, and U.S. mass media productions. Using sexuality as a window of analysis, students are exposed to a broad range of social science perspectives such as functionalist, historical, feminist, social constructionist, Marxist, and postmodern.
Credit 3 units. A&S IQ: SSC Art: SSC BU: BA

AFAS 3290 James Baldwin: Life, Letters & Legacy
In his 1972 essay No Name in the Street, James Baldwin recounts that he could never in good conscience just write, because he had never been just a writer. Indeed, Baldwin saw himself as a public witness to the situation of black people, compelled to speak truth to power in whatever form he deemed necessary. Baldwin -- as Black, gay, man, American, author, activist, and so much more -- has served as an essential figure in theorizing alterities of the presumed rigidity of these very concepts. In this respect, this course will center Baldwin the thinker as much as Baldwin the author. We will examine his classic novels and essays as well as his work across many less-examined domains: theatre, sermon, dialogue, film, and short story. Moreover, while committing ourselves to close reading methods, we will situate Baldwin's works within the sociohistorical context and consider how he shaped and was shaped by events, beginning with the Civil Rights Era through our precarious contemporary moment in which he remains -- often tragically -- a timely voice.
Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM BU: BA, HUM EN: H
Typical periods offered: Fall, Summer

AFAS 3304 Race and Global Health Inequities: Social determinants and Intersectionality
Race, Health, and Inequality: Frameworks and Global Histories from Tuskegee to COVID introduces students to an interdisciplinary approach to examine how the intersection of race/ethnicity, gender, class, and other forms of inequalities shape both 1) the outcomes and distribution of health and wellness (broadly defined), and 2) how communities and individuals interact with, understand, and navigate health-related systems. While the focus of the course is on racial/ethnic inequalities in health and health outcomes, particularly among people of African descent globally, the course also highlights how race and health intersect with other axes of diversity, identities, and social determinants such as sex and gender, poverty, disability, language and literacy. Emphasis is placed on people of African descent, residing in United States and elsewhere, but the course will emphasize how lessons learned here can be extended to other ethnic/racial minorities and around the world. Students will critically interrogate structural, historical, environmental, and political factors that contribute to African Americans having some of the worst health outcomes in the United States. The course moves students beyond locating poor health outcomes at the individual level or lack of knowledge (as a purely “behavioral” approach would suggest). Rather, the class readings and discussions explore how inequalities in health outcomes and access to health resources are the result of historically produced structures and contexts that inform people’s behaviors, limit their access to healthcare, or guide their health beliefs. If poor health is the product of structural determinants, then intervention strategies and policies must move beyond individual-level messages and practices, and instead address the underlying factors that facilitate people’s vulnerability and shape their health-related behaviors and outcomes. The course is designed to equip students with research and analytic skills from social sciences and history in critically examining the production of health inequities as they relate to intersecting issues of race/ethnicity and other axes of diversity and inequalities.

Credit 3 units. A&S IQ: SSC, SC
Typical periods offered: Spring

AFAS 3310 Sabotage and Anarchy: The Study of Power, Mourning, and Resistance in Black Girlhood
In this course, we will inquire, rupture, and cultivate an interdisciplinary understanding of Black girlhood in the context of the United States. We will theoretically build a grammar around how the coming-of-age experience of Black girls, starting in the 19th century, is central to how structural violence, exclusion, and neglect shape the lives of Black children. We will study age as a social construct within institutions of care, schooling, and incarceration. We will also consider the different creative mediums of knowledge production to elucidate themes of girlhood in poetry, nonfiction, social science, and creative memoir.
Credit 3 units. A&S IQ: HUM BU: BA, HUM
Typical periods offered: Spring

AFAS 3311 Playing Through Black History: The Ethics of Public History Pedagogy Games
Is it possible to meaningfully learn about Black history through games? Historical events have long been translated into games that can be played, but what are the ethics of developing and playing games that portray African American History? How can history-based games help people learn about the history of Black experience and how that past manifest in the present? What does experiential learning through games offer that traditional formats do not? The Black experience is underrepresented in game design history, but is gamifying Black history problematic? What do representation and embodiment mean in gamifying Black history, both in terms of the characters or events the game depicts as well as the racial identities of the people creating and playing the games? In what context might these intersections between history and the imagination build empathy, be triggering, or become voyeuristic? Do history-based games that combine historical people and settings with fictional components distort history, or enable players to engage with a non-linear, non-teleological past? Must historically-based games adhere to historical realism so as not to mislead, or can games which present alternatives to how the past played out become lessons in historical contingency, or be a form of resistance or satire which critique or challenge conceptions of the past or offers subversive or liberatory alternatives? Should games always be "fun'", or can they convey a serious message that fosters reflections and dialogue? Is it appropriate to create games about serious subjects? Can games appropriately hold seriousness and humor, joy, or playfulness in tension to communicate a larger message? This course teaches methods and theory of public history (ways in which non-historians encounter and engage with the past in their everyday lives) by exploring these questions through the examinations of tabletop board games and card games, role-playing games, computer and video games, virtual reality, and chose your own adventure literature, analyzing how game medium, format, design, mechanics, and setting of play shaper their appropriateness, efficacy, and reception. Students will explore the ethics and impact of representing African American History in games by playing games when appropriate, as well as through more distances examination of Black history gamification through critical reviews of games and discussion of games and scholarly literature about gamifying Black history. Students will apply their learning over the course of the semester in a semester-long project in which students will either propose a Black history game that demonstrates principles learned during the semester, or write a position paper in which the make argument about the appropriateness of portraying Black history through games.
Credit 3 units. A&S IQ: HUM, SC BU: HUM
Typical periods offered: Fall, Spring

AFAS 3312 Playing Through Black History: The Ethics of Public History Pedagogy
Is it possible to meaningfully learn about Black history through games? Historical events have long been translated into games that can be played, but what are the ethics of developing and playing games that portray African American history? How can history-based games help people learn about the history of Black experience and how that past manifests in the present? What does experiential learning through games offer that traditional formats do not? The Black experience is underrepresented in game design history, but is gamifying Black history problematic? What do representation and embodiment mean in gamifying Black history, both in terms of the characters or events the game depicts as well as the racial identities of the people creating and playing the games? In what contexts might these intersections between history and the imagination build empathy, be triggering, or become voyeuristic? Do history-based games that combine historical people and settings with fictional components distort history, or enable players to engage with a non-linear, non-teleological past? Must historically-based games adhere to historical realism so as not to mislead, or can games which present alternatives to how the past played out become lessons in historical contingency, or be a form of resistance or satire which critique or challenge conceptions of the past or offers subversive or liberatory alternatives? Should games always be “fun,” or can they convey a serious message that fosters reflection and dialogue? Is it appropriate to create games about serious subjects? Can games appropriately hold seriousness and humor, joy, or playfulness in tension to communicate a larger message? This course teaches methods and theory of public history (ways in which non-historians encounter and engage with the past in their everyday lives) by exploring these questions through the examination of tabletop board games and card games, role-playing games, computer and video games, virtual reality, and choose-your-own adventure literature, analyzing how game medium, format, design, mechanics, and setting of play shape their appropriateness, efficacy, and reception. Students will explore the ethics and impact of representing African American history in games by playing games when appropriate, as well as through more distanced examination of Black history gamification through critical reviews of games and discussion of games and scholarly literature about gamifying Black history. Students will apply their learning over the course of the semester in a semester-long project in which students will either propose a Black history game that demonstrates principles learned during the semester, or write a position paper in which they make an argument about the appropriateness of portraying Black history through games.
Credit 3 units. A&S IQ: HUM, SC BU: HUM
Typical periods offered: Fall, Spring

AFAS 3320 Visualizing Blackness: Histories of the African Diaspora Through Film
The African Diaspora and more importantly variations of blackness, black bodies, and black culture have long captured the imagination of audiences across the globe. Taking a cue from exciting trends in popular culture, this course bridges the world of history, film, and culture to explore where and how historical themes specific to African descended peoples are generated on screen (film and television). Fusing the film world with digital media (ie. online series and webisodes) this class will allow students to critically engage diasporic narratives of blackness that emerge in popular and independent films not only from the United States but other important locales including Australia, Brazil, Britain, and Canada. Moving across time and space, class discussions will center an array of fascinating yet critical themes including racial/ethnic stereotyping, gender, violence, sexuality, spirituality/conjuring, and education.
Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM BU: BA, HUM, IS EN: H
Typical periods offered: Fall, Spring

AFAS 3330 Beats, Rhymes & Life: A Cultural History of Hip-Hop

Once thought of as a fleeting local fad set against the backdrop of New York's decaying 1970s landscape, hip-hop has since grown into a global phenomenon. After strong-arming a place at the center of American popular culture, hip-hop quickly found an international resonance that allowed it to be adapted and (re)mixed around the world. This course offers a cultural history of hip-hop music in America. It begins in hip-hop's earliest days, when a small number of local DJs borrowed from transnational music technologies to provide the soundscape for park jams in the South Bronx. It then traces the subsequent emergence of graffiti artists, breakers and b-boys, and the eventual rise of the MC as the central iconic figure of the music. Taking students on a trip through music, the course will scrutinize lyrics, interrogate the art of beat-making, and highlight important cultural turns in history. We will examine the contours of key representative careers, canonical albums, and pivotal debates, and we will unpack the histories of key institutions, including important nightclubs, sound studios, record labels, and radio stations. In addition, we will also discuss hip-hop's influence on fashion, sports and other sectors of the global economy. Over the course of the semester, students will engage with a wide array of traditional and multimedia sources, including articles, books, interviews, magazines, music (individual songs and full albums), films, music videos, lyrics, and photography. By the end of the course, students will walk away with a working knowledge of the shifting sound, vocabulary and aesthetics of hip-hop music as it has developed across America.

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

Typical periods offered: Fall, Spring

AFAS 3361 Slavery, Race, and Revolution in the Atlantic World

Credit 3 units.

AFAS 3375 Maroons and Marronage

What did it mean to free oneself from enslavement in different parts of the Americas? What constitutes success? How do agency, resistance, and complicity emerge in the transition from unfreedom to freedom? What are the legacies of such actions in the contemporary moment? By focusing on flight from enslavement, we will trace the contours of colonization in the Americas and discuss how maroons challenged the naturalness of the colonial order and shaped larger geopolitical relations among colonial powers. First, we will take a nuanced approach to broad themes such as freedom, independence, and resistance as we examine case studies from Latin America, the Caribbean, and North America. We will then explore how these narratives of freedom and resistance have been used in the present day for a variety of purposes from commemoration to tourism to activism. By following the lives and afterlives of maroons in the Americas, this course asks us to critically engage with the often ignored co-authors of the hemisphere's past, present, and future.

Credit 3 units. A&S IQ: LCD, SSC Art: SSC BU: BA, IS EN: S

Typical periods offered: Spring

AFAS 3380 (Re)writing Slavery

This special topics course will consider black-authored texts ranging from the 18th to the 21st century to examine the ways slavery has been discussed in American literature and culture. We will pay attention to the role of slavery in creating the African diaspora, the contribution of slave narratives to the Abolitionist movement, and how the structures of American slavery did not disappear after the Civil War. We will look at the ways Civil Rights-era and contemporary African American writers such as Margaret Walker, Toni Morrison, and Charles Johnson have appropriated the slave narrative to engage and critique present day concerns. Their works will be read against nineteenth century slave narratives by ex-slaves such as Frederick Douglass and Harriet Jacobs. In addition to the texts, students will be asked to consider how slavery and its aftereffects have been portrayed in film and other forms of media.

Credit 3 units. A&S IQ: SC Art: HUM BU: BA

AFAS 3385 Emerging Africa: Language, Identity, and Social Change

Beginning with a review of key issues that shape Africa's linguistic history, the course explores linguistic situations in several African countries, including examining the role language plays in constructing identities, maintaining social cohesion, and empowering marginalized communities. An integral part of the course will be a critical look at the growth and influence of urban slang and pidgins in Kenya, South Africa, Senegal, Zambia, DR Congo, and Cameroon.

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

Typical periods offered: Spring

AFAS 3390 Senegal: History, Politics and Culture

This course will study the history of Senegal in the modern period, beginning withthe formation by French traders and Lebou/Wolof women of the Four Communes. It will then explore Senegal's unique position as the founding place of two major Islamic brotherhoods and the legacy of French assimilation polity. As the course moves into the contemporary period, it will give some attention to the Senegalese Diaspora, particularly in large urban centers such as New York, Detroit, Paris, and Milan. It will explore themes of caste, colonialism, assimilation and identity, negritude, Islam, gender relations, the 1960's arts movement, and the cultural life of Dakar, a major center of Francophone African culture. There will be an emphasis on the relationship between Islam and politics in contemporary society. This course is designed for students participating in the Dakar Summer Program in French and African Studies.

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

Typical periods offered: Summer

AFAS 3400 Youth, Generation, and Age in Africa

It is estimated that children and youth constitute more than 60 percent of the population in Africa. In a context of economic decline associated with neoliberal policies of structural adjustment, many of these young people will face extreme difficulty in finding work, supporting families, and taking on the social responsibilities of adults. In recent years, disaffected African youth have been increasingly blamed for political and social instability. This course examines the condition of youth in contemporary Africa. The course begins with classic anthropological texts on generation, youth, and the life cycle in Africa. Readings will address the implications of colonialism, education, wage labor, and urbanization for relations between generations. The second half of the course will examine recent research concerning the position of African youth in a context of economic and cultural globalization.

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

AFAS 3410 Mapping the World of Black Criminality

Ideas concerning the evolution of violence, crime, and criminal behavior have been framed around many different groups. Yet, what does a typical criminal look like? How does race - more specifically blackness - alter these conversations, inscribing greater fears about criminal behaviors? This course taps into this reality examining the varied ways people of African descent have been and continue to be particularly imagined as a distinctly criminal population. Taking a dual approach, students will consider the historical roots of the policing of black bodies alongside the social history of black crime while also foregrounding where and how black females fit into these critical conversations of crime and vice. Employing a panoramic approach, students will examine historical narratives, movies and documentaries,

literature, popular culture through poetry and contemporary music, as well as the prison industrial complex system. The prerequisite for the course is L90 3880(Terror and Violence in the Black Atlantic) and/or permission from the instructor, which will be determined based on a student's past experience in courses that explore factors of race and identity. For AFAS majors, this course counts as Area Requirement 2.
Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM BU: BA, HUM EN: H
Typical periods offered: Fall

AFAS 3440 Modern Black Women Writers
This course examines modern black women's writing including works by Zora Neale Hurston, Paule Marshall, Gwendolyn Brooks, Nella Larsen, Toni Morrison and Adrienne Kennedy.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM

AFAS 3451 Topics in African-American Literature:
In this seminar-for we are fortunate to be an elite group this term--we will focus on the first century of African American prose writers. In genre terms that means we will largely, but not exclusively, read autobiographies and novels. Phillis Wheatley, Frederick Douglass, and Harriet Jacobs are now familiar names in U.S. literature surveys, but others are not yet household names, and in fact may never be. We will survey a core group of texts, available at the WUSTL bookstore, but also supplement our readings with materials placed on BlackBoard, via online databases (e.g., materials accessible digitally from the Schomburg Division of the New York Public Library). For AFAS majors, this course counts as Area Requirement 1.
Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall

AFAS 3460 African American Literature: African American Writers Since the Harlem Renaissance
African American literature in the 20th and 21st centuries grew from a renaissance in Harlem into a world-shaping institution. Public enemies and Nobel prize winners; card-carrying Communists, rock-ribbed Republicans, and Black Power nationalists; Broadway playwrights, Book-of-the-Month Club novelists, and a duly elected U.S. president are among the authors we will study with special attention to the intimate link between black writing and black music. Aiming at chronological and stylistic breadth, the syllabus will begin with poet Alice Dunbar Nelson (born 1875) and end with novelist Colson Whitehead (born 1969), with an array of better-known names--W. E. B. Du Bois, Langston Hughes, Claude McKay, Nella Larsen, Zora Neale Hurston, Richard Wright, Ann Petry, Ralph Ellison, James Baldwin, Gwendolyn Brooks, Amiri Baraka, Alice Walker, and Toni Morrison--coming in between. Assignments will consist of two papers, one presentation, and one exam. Prereqs: none, but related classes such as E Lit 2151 and E Lit 2152 and/or AFAS 255 are suggested. Satisfies the Twentieth Century requirement in English, and/or one 300-level elective requirement in AFAS.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall

AFAS 3503 Barack Obama and the Idea of an African-American Presidency
We will start the course reading some scholarly selections about the history and administrative structure of the presidency. We will then look at four instances of African Americans running for president: comedian and activist Dick Gregory in 1968, Congresswoman Shirley Chisholm in 1972, and civil rights activist Jesse Jackson in 1984 and 1988. Of course, a number of black people have run for the presidency as third-party candidates: Frederick Douglass, James Ford, Lenora Fulani, Cynthia McKinney, Angela Davis, and Eldridge Cleaver, among others. In addition, some have sought the Republican Party's nomination as conservatives, such as Alan Keyes, Herman Cain, and Ben Carson. Some of these individuals will be briefly discussed, but time will not permit us to study them. We are fortunate that Dick Gregory and Shirley Chisholm wrote firsthand accounts of their campaigns. We will then move on to the heart of the course: an examination of United States Senator from Illinois Barack Obama's successful campaign for presidency as the first black nominee of a major party. We will consider his career before he became president, and we will examine certain aspects of his presidency itself. It is hoped that this course will offer students a new understanding of the American presidency and some exposure to how black people have thought about this office as a cultural symbol and a realization of power.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall

AFAS 3540 Seminar in African Studies: Women in Africa
This seminar examines the history of women and gender in Africa. Students examine the themes of slavery, economic participation, prophetic movements, and circumcision as they dialogue with changes affecting Africa such as growth of trade, religious conversion, colonialism, market economy, the fight for independence, and creating national cultures.
Credit 3 units. Arch: HUM Art: SSC BU: IS

AFAS 3542 The Quest for Racial Reconciliation
This course is based within African and African American studies, and it explores the quest for racial reconciliation, with emphasis equally divided between the United States and racial strife in other parts of the world. Although racial considerations are inherent to central themes within this course, we explore various sources of linguistic, cultural, social, political, racial, and ethnic foundations of strife at different points in history, and in different regions of the world. Particular attention will be devoted to nonpartisan strategies to advance racial harmony within the United States, and other regions of the world that are of personal interest to students.
Credit 3 units. A&S IQ: HUM, SC Art: HUM BU: BA, HUM EN: H

AFAS 3550 Undoing Empire: Introduction to Postcolonial Writing and Art
This course introduces students to the histories and politics of postcolonial writing and art. By tracing the genealogies of writing and art produced in the aftermath of colonialism, this course will explore how writers, artists, and scholars working from the context of formerly colonized nations have responded to the legacies of racial, cultural, and economic oppression. Students will look at novels, poems, art, and theater produced by those working from Africa, the Caribbean, and other formerly colonized nations in order to chart the complex networks of political solidarity these works enable. Writers like Franz Fanon, Aimé Césaire, and Gayatri Spivak will be read alongside literary and artistic pieces by writers such as Chinua Achebe, Tsitsi Dangarembga, Jamaica Kincaid, Derek Walcott, Safiya Sinclair, Arundhati Roy and artists such as Zanele Muholi, Santu Mofokeng, Tessa Mars, William Kentridge, and others. Topics such as racial memory, postcolonial identity, radical aesthetics, and Afro-futurism will be explored.
Credit 3 units. A&S IQ: HUM, LCD BU: HUM, IS EN: H
Typical periods offered: Fall

AFAS 3591 Topics in African American History: Black Nationalism in the 19th Century
Black Nationalism in the 19th Century. This course introduction provides an overview of the genesis of African Americaness, historiography, and other underpinnings of such traditions. It will investigate how nation and community were defined in the 19th century, when and by whom; regional variations; gender perspective; religions influences; and Pan-Africanism.

Credit 3 units. Art: HUM BU: BA

AFAS 3600 Beyond Sea, Sunshine and Soca: A History of the Caribbean

This course examines major themes in the history of the Caribbean from the fifteenth to the twentieth century. The first half of the course will focus on the fifteenth to the nineteenth century, exploring issues such as indigenous societies, European encounter and conquest, plantation slavery, the resistance of enslaved Africans and emancipation. The remainder of the course focuses on aspects of the cultural, economic, political and social experiences of Caribbean peoples during the twentieth century. Major areas of inquiry include the labor rebellions of the 1930s, decolonization, diasporic alliances, Black Power, identity construction and the politics of tourism. While the English-speaking Caribbean constitutes the main focus, references will be made to other areas such as Cuba and Haiti.

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

AFAS 3601 Beyond Sea, Sunshine and Soca: A History of the Caribbean

This course examines major themes in the history of the Caribbean from the fifteenth to the twentieth century. The first half of the course will focus on the fifteenth to the nineteenth century, exploring issues such as indigenous societies, European encounter and conquest, plantation slavery, the resistance of enslaved Africans and emancipation. The remainder of the course focuses on aspects of the cultural, economic, political and social experiences of Caribbean peoples during the twentieth century. Major areas of inquiry include the labor rebellions of the 1930s, decolonization, diasporic alliances, Black Power, identity construction and the politics of tourism. While the English-speaking Caribbean constitutes the main focus, references will be made to other areas such as Cuba and Haiti. Additionally, the Caribbean will be considered in a multilayered way with a view to investigating the local (actors within national boundaries), the regional (historical events that have rendered the region a unit of analysis) and the global (larger globalizing forces such as capitalism, colonialism, migration and slavery that have made the Caribbean central to world history).

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

AFAS 3644 Look Here, Karen: The Politics of Black Digital Resistance to White Femininity

In this course, we will explore the ways in which Black online publics use resistance strategies, such as mimetic imagery and racial humor, to call attention to white femininity and its deployment of the police against African Americans. We will trace the relationship between the police state and white femininity through the historical lens of 'innocence' and protection of the U.S. nation as well as the similarities and differences of Black online publics' responses in relation to past resistance strategies. What does it mean to be a 'typical' Karen in Internet culture? What are the aesthetic boundaries of Karens? And, what do digital platforms afford to Black users who make Karens visible? While paying attention to race, gender and class, this course offers students the skills to be able to collect and analyze online data, such as 'Karen' memes, in order to make critical arguments and observations that are grounded in historical accuracy.

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

Typical periods offered: Fall, Spring

AFAS 3651 Black Women Writers

When someone says, black woman writer, you may well think of Nobel Prize winner Toni Morrison. But not long ago, to be a black woman writer meant to be considered an aberration. When Thomas Jefferson wrote that Phillis Wheatley's poems were beneath the dignity of criticism, he could hardly have imagined entire Modern Language Association sessions built around her verse, but such is now the case. In this class we will survey the range of Anglophone African American women authors. Writers likely to be covered include Phillis Wheatley, Harriet Wilson, Nella Larsen, Lorraine Hansberry, Octavia Butler, and Rita Dove, among others. Be prepared to read, explore, discuss, and debate the specific impact of race and gender on American literature.

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

Typical periods offered: Fall

AFAS 3655 Black Conservatives and Their Discontent: African Americans and Conservatism in America

In this course, we will examine the attraction of some African Americans to the ideas and aims of conservatism: limited government, individual freedom, the objectivity of merit, religious tradition, self-reliance, and a free market economy. On the matter of race, African Americans who identify as conservatives tend to be strongly opposed to affirmative action, to distrust race-based public policy solutions and government intervention in race issues generally, to opposed to reparations for slavery, and to believe in character-building and values such as thrift and hard work as important virtues for Blacks to cultivate. Their hostility toward liberalism and leftist ideology is not quite the same as some religious-based Black conservatives, such as the racially militant Nation of Islam and the several black Pentecostal sects, who strenuously believe that white liberalism and white leftist thought are expressions of white decadence. However, their beliefs are not far removed from this. In this way, Black conservatives aBre seen in a harshly antagonistic way by the national lack political establishment, which is largely liberal, and by black intellectuals and scholars, who are, for the most part, leftist-leaning. The critics of Black conservatism cannot understand how some Black people can be attracted to ideas that are rooted in racist assumptions, that are justifications for white domination, and that have been used to defend the white-dominated status quo and a white, Eurocentric value system. Race must be used as a weapon for liberation from white thralldom. What does a Black person have to conserve, and why would they want to identify with an ideology that has been used to oppress them? Black liberals and leftists call Black conservatives Uncle Toms and Sellouts. Black conservatives return the antagonism in full measure, arguing that white liberals and leftists use the victimology of Blacks as a cudgel to beat whites with whom they politically disagree in order to effect the social change they desire and that they treat Blacks essentially as injured children who need to be either indulged, romanticized, excused, aided, or pitied. Racial identity is nothing more than a mere weapon of resentment. Black conservatives feel that Black liberals and leftists play into the hands of white liberals and leftists by making race an overdetermining factor in the lives of Black people. They also argue that the public policy solutions of Black liberals and leftists have not worked and that they in fact mostly benefit the Black middle class. They call civil rights leaders and Black liberal and leftist intellectuals race hustlers and race charlatans. The conflict here is not simply or solely political; it is also deeply psychological and a question of identity. What does being Black mean, and what is it prohibited from meaning? We will look closely at many of the major works of significant Black conservatives to understand the nature of their arguments and their claims to legitimacy. How do Black people see conservatism? What do they hope conservatism will do for the Black community? Have they made much of an inroad among Blacks? Is it true, as some conservatives have claimed, that Blacks have a natural affinity for certain conservative ideas? For AFAS majors, this course counts as Area Requirement 2.

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

Typical periods offered: Fall, Spring

AFAS 3751 Resting in Power: Black Cemeteries and Unearthing Narratives of the Past

This course leverages the recent enactment of the African American Burial Grounds Preservation Act in December 2022 as a gateway to exploring the profound historical significance of Black cemeteries across the United States. Students will investigate the development and preservation of Black cemeteries. They will trace historical shifts in Black cemeteries-including the legacy of slavery, Reconstruction, Jim Crow laws, and the Civil Rights Movement and the present. General course themes include cemeteries as reflections of African American life, death, and resistance in the face of systemic racism and segregation. Through case studies of prominent Black cemeteries both in St. Louis and nationally, students will explore how these sites have served as places of mourning, celebration, and community organization, as well as how they have been impacted by urban development, neglect, and efforts at preservation. Course readings will expose students to how scholars use the stories of individuals and communities buried in these cemeteries, highlighting the ways in which Black cemeteries provide a counter-narrative to mainstream historical accounts and offering insights into the lived experiences, spiritual practices, and cultural expressions of African Americans across centuries. Students will also engage with contemporary discussions on the preservation and restoration of these cemeteries, understanding their significance not only as historical sites but as ongoing symbols of cultural identity and heritage. While St. Louis is the focal point and setting for the class, this course will equip students with tools for understanding cemeteries as not only places of death and mourning but also of Black commemoration and memory-making.
Credit 4 units. A&S IQ: HUM, SC BU: HUM

Typical periods offered: Spring

AFAS 3752 Topics in Women's History: African-American Women

An analysis of how African American women have defined their roles in American life and within the black community: attaining literacy, the push for suffrage, anti-slavery and colonization efforts, class stratification and the Cult of Domesticity, the Civil War and reconstruction, migration and the impact of urbanization, religious attitudes, political activism and elective office, sexuality and the myth of the Black Matriarch. Prerequisites: at least 1 course in American history, women's history or African American history and permission of the instructor.
Credit 3 units. A&S IQ: HUM BU: BA, HUM

AFAS 3800 Black Cinema: An Introduction

This course introduces students to the films and filmmaking practices from West Africa, South Africa, and Black Britain. Central to the pedagogical goals of this class is to introduce students to the diverse societies, cultures, and perspective of people from Africa and the diaspora through cinema. Students will immerse themselves in the types of social critiques the films engage in as they tackle topics such as gender politics, race, polygamy, migration, corruption, human rights, homosexuality, economic crisis, apartheid, and Westernization. Through critical analysis of films, academic readings, and participating in the annual African Film Festival hosted at Washington University this course will fulfill the requirements set out above. Even though four weeks of the course focuses on Black British Cinema and the social, political, and economic condition of black British citizens, students will engage with the complexities of the African diaspora experience, particularly in relationship to migration, diaspora, race relations, and gender and sexuality. Given that the course as a whole focuses on filmmaking practices, aesthetics and the politics of African and African diasporic cinemas, students will definitely be exposed to a totally different world experience and the diversity of people, cultures, and aesthetics in Africa and the diaspora. Student in this class will also be required to actively participate in the annual African Film Festival hosted by Washington University and will have the unique opportunity to interact with visiting filmmakers. Required screening Thursday at 5pm. Required screening Thursdays at 5pm.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

AFAS 3880 Terror and Violence in the Black Atlantic

From the period of bondage through the 21st century, terror and racialized violence have consistently been used as a form of social control. This course is constructed to explore the historical foundations of extreme threats of violence inflicted among populations of African descent. The fabric of American culture has given birth to its own unique brand of terrorism, of which this class spends considerable time interrogating. Yet, in recognizing that these practices are commonly found in other parts of the Black Atlantic, students will be encouraged to take a comparative view to better tease out the wider strands of violence operative in places like England, the Caribbean, and Latin America Within this course, we will explore the varied ways in which music, films, newspapers, and historical narratives shed light on these often life altering stories of the past. Some of the themes touched upon include: the use of punishment/exploitation during the era of slavery; lynching; sexual violence; race riots; police brutality; motherhood; black power; and community activism.
Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM BU: BA, HUM EN: H

Typical periods offered: Spring

AFAS 3890 Black Heritage Preservation Seminar and St. Louis Workshop

What is Black heritage, how is it thoughtfully preserved, and to what ends? These are fundamental questions guiding the seminar and workshop, Black Heritage Preservation, where we combine local, regional, and global exploration of the construct of Black Heritage across the African Diaspora with hands-on, community-based work to preserve the African American heritage of greater St. Louis. The course is motivated by growing recognition of the power of preservation as a form of equity, and commitment to asserting the importance of African American history as a vital force in the American cultural landscape.
Credit 3 units. A&S IQ: HUM, SC BU: BA, HUM EN: H

Typical periods offered: Spring

AFAS 3995 African & Afro-American Coursework Completed Abroad

Credit 12 units.

AFAS 3996 African and Afro-American Studies Elective

Credit 3 units. EN: H

AFAS 4007 Research Methods in African & African-American Studies

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

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall

AFAS 4009 Slavery and Public History
Public history, or applied history, encompasses the many and diverse ways in which history is put to work in the world and applied to real-world issues. This course teaches public history practice with particular emphasis on engaging in the public history of slavery through research and interpretation on the regional histories of enslavement within St. Louis and at Washington University. Students will learn by engaging critical scholarship on public history, debates about how public history is practiced, and learning core tenets of public history interpretation, museum best practices, oral history, preservation, and material culture and their particular application to public history interpreting slavery. This includes grappling with the politics of memory and heritage that shape, limit, and empower public history practice on slavery, and how white supremacy has shaped what histories we absorb in the public.
Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM BU: BA, HUM EN: H
Typical periods offered: Fall, Spring

AFAS 4010 Who's Afraid of Black Marxism? The crises of capitalism and futures of solidarity
It was the right book at the right time. In 2020, during the uprisings triggered by the murder of George Floyd and the COVID pandemic, UNC Press released the third edition of Cederic Robinson's Black Marxism. From its title to its content, this once obscure text gave name to many debates among activists and scholars who were grappling with the relationship between anti-Black violence, state revanchism, and market-driven racism. Today, the provocations in Robinson's work — the thinkers and activists who influenced it and those it influenced — offer insight into the interconnected crises of climate, politics, and capitalism while showing how the impact of these crises are unequally distributed across race, class, gender, and geographies. What is the relationship between race, labor, and the accumulation of capital? By what processes do the relational and chemical toxicity of environmental injustices get unequally distributed? Is capitalism inherently and always racial? This course offers a critical introduction to the origins, methods, and debates among the international cohorts of scholars and activists who bring Global Black Studies and Marxism together. We will read scholars and activists who incorporate and challenge key Marxian ideas in struggles for self-determination, emancipation, and abolition. And we will learn together how these debates speak to the most pressing issues today. We will interrogate debates around racial capitalism, intersectionality, The Black International, and heterodox Black Marxism from 20th-century Black Power and anti-colonial movements to 21st-century prison abolition and the climate crisis.
Credit 3 units. A&S IQ: HUM, SC BU: HUM
Typical periods offered: Spring

AFAS 4018 Approaches, Debates and Practices in Black Studies
What is research? How does one go about conducting research? How have scholars conducted research on the experiences of people of Africa and the African Diaspora? As a field that has been interdisciplinary from its inception, African and African-American Studies has always utilized a variety of research methods to study and understand the experiences of people of Africa and the African Diaspora. This course is designed to introduce students to the various methods of conducting research in the field. It also explores the ways that power, race, and ethnicity have shaped the construction of knowledge as it relates to African descendants. Organized specifically for AFAS majors, the course is designed to provide students with the basic tools to conduct independent research, while reflecting on African and African-American Studies as a unique area of inquiry. Students enrolled in this course are required to have already completed AFAS 255 (Introduction to Africana Studies) as a prerequisite.
Credit 3 units. A&S IQ: HUM, SC BU: HUM
Typical periods offered: Fall, Spring

AFAS 4030 Sexual Health and the City: A Studiolab Course Course On the Politics of Reproduction
This StudioLab course creates an engaged space for students to learn about and develop projects with a community agency around the topic of the politics of reproduction. The politics of reproduction refers to the intersection between politics, gender, race, and reproduction. As a StudioLab course, student teams will partner with a St. Louis reproductive and sexual health agency to explore how agencies, communities, and individuals have been affected, adjusted, and reimagine strategies to allow men and women to pursue their reproductive agency and desires. Students will use an interdisciplinary approach to understand historical, medical, legal, racialized, and sociocultural issues surrounding reproductive choice, regulation of choice, abortion, pregnancy, sex education, new reproductive technologies, and reproductive justice movements. We consider the state's regulation of biological and social reproduction wherein increasing governance of private life, intimacy, and sexuality suggests the blurring of boundaries between public and private interests. Students will also examine the complex relationship between men's and women's life goals and constraints, on the one hand, and politics and public health management of sexual and reproductive health, on the other. In collaboration with their community partner, students will develop a project that addresses an identified need of the organization and the community it serves. Course readings will draw from the fields of history, legal studies, public health, feminist studies, Black Studies, policy, and anthropology.
Credit 3 units. A&S IQ: SSC Art: CPSC, SSC EN: S
Typical periods offered: Fall, Spring

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

AFAS 4040 Gender, Sexuality, and Change in Africa
This course considers histories and social constructions of gender and sexuality in sub-Saharan Africa during the colonial and contemporary periods. We will examine gender and sexuality both as sets of identities and practices and as part of wider questions of work, domesticity, social control, resistance, and meaning. Course materials include ethnographic and historical materials and African novels and films. PREREQUISITE: Graduate students or undergraduates with previous AFAS or upper level anthropology course.
Credit 3 units. A&S IQ: SSC, SC, WI Art: SSC EN: S
Typical periods offered: Spring

AFAS 4041 Beginning Graduate-Level Swahili
A beginning language course for graduate students emphasizing acquisition of reading, writing, and conversational skills in Swahili language. Through video and other multimedia presentations, students are also introduced to the culture of Swahili-speaking communities living in over a dozen African countries.
Credit 3 units. A&S IQ: LCD, LS EN: H

AFAS 4042 Beginning Graduate-Level Swahili II
Second semester graduate level Swahili language course emphasizing conversational competence and knowledge of Swahili-speaking cultures of East Africa. Introduction to elementary level Kenyan and Tanzanian Swahili texts, grade school readers, newspapers, and government educational material. PREREQUISITE, AFAS 4041.
Credit 3 units. A&S IQ: LCD, LS EN: H

AFAS 4043 Intermediate Graduate-Level Swahili III
Enhanced acquisition of language fundamentals acquired in first year Graduate Level Swahili through performance, reading, and writing. Students gain skills performing role-plays such as asking for directions, booking a bus ticket, ordering food in a restaurant, etc. Students read more authentic Swahili texts including plays, short stories, newspapers, and poems. Prereq: AFAS 4041, 4042 or permission of instructor.
Credit 3 units. A&S IQ: LCD, LS EN: H

AFAS 4044 Intermediate Graduate Level Swahili IV
Fourth semester Swahili language course emphasizes the development of the ability to discuss a wide range of cultural and literary topics. These topics are introduced by reading intermediate-level, authentic texts in the language. Grammar will be reviewed through these texts. PREREQUISITE, Swahili 4041, 4042, 4043 or permission of instructor.
Credit 3 units. A&S IQ: LCD, LS EN: H

AFAS 4070 Power and Hierarchy in Pre-Colonial Africa
Africa in the pre-colonial period was the birthplace of numerous early civilizations. This course will draw from classic and contemporary approaches to the evolution of social complexity to explore how and why such societies emerged. Focusing on the period prior to the 19th century, participants will examine the nature of such societies and common factors leading to their evolution. Attention will also be directed towards understanding variability in African complex societies, as well as factors inhibiting the development of stable political hierarchies in some regions. Examples will be drawn from ethnographic, historical and archaeological sources where relevant. A previous introductory course in Anthropology, African Studies, or African History is recommended.
Credit 3 units. A&S IQ: SSC EN: S

AFAS 4090 Topics in African History: Power and Rebellion in 20th-Century Africa
What is violence? Are some forms of violence more acceptable than others? How have Africans from different constituencies thought about the role of violence in colonial and postcolonial societies? How has violence been used to establish power or to dismantle it? This course examines the politics of violence in 20th-century Africa. Pulling examples from across the African continent, it will engage the preceding questions through topics such as colonial state violence, the Italian invasion of Ethiopia, African soldiers in colonial East Africa, the Mau Mau of Kenya, the assassination of Patrice Lumumba, armed struggle in Southern Africa, and the Tanzania-Uganda war. Students must have taken Introduction to Africana Studies and/or a course on Africa. For AFAS majors, this course counts as Area Requirement 4.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: BA, HUM EN: H
Typical periods offered: Fall

AFAS 4102 Rastafari, Reggae, and Resistance
Credit 3 units. A&S IQ: HUM Arch: HUM BU: HUM EN: H
Typical periods offered: Spring

AFAS 4104 Black Decolonial Thought: Conceptualizing Epistemic Violence From Frantz Fanon to Achille Mbembe
It is a truism that colonization has deeply impacted African societies, but we should also acknowledge the multiple ways of thinking and doing that are deployed on the continent. One of the goals of this course is to depart from the dominant epistemology of European and North American scholarship. We will consider African societies and cultures in the diversity of their practices, beliefs, worldviews, and experiences, by using an Afro-oriented canon of knowledge production. If decolonization is the end of political domination of a territory by European empires, the decolonial turn involves a way of thinking about the self, society, and cultures on their own terms (or their ipseity), instead of being always viewed through Eurocentric lenses of reflection and theory imposed by colonization. We will study prominent Black authors who fed the stream of decolonial thought.
Credit 3 units. A&S IQ: HUM, LCD, SC BU: HUM EN: H
Typical periods offered: Spring

AFAS 4110 The Black South Atlantic
Since the transatlantic slave trade and the establishment of European colonial empires, Latin America and the African continent have remained culturally and geopolitically enmeshed. This course will therefore serve as an interdisciplinary expansion southward of the 'Black Atlantic,' a term made popular by black studies scholar Paul Gilroy. Our focus on the South Atlantic will be to reorient the debate toward black intellectual, cultural, and activist exchange between Africa and Latin America across history, politics, and cultural production.
Credit 3 units. A&S IQ: HUM, LCD, SC, WI Arch: HUM Art: HUM BU: BA, HUM, IS EN: H
Typical periods offered: Spring

AFAS 4120 Topics in Afro-American Literature: Sisters and Brothers of the Spirit
This upper level course in eighteenth- and nineteenth-century African-American spiritual autobiography explores the race, class, and gendered perspectives from which early black spiritual autobiographers wrote. We will examine the significant differences and similarities between nineteenth-century spiritual autobiographers and their eighteen-century predecessors. Authors covered will include: James Albert Gronniosaw, John Marrant, Olaudah Equiano, Jarena Lee, Zilpha Elaw, Julia A. Foote, and Maria Stewart. Prereqs: Junior or Seniors or permission of instructor. 3 units.
Credit 3 units. Art: HUM

AFAS 4121 Rainbow Radicalisms!: Ethnic Nationalism(s), the 1960s and the Politics of the New Left
The Black Panther Party remains one of the most iconic groups of the 1960s and 1970s. Perhaps one of the most understudied aspects of the Panther's legacy is their radical influence upon other American racial and ethnic groups, including Asian Americans, Mexican Americans, Puerto Ricans and American Indians, among others. This seminar will consider the emergence of ethnic and racial nationalism among these various groups, as a result of their contact and relationship(s) with the Black Panther Party. Considering the politics of groups like the Red Guard, the Brown Berets, the Young Lords and the American Indian Movement, this course will chart the rise and fall of rainbow radicalism as a general offspring of the Black Power Movement and part and parcel of what is commonly referred to as the New Left. It will also consider these groups in relation to the State by probing the dynamic push and pull between repression and democracy. Ultimately, this course will grant insight into the contemporary racial domain and current political landscape of America as we discuss how these groups helped to shape modern identity formations, discourses on multiculturalism and definitions of minority, diversity, and equality.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

AFAS 4140 The Age of Integration: African American Life and Culture
We will examine African American life and culture from June 1950 (the start of the Korean War) to May 1954 when the Brown decision to desegregate public schools was announced. We will look at some of the major writers to emerge at this time including Baldwin, Ellison, and Brooks, as well as revisit a writer who had huge success earlier, Richard Wright. We will examine African American life and culture against the background of the Cold War (the Korean War introduced the principle of integrated American armed services and it was our first anti-communist

war) and against the background of popular culture (a new wave of black athletes were emerging including Hank Aaron, Willie Mays, and others who followed Jackie Robinson to the majors, as well as Floyd Patterson and Sonny Liston). We will look briefly at the career of Miles Davis. UNDERGRADUATE STUDENTS ONLY.
Credit 3 units. A&S IQ: HUM Arch: HUM BU: HUM

AFAS 4150 Islam, Transnationalism and the African Diaspora
This course is designed for students who are interested in religion among African immigrants and African diaspora communities living mostly, but not exclusively, in Europe and North America - especially during waves of migration to the Americas. We begin in the days of the transatlantic slave trade, where we will examine how interactions, bricolage, and influences of Christianity, Judaism, African indigenous religions, and Islam have impacted the African Diaspora living in the Americas. We will equally examine how Islam served as a means of resistance to slavery and provided a spiritual connection with the motherland.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM BU: HUM EN: H

AFAS 4160 Engineering Authority: Design, Architecture, and Power in Africa
Do water meters have politics? Can architects manufacture consent for political repression or engage in activism? What happens when designed systems fail? Design is everywhere. It is in the water you drink; it is in the built material and digital spaces you hang out in; and it is in the chair you are sitting in. And yet, perhaps because of its ubiquity, design receives very little attention from scholars in the humanities and even less from African studies. In this course, we will examine a number of case studies, from minor architectures and ruins in Monrovia to hydraulic engineering in Johannesburg and iconic architecture in Casablanca to DIY market spaces in Nairobi and insurgent public space-making in Kinshasa. We will explore the ways that designers, architects, and technocrats engineer authority and how (sometimes) urban residents take it apart. One potential definition (among many other potential definitions) of design could be the following: the practices that humans employ to arrange, engineer, plan and fashion their material, digital, and social environments. But designs are also artifacts -- master plans, prototypes, and brands -- that occupy social lives independent of their assigned functions. Design is often about aspirations for a better world and finding technological and aesthetic solutions to social problems. Yet the products of design -- from zoning codes and service delivery networks to iconic built structures -- seem to always invite failures, disruptions, hackings, and ruination. A central argument in this course is that understanding design is also key to understanding power, inequality, and insurgency in Africa. We will draw our texts and case studies from places that are normally left off the map of design studies -- African cities and towns -- and explore the applicability of these theories to St. Louis.
Credit 3 units. A&S IQ: SSC Art: CPSC, SSC, VC BU: BA EN: S
Typical periods offered: Fall, Spring

AFAS 4180 Ebony & Ivory Towers: Black Experiences With the American University
Black people in America have historically held a deep reverence for education. Whether formal or informal, they have understood education to be brimming with great power, promise and possibilities. These beliefs have not only caused them to establish an array of educational institutions, but they also lay at the very core of what some scholars have referred to as the Black educational tradition. At the same time, the inequalities of America have often caused Black people to develop a deeply fraught relationship with educational institutions; they are often denied access, marginalized or exploited once inside, or subject to the will of what at times can feel like incredibly influential yet distant silos occupying prime space in a given community. This course explores the many ways Black people have engaged with the American university/college. Its starts by interrogating the intertwined histories of the institution of American slavery and the establishment of American higher education institutions. It then looks at the establishment of historically Black colleges and universities just before, but mostly after, the Civil War. Within this early period, the course will introduce students to American discourses about race (particularly Black and white identities), education, and aptitude. It then shifts to the 1920s and 1960s: two historic moments when Black students (and Black people, more generally) sought to rethink the meaning and mission of the American university. Keeping Black experiences at the center, the course will then delve into more contemporary questions confronting the American university, including issues of institutional diversity, student debt, (in)visible labor, the racial economy of collegiate sports, university-community relations, and the business of higher education.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA, HUM
Typical periods offered: Spring

AFAS 4210 Topics in African American Literature: Stars of the Canon
The recent passing of the Nobel Prize winning Toni Morrison offers an opportunity to celebrate her work along with that of others that have similarly, if not quite as monumentally, left an impact on the literary universe. This class will offer a deep dive into a quartet of Black authors whose literary achievements build on and out from one another. Whether Morrison or Audre Lorde, Ernest Gaines or Colson Whitehead, these four writers have shaped and will continue to shape U.S. writing in the century ahead. Prerequisite: the ability and willingness to put in long hours of reading weekly, as up to twelve complete texts may be assigned; written assignments will probably include at least one short and one seminar-length essay. Familiarity with African American history and upper division courses in literature is strongly suggested although not required.
Credit 3 units. Arch: HUM Art: HUM
Typical periods offered: Spring

AFAS 4213 Sufism and Islamic Brotherhoods in Africa
Muslim societies are prevalent in Africa-from the Horn, the North, the East to the West, with smaller conclaves in Central and South Africa. Islam has played an influential role in these diverse societies, particularly through its Sufi form. Even though Sufism originated in the Arabian Peninsula, it has fit well with African beliefs and cultures. This course aims to explore Sufi beliefs, values, and practices in Africa. It intends to reconsider the academic constructions of African Islam by exploring education, intellectual life, economics, gender roles, social inequalities, and politics. The goal is to show that Africa is a dynamic part of the Muslim world and not a peripheral one, as it is most often portrayed by the international media or historically, through travelers and colonial accounts. African Muslim brotherhoods have served as political mediators between countries and people (i.e. the role of the Tijaniyya in the diplomatic rivalry between Morocco and Algeria, or its role in reconciliation of clanic rivalries in Sudan). In addition, the course will pay attention to hierarchy in particular tariqa. Finally, the course will examine how African Sufi orders have shaped their teachings to fit transnational demands over the 20th and 21st century. We will explore these issues through readings, current media, lectures and special guest speakers.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H
Typical periods offered: Spring

AFAS 4215 Mediated Blackness: A Black Studies Approach to Digital Methods
Starting from the theoretical foundations of Black Digital Studies, this course offers students a survey of the diverse digital methods needed to understand and solve contemporary social phenomena and problems. Whether partnering with policymakers to create new Internet regulations or reporting on breaking news from Black Tik Tokers

and other content creators, humanities students and practitioners are consistently faced with opportunities to solve problems related to race and technology, such as issues related to surveillance, mis/disinformation, and more. Ultimately, students will be able to apply a Black Digital Studies lens to an array of industries, including, but not limited to, the non-profit sector, research, journalism, content creation, and policy making.
Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM BU: BA, HUM EN: H
Typical periods offered: Spring

AFAS 4225 Black Cultural Currents: New Conversations in Media & Popular Culture
This course will primarily use contemporary issues and ideas to explore how Blackness is expressed, complicated, and theorized in everyday media, viral videos and memes, and popular music and art. Being attentive to relevant questions within the study of Black culture, we will develop new considerations, explore alternative approaches to reading Blackness, and ponder the trends in Black cultural production.
Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM BU: BA, HUM EN: H
Typical periods offered: Fall

AFAS 4236 Blackness in Brazil
Brazil is the country with the largest population of people of African descent outside of the African continent. However, with its history of race mixture under colonialism and slavery, many have imagined Brazil as a racial paradise such that race minimally influences one's social, political, or economic quality of life. The main focus of this course will be to understand from an interdisciplinary approach, first, the historical and sociocultural conditions of the African diaspora in Brazil. Second, we will focus on how national ideologies of racial mixture employ a rhetoric of inclusion that incorporates selective aspects of black culture into Brazilian national identity while excluding black people from the protections and pleasures of full citizenship. Beginning with the experiences of enslaved Africans, we will engage how Afro-Brazilians have developed ideas and spaces of freedom and belonging through social movements, religion, the arts, and resistance well into the black consciousness movements of the late twentieth and twenty-first centuries. In the course, we will collaboratively read, view, and listen to a variety of primary and secondary sources in order to analyze and write about blackness and the lives of black people in Brazil across history, intersecting, most predominantly, with the social structures of gender, sexuality, class, and religion.
Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM BU: BA, HUM, IS EN: H
Typical periods offered: Spring

AFAS 4250 Construction and Experience of Black Adolescence
This course examines the construct of black adolescence from the general perspectives of anthropology, sociology, and psychology. It begins by studying the construct of black adolescence as an invention of the social and behavioral sciences. The course then draws upon narrative data, autobiography, literature and multimedia sources authored by black youth to recast black adolescence as a complex social, psychological, cultural and political phenomenon. This course focuses on the meaning-making experiences of urban-dwelling black adolescents and highlights these relations within the contexts of class, gender, sexuality, and education.
Credit 3 units. A&S IQ: SSC Art: SSC BU: BA EN: S UColl: ACS, SSC
Typical periods offered: Fall

AFAS 4270 What is Africanfuturism? 21st Century African Speculative Fiction
This course examines the genealogies, aesthetics, and politics of Africanfuturism, a sub-genre of speculative fiction and African literature. While the term Africanfuturism is recent, coined by Nnedi Okorafor in 2019, there is nothing new about speculative fiction from Africa. Africanfuturism is the aesthetic practice of producing worlds created by Africans that center (rather than marginalize) Africa and Africans; where Africans are represented as the historical agents who produce their own futures (rather than historical subjects assigned to a traditional past); and where technology, science, and philosophy are recognized as indigenous to Africa (rather than imported).
Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM BU: BA, HUM, IS
Typical periods offered: Spring

AFAS 4280 Black Geographies: Space, Place and Ecologies of Power
From the gardens of enslaved women in 19th century Louisiana to 21st century racial justice marches in St. Louis, this advanced seminar will explore the emerging field of Black Geographies. We will explore questions such as: How have Black communities been both enclosed and liberated by spatial arrangements of earth, sea, and sky? How do Black Geographies challenge and re-imagine conventions of social and cultural geography? What interventions are cutting-edge interdisciplinary scholars making, and what methods are they using to articulate original research? We will also spend a significant portion of class critically engaging with Missouri Cartographies -how historians, sociologists, and designers have depicted Black resistance and unveiled dark stories within and beyond the boundaries of our city. Suggested for undergraduate students who have taken at least one AFAS course. Graduate students may enroll with instructor permission.
Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM BU: BA, HUM EN: H
Typical periods offered: Spring

AFAS 4290 Advanced African History Seminar
This seminar allows students who have completed basic African history course work to explore advanced topics in the field. Selected topics include: African geography and environmental history, the classical kingdoms of the Sahel, the development of Swahili culture, the trans-Atlantic slave trade, the historical roots of Apartheid, the intellectual and material culture of colonialism, African resistance and adaptation to social change during the colonial era, decolonization, and roots of some of the major problems facing modern Africa.
Credit 3 units. A&S IQ: LCD BU: ETH EN: H
Typical periods offered: Spring

AFAS 4310 Fieldwork in African-American Studies
A fieldwork project carried out under the direction of an instructor in the African and African American Studies program. Prerequisites: Permission of instructor and the Director of African and African American Studies prior to enrollment. See Program office for forms.
Credit 6 units. A&S IQ: SSC EN: S
Typical periods offered: Fall

AFAS 4320 Advanced Seminar: A Long Road to Uhuru and Nation: The Social History of Modern Kenya
This seminar challenges the popular western view that the African continent is a single place and that Africans are homogenous or inherently tribal. Focusing on the lived experiences of imperial rule, the struggle for independence, and the process of nation building, it explores the development of an African country. The seminar focuses

on how common men, women, and adolescents wrestled with the problem of turning a colony into the modern Kenyan nation. Admission to the seminar requires permission of the instructor and at least one previous upper level course in African history.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM BU: HUM EN: H

AFAS 4340 Seminar in Black Social Sciences
This seminar applies a deep reading to social science texts that examine the construction and experiences of black people in the United States from the point of view of black scholars. Readings include theoretical and empirical work. The seminar focuses on the influence of the disciplines of psychology, sociology, and anthropology on the policy and social practices that characterize dominant North American institutions. Advanced class level strongly advised.
Credit 3 units. A&S IQ: SSC, SC Art: SSC BU: BA EN: S

AFAS 4350 Theorizing Blackness: A Genealogy of Radical Thought in the Black World
What are the discursive histories and futures of blackness? Taking as its point of departure this question, this advanced-level course sets out to investigate the genealogies of black critical studies and their theoretical implications on how we talk about race, gender, nationality, and political resistance. We will explore such topics as the formation of racism and blackness, the cartographies of black resistance, Afropessimism, and the critiques of historical constructions of blackness as an analytic of history. Our interlocutors include such central figures to black studies as Sylvia Wynter, Frantz Fanon, Lewis Gordon, Saidiya Hartman et al, but also more recent scholarship that aims to further complicate our study of blackness - Zakiyyah Jackson, Kevin Quashie, and others.
Credit 3 units. A&S IQ: HUM, SC BU: HUM
Typical periods offered: Spring

AFAS 4402 Intersectionality
This course explores and engages the intellectual and political genealogies of intersectionality, a theory, analytic, framework, metaphor, and approach primarily employed by Black feminists and other feminists of color. We will examine intersectionality as a theoretical framework with attendant analytics, as well as the socio/political projects out of which it emerges and influences. In so doing, the scholarly materials in this course, primarily, examine the ways in which structures and categories of race, class, gender, sexuality, and disability create and maintain intersecting forms and experiences of difference that underpin overlapping social inequalities in U.S. society and abroad. Some of the other intersecting forms of social difference we will explore include, ethnicity, nation/migration, class, ability/disability, and indigeneity, reproduction, and HIV/disease status. Our approach to examining these categories/vectors of power will include feminisms of color, critical race theory/studies, queer theory/studies, queer of color critique, transgender theory/studies, and critical geography, all of which have shaped and been shaped by intersectionality.
Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

AFAS 4433 Whos Afraid of Post-Blackness?: The Spectrum & Specter of Blackness in Post-Racial America
In 2001, Thelma Golden, the Director and chief curator of the Studio Museum in Harlem, boldly claimed that a new generation of African Diasporic artists had officially heralded a new day in post-black art. Six years later a young presidential candidate, born from a White mother from Kansas and a Kenyan father, motivated a Black writer for Time magazine to ask, Is Obama Black enough? Since 2001, and in the wake of America's first Black president, both public and scholarly discourse on Blackness has virtually exploded. New terms and ideas about the end of Blackness-as conservative Debra Dickerson put it-seem to enter the popular and scholarly lexicon everyday. It is now quite common to hear the phrases disintegration, post-racial, biracial, post-Blackness, and even the end of Black politics. This course will explore this expanding discourse and attempt to pinpoint what scholars, pundits and cultural critics mean when they employ these terms. It will also unpack the socio-historical context that has given birth to these terms, asking why now? Has the social and political landscape of America changed so much that we are indeed living in a post-racial society? Or does the specter of Blackness still loom large, haunting American politics, popular culture, sexuality, media discourse, punitive measures, political economy and our understanding of Africa in African-American and African diaspora? Through the use of fictional texts, history, cultural essays and films this course will explore the intra-racial spectrum that characterizes Black America, while paying particular attention to issues of class, sexuality, ethnicity, ancestry, diaspora formation and global migration
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

AFAS 4465 Black Life and the Law
This course examines the intersection of U.S. law and Black life, exploring how legal frameworks and systems have shaped, and been shaped by, the experiences of Black people and communities historically as well as in the contemporary context. Through a combination of historical analysis, theoretical inquiry, and legal case studies, students will investigate the role of law in reinforcing, challenging, and complicating racial inequalities and injustices. Understanding the intersection of law and Black life is increasingly vital in today's socio-political climate. This course highlights the urgent need to examine how Black life is shaped and constrained by legal frameworks and policies that not only reinforce systemic racism but that give rise to Black resistance, social movements, and political strategies. It provides historical context to understand how systemic racism's legacy affects Black communities today, empowers students to advocate for equitable reforms, and fosters informed citizenship by enhancing understanding of legal processes. It also explores the intersectionality of law with various aspects of identity, sharpens critical thinking skills, and encourages dialogue and collaboration across communities. This course is taught by law students under the supervision of School of Law faculty, Adrienne Davis.
Credit 3 units. A&S IQ: HUM, SC BU: HUM
Typical periods offered: Spring

AFAS 4482 Topics in American Politics
With a decided emphasis on field work, this seminar addresses questions like: How did urban African American politicos operate in the era before there were black elected officials? How did they make their demands heard? Did methods vary between cities? Did a city's formal structure make a difference in the political socialization of emerging African American urban political elites? Prerequisites: Junior standing, 3 upper-level Political Science courses and some upper level of AFAS courses and permission of instructor.
Credit 3 units. A&S IQ: SSC BU: BA

AFAS 4501 Senior Seminar
This capstone seminar is required for students who are majoring in African and African-American Studies.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Spring

AFAS 4511 Race, Ethnicity, and Culture: Critical Qualitative Understandings of Urban Education

This course examines educational institutions as spaces where children are asked to comply to the norms, expectations, and values of the culture of power. We will study how forces -- such as de facto segregation, the disproportionate hyper-disciplining of students, punitive school climates, and the devaluing of certain forms of cultural and social capital -- can contribute to cycles of social reproduction among the marginalized. To address such challenges, this course introduces sociocultural theories and critical qualitative inquiry methods as mechanisms by which urban educational institutions can be positively transformed. Specifically, restorative practices, cogenerative dialogues, and participatory/co-researcher models are explored as methods that honor the voices of marginalized stakeholders and lead to catalytic, transformational impact. Leaving this course, students will have an understanding of the inequitable terrain of urban education institutions as well as a repertoire of theories and methods to assist with the conducting of critically grounded, culturally responsive, humane, and transformative research. In addition to lectures, readings, discussions, films, and actual classroom footage, students will conduct a school experience project to practice using the theories and methods introduced in this course.

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

AFAS 4601 Historical Racial Violence: Legacies & Reckonings

There is growing awareness of the legacies of historical racial violence in the United States and a related increase in reckoning efforts. Area histories of enslavement, lynching, and other racial terror and dispossession relate to inequality, conflict, and violence in the same places today. These 'haunting legacies' include heart disease and other health disparity, homicide rates, white supremacist mobilization, and corporal punishment in schools. Meanwhile, many communities and institutions are moving to acknowledge and address legacies of historical racial violence in various ways. This course combines seminar-style readings and writing on legacies of racial violence with a practicum component, where individual students or groups of students will conceptualize and develop interventions intended to clarify and disrupt legacies of racial violence, facilitating contemporary reckoning. The practicum will explore and support a broad range of interventive efforts, including public policy measures, original research projects, archival development, commemorative efforts, and a related array of mediums, including visual art, design, film, digital projects, and other creative approaches.

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

Typical periods offered: Fall, Spring

AFAS 4602 Topics in Afro-American Studies: Afro-American Poetry From 1920 to the Present

Themes and major figures associated with the shaping of the modern literary imagination as it relates to Afro-American poets from the 1920s to the present. Prerequisites: AFAS 208B and 209B.

Credit 3 units. Arch: HUM Art: HUM

Typical periods offered: Spring

AFAS 4609 Prevention of Youth Violence Among African American Youth

This course explores youth violence development, major trends, protective and risk factors, violence as a public health problem, and models/programs for prevention of violence among African American youth. The course includes discussions of youth bullying, gangs, and delinquency as related to adolescent development issues. A framework for community action family involvement, and school intervention strategies will be explored.

Credit 3 units. A&S IQ: SSC BU: BA

AFAS 4610 Advanced Swahili

This course aims at helping students gain skills in reading and appreciating selected readings in Swahili literature. Although the course will primarily focus on plays, novels, poetry, students will also be introduced to Swahili songs, comic books, and other forms of popular literature in an attempt to understand the growth and development of contemporary Swahili literature. Prereqs: Permission of instructor and successful completion of AFAS 103D, 104D, 203D, 204D or equivalent experience.

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

Typical periods offered: Fall

AFAS 4656 Historical Racial Violence: Legacies & Reckonings

There is growing awareness of the legacies of historical racial violence in the United States and a related increase in reckoning efforts. Area histories of enslavement, lynching, and other racial terror and dispossession relate to inequality, conflict, and violence in the same places today. These 'haunting legacies' include heart disease and other health disparity, homicide rates, white supremacist mobilization, and corporal punishment in schools. Meanwhile, many communities and institutions are moving to acknowledge and address legacies of historical racial violence in various ways. This course combines seminar-style readings and writing on legacies of racial violence with a practicum component, where individual students or groups of students will conceptualize and develop interventions intended to clarify and disrupt legacies of racial violence, facilitating contemporary reckoning. The practicum will explore and support a broad range of interventive efforts, including public policy measures, original research projects, archival development, commemorative efforts, and a related array of mediums, including visual art, design, film, digital projects, and other creative approaches.

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

AFAS 4711 Mourning in Haitian Literature

The Centre National de Ressources Textuelles et Lexicales defines a reposoir as an altar adorned with flowers and ornate foliage erected during a funeral procession onto which a priest places the holy sacrament in a moment of rest. In Haitian Creole, arepozwa can refer to a person who provides safe harbor; it can refer to an archive or a repository; it can also designate a resting place where the remains of a person and the memories associated with them lie in repose. In this course, we will examine how Haitian literature - memoirs, novels, poetry, and theater - acts as a repozwa in all of its valences and how it can assist those left behind in the process of mourning. Taught in French.

Credit 3 units.

AFAS 4755 Queering Sexual Cultures in Africa and the Diaspora

This course examines gender and sexuality in contemporary Africa and the diaspora. We will focus specifically on queerness as a category of analysis and will examine queer identities, practices, communities, and cultures in Africa and the African diaspora. In recent years, many African countries have adopted harsh anti-homosexuality laws and much of the political and popular discourse frames expressions of same-sex desire as un-African.'' However, there is a long history of non-normative sexualities in Africa, challenging the manner in which the continent is constructed as heterosexual by both local and global forces. Similarly, black communities across the African diaspora have relied on the regulation of gender and sexuality to demarcate the boundaries of blackness, and have traditionally sought belongingness to the nation through compulsory heterosexuality. Many scholars, artists, and activists in the African diaspora continue to critique parochial definitions of Africanness and Blackness that rely on the exclusion of queer subjects. By drawing on historical, theoretical, and visual texts, we will examine the debates concerning sexuality, citizenship, and human rights on the African continent and the diaspora as well as their

relationship to global issues around sexual citizenship and human rights. By focusing on the lived experiences of LGBTQ subjects in the African diaspora, we will interrogate the contested relationship between sexuality and politics. This reading intensive, interdisciplinary course will familiarize students with the debates and issues of Queer African Studies, Black Queer Studies, and Black and African Feminist Thought.
Credit 3 units. A&S IQ: HUM, LCD, SC BU: HUM EN: H

AFAS 4890 Catholicism and Slavery
This course explores the role of Catholicism in the global history of slavery. Beginning with an assessment of how early Church theologians interpreted slavery in the Bible, the course will then grapple with how the Church justified taking a leading role in ending serfdom in Europe but endorsed the Atlantic slave trade, becoming one of its most invested participants. We will compare regional contexts of Catholicism & examining global continuities and regional particularities regarding the questions: What did it mean to be enslaved by the Catholic Church? How did enslavers and the enslaved approach Catholicism, as both institution and religious practice, in a context of unfreedom and oppression? In what ways did enslaved people resist Catholic enslavement, drawing upon or rejecting the teachings of Catholicism in their resistance?
Credit 3 units. A&S IQ: HUM, LCD, SC, WI Arch: HUM Art: HUM BU: BA, HUM, IS EN: H
Typical periods offered: Spring

AFAS 4995 African and Afro-American Coursework Completed Abroad
Credit 0 units.

AFAS 4996 African and Afro-American Studies Elective
Credit 4 units. EN: H

AFAS 4997 Independent Work for Senior Honors: Thesis
Prerequisite: Satisfactory standing as a candidate for senior honors and permission of the Director of the African and African American Studies Program.
Credit 3 units.
Typical periods offered: Fall, Spring

AFAS 4999 Independent Study
Permission of the Director of the African and African American Studies Program and an African American Studies instructor PRIOR TO registering.
Credit 6 units.
Typical periods offered: Fall, Spring

African & African American Studies Major

Program Requirements

- **Total Units Required:** 31
- **Grade Requirement:** The minimum grade required for coursework to count toward the major is a C- or better.

Required Courses (7 Credits)

Code	Title	Units
AFAS 1002	Foundations in African & African-American Studies	1
AFAS 2550	Introduction to Africana Studies	3
AFAS 4997	Senior Seminar	3
Total Units		**7**

Elective Courses (24 Credits)

Students must complete 24 elective credits. Of these elective credits, the following are required:

- 21 credits must be at the 3000 level or above; of these 21 credits, at least 6 credits must be at the 4000 level.
- Only 3 credits at the 1000 or 2000 level can count toward the 24 elective credits.
- No more than 3 credits of independent study can count toward the major; this includes internships, research assistantships, undergraduate teaching assistant positions, and directed research.

Students must take at least one course from each of the four focus areas around which the major is organized:

1. Language, Aesthetics, and Expressive Cultures
2. Social and Historical Formations
3. Gender, Sexuality, and the Body
4. Engaging Africa and non-U.S. Diaspora Currents

Language Requirement (3 Credits)

Students must also take at least one semester (3 credits) of a foreign language. Wolof and Swahili are strongly encouraged, but other languages will be considered if taken in consultation with the director of undergraduate studies.

AFAS Focus Areas Course List

Code	Title	Units
Language, Aesthetics, and Expressive Cultures		
AFAS 1107	First Year Seminar: Self & Identity in African American Literature	3
AFAS 1108	Introduction to African Literature	3
AFAS 1240	Beats, Rhymes & Life: A Cultural History of Hip-Hop	3
AFAS 2045	Writer as Witness: Mourning and Memory in the African Novel	3
AFAS 2090	African Studies: Mapping Urban Languages and Resistance in Africa	3
AFAS 2153	Afro-Latin America on Camera	3

AFAS 2450	Bones, Burials and Black Worlds: Mortuary Archaeology and Critical Heritage Studies of African and African American Funerary Practices	3
AFAS 3003	From Shaft to Django: The History of Blaxploitation Film	3
AFAS 3030	Coming of Age: Coming to Consciousness in Black American Literature, Film, and Music	3
AFAS 3031	Music of the African Diaspora	3
AFAS 3040	A History of African-American Theater	3
AFAS 3254	African Americans and Children's Literature	3
AFAS 3300	Culture and Identity: The Race for Criticism: African American Culture and its Critics	3
AFAS 3301	Beats, Rhymes & Life: A Cultural History of Hip-Hop	3
AFAS 3380	Re)writing Slavery	3
AFAS 3422	James Baldwin: Life, Letters & Legacy	3
AFAS 3430	West African Music & Dance in Context	3
AFAS 3447	Visualizing Blackness: Histories of the African Diaspora Through Film	3
AFAS 3451	Black American Writers in the Age of Lynching & Resistance (Black American Writers in the Age of Lynching & Resistance)	3
AFAS 3460	African American Literature: African American Writers Since the Harlem Renaissance	3
AFAS 3550	Undoing Empire: Introduction to Postcolonial Writing and Art	3
AFAS 3651	Black Women Writers	3
AFAS 4041	Beginning Graduate Level Swahili I	3
AFAS 4042	Beginning Graduate Level Swahili II	3
AFAS 4043	Beginning Graduate Level Swahili III	3
AFAS 4044	Beginning Graduate Level Swahili IV	3
AFAS 4210	Topics in African American Literature: Stars of the Canon	3
AFAS 4215	Mediated Blackness	3
AFAS 4270	What Is Africanfuturism? 21st Century African Speculative Fiction	3
AFAS 4610	Readings in Swahili Literature	3

Code	Title	Units
Social and Historical Formations		
AFAS 1020	Black Lives Matter and Educational Justice for Black Youth	3
AFAS 1100	First-Year Seminar: Gender, Sexuality and Power in 19th and 20th Century	3
AFAS 1103	First-Year Seminar: Monumental Anti-Racism	3
AFAS 1104	First-Year Seminar: Contextualizing Problems in Contemporary Africa	3
AFAS 1111	First-Year Seminar: Travel Noire: Consumption and the Gaze in the Black Travel Movement	3
AFAS 1130	Introduction to Race	3
AFAS 2140	Juvenile Justice in the Black Experience	3
AFAS 2151	St. Louis African American History	3
AFAS 2160	Free the Land: Black Histories of Environmental Racism	3
AFAS 2674	Sophomore Seminar: Slavery and Memory in American Popular Culture	3
AFAS 3070	Topics On Africa: African Urban Futures	3
AFAS 3120	African Immigration to the United States of America	3
AFAS 3160	African History to 1800	3
AFAS 3260	Zambaje: Afroindigenous Relations in Latin America	3
AFAS 3312	Playing Through Black History: The Ethics of Public History Pedagogy	3
AFAS 3313	Culture, Politics, and Society in Francophone Africa	3
AFAS 3405	For Freedom's Sake: The Civil Rights Movement in America	3
AFAS 3410	Mapping the World of Black Criminality	3
AFAS 3655	Black Conservatives and Their Discontent: African Americans and Conservatism in America	3
AFAS 3880	Terror & Violence in the Black Atlantic	3
AFAS 4008	Slavery and Public History	3
AFAS 4104	Black Decolonial Thought: Conceptualizing Epistemic Violence from Frantz Fanon to Achille Mbembe	3
AFAS 4134	The AIDS Epidemic: Inequalities, Ethnography, and Ethics	3
AFAS 4160	Engineering Authority: Design, Architecture, and Power in Africa	3
AFAS 4213	Sufism & Islamic Brotherhoods in Africa	3
AFAS 4215	Mediated Blackness	3
AFAS 4250	Construction and Experience of Black Adolescence	3
AFAS 4337	Performing Ghosts: Blackness, Performance, and Archival Erasure	3
AFAS 4465	Black Life and the Law	3
AFAS 4601	Historical Racial Violence: Legacies & Reckonings	3
AFAS 4890	Catholicism and Slavery	3
AFAS 4930	Advanced Seminar: Slavery in America: The Politics of Knowledge Production	3

Code	Title	Units
Gender, Sexuality, & the Body		
AFAS 2070	Native Sons and Daughters Gender & Sexuality of African American	3
AFAS 2232	Gender and Sexuality in the African Diaspora	3
AFAS 2250	First Year Seminar: African-American Women's History: Sexuality, Violence & the Love of Hip-Hop	3
AFAS 3002	Feminist Fire: Radical Black Women in the 20th Century	3
AFAS 3255	Black Masculinities	3
AFAS 3651	Black Women Writers	3
AFAS 3644	Look Here, Karen: The Politics of Black Digital Resistance to White Femininity	3
AFAS 4040	Gender, Sexuality, & Change in Africa	3
AFAS 4401	Intersectionality	3

Code	Title	Units
Engaging Africa and Non-U.S. Diaspora Currents		
AFAS 1104	First-Year Seminar: Contextualizing Problems in Contemporary Africa	3
AFAS 1105	First-Year Seminar: Imagining and Creating Africa: Youth, Culture, and Change	3
AFAS 1108	Introduction to African Literature	3
AFAS 2045	Writer as Witness: Mourning and Memory in the African Novel	3
AFAS 2060	Blackness and the Politics of Recognition in Latin America	3
AFAS 2090	African Studies: Mapping Urban Languages and Resistance in Africa	3
AFAS 2153	Afro-Latin America on Camera	3
AFAS 3062	Islam, Culture & Society in West Africa	3
AFAS 3070	Topics On Africa: African Urban Futures	3
AFAS 3113	Culture, Politics, and Society in Francophone Africa	3
AFAS 3120	African Immigration to the United States of America	3
AFAS 3160	African Immigration to 1800	3
AFAS 3385	Emerging Africa: Language, Identity, and Social Change	3
AFAS 3390	Senegal: History, Politics & Culture	3
AFAS 3430	West African Music & Dance in Context	3
AFAS 3550	Undoing Empire: Introduction to Postcolonial Writing and Art	3
AFAS 4040	Gender, Sexuality, and Change in Africa	3
AFAS 4041	Beginning Graduate Level Swahili I	3
AFAS 4042	Beginning Graduate Level Swahili II	3
AFAS 4043	Beginning Graduate Level Swahili III	3
AFAS 4044	Beginning Graduate Level Swahili IV	3
AFAS 4104	Black Decolonial Thought: Conceptualizing Epistemic Violence from Frantz Fanon to Achille Mbembe	3
AFAS 4110	The Black South Atlantic	3
AFAS 4160	Engineering Authority: Design, Architecture, and Power in Africa	3
AFAS 4213	Sufism & Islamic Brotherhoods in Africa	3
AFAS 4270	What Is Africanfuturism? 21st Century African Speculative Fiction	3
AFAS 4290	Advanced African History Seminar	3
AFAS 4610	Readings in Swahili Literature	3

Additional Information

Co-Curricular Opportunities for Majors

AFAS regularly sponsors lectures and events such as keynote speakers, panels, field trips, plays, the Annual African Film Festival, and exhibits that focus on contemporary or perennial topics of interest in all areas of the Black experience. Guest lecturers and artists often visit classes and interact directly with students. These department-sponsored events are designed to foster a vibrant social and intellectual community within the program and to give our students a sense of identity and of what it means to be part of the African & African American Studies community.

Study Abroad and Transfer Credit

Students may apply a maximum of 6 credits to their major that are earned through study abroad and/or transfer credits.

Senior Honors

If a student maintains an overall grade point average of at least 3.65 and a major GPA of 3.50 by the second semester of their junior year, they may be eligible to complete a Latin honors thesis with a core faculty member in the program in African & African American Studies and typically two readers. Completed application forms for Latin honors should be submitted to the honors program director as early as possible, preferably before June 1 of the junior year and no later than August 1.

Website: https://afas.wustl.edu/

African & African American Studies Minor

Program Requirements

- **Total Units Required:** 19
- **Minimum Grade Requirement:** The minimum grade required for coursework to count toward the minor is a C- or higher. Students may apply a maximum of 6 credits to their minor that are earned through study abroad and/or transfer credits.

Required Courses

Students must complete the following 4 units:

Code	Title	Units
AFAS 1002	Foundations in African & African-American Studies	1
AFAS 2550	Introduction to Africana Studies	3
Total Units		**4**

Elective Courses

Students select 15 units at the 3000 level or above, chosen in consultation with the advisor.

Additional Information

Co-Curricular Opportunities for Minors

The program regularly sponsors lectures and events such as plays, film festivals, exhibits, field trips, panels, and speakers that focus on contemporary or perennial topics of interest in all areas of the Black experience. In many cases, guest lecturers and artists visit classes and interact directly with students. These program-sponsored events are designed to foster a vibrant social and intellectual community within the program and to give our students a sense of identity and of what it means to be part of the African and African-American Studies community. We encourage our minors to participate in these activities to complement their classroom experiences.

Website: https://afas.wustl.edu/

American Culture Studies

Teaching and research in the American Culture Studies program fosters an interdisciplinary approach to the study of United States history, material culture, social life, literature, politics, arts, and popular culture in local, national, hemispheric, and global contexts. In keeping with the broader direction of American Studies, we prioritize a hemispheric approach that explores US relations with Latin America, Canada, and indigenous nations. We prioritize experiential and site-based learning, and offer special opportunities to work in and with St. Louis communities and organizations. Students in AMCS are constantly encouraged to shape their study around questions that matter to them: questions about critical ethnic and indigenous studies, environmental and racial justice, media and politics, education and equity, and many more. Our students have gone on to careers in law, public health, journalism, business, medicine, and creative arts.

We offer one major (American Culture Studies) and two minors (American Culture Studies and Asian American Studies) in our undergraduate program. We also have a dynamic community of graduate certificate students drawn from departments across the humanities and social sciences. We host events — including our Americanist Dinner Forum series — and collaborate with colleagues across campus to generate lively, interdisciplinary dialogue. Come join us!

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Majors

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Minors

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Courses

AMCS 1101 Ampersand: American Stories: Place, Power, and Imagination

If an American landscape could tell a story, what would it say? American Stories is an interdisciplinary approach to reading landscapes from the nineteenth century to today, uncovering untold stories of American places and the people, politics, and power that shaped them. The first semester of this Ampersand program introduces ways of seeing and interpreting American histories and cultures, as revealed in the built environment and stories of our cities. We will travel through time and place, touching down in Boston, Charleston, New York, Chicago, Los Angeles, and more. The course encourages students to read landscapes as multilayered records of past and present social relations, and to speculate for themselves about cultural meanings. It also introduces students to the social, economic, and political forces that have profoundly shaped the American urban landscape.This class is for first-year non-transfer students only.

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

Typical periods offered: Fall

AMCS 1102 Ampersand: American Stories: St. Louis, Power, and the Making of an American City

A scholar of St. Louis history once claimed, "St. Louis will seem to have been located in entirely different parts of the country throughout its history." In many ways, it's a city that defies easy characterization. It's been a place of great possibility and promise, and of hopelessness and betrayal-and very often all of these things at once. This course will explore the history of St. Louis as a place of many places, reading the city's neighborhoods from the nineteenth century to today. Tracing a legacy of neighborhood fragmentation, students will investigate St. Louis as a city of strong, tight knit communities and grassroots organizations with a rich sense of place, but also as a city of fragmentation and barriers. Discovering what makes St. Louis a uniquely American city, the course will take interdisciplinary approaches to reading compelling primary source documents and will forge connections between St. Louis and other American cities of the past and St. Louis in the present. Students will also take several off-campus trips and engage with local guest speakers from artists to public historians to archivists.

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

Typical periods offered: Spring

AMCS 2003 Doctors and Terrorists: The Fictions of South Asian America

South Asians have always played an integral role in the culture, history and politics of the United States. However, for complex reasons, their presence has either been concealed, or dismissed through dangerous stereotypes, or just as inaccurately, excessively celebrated for proving the generosity of American liberalism and multiculturalism. Racially misrecognized, this large and heterogeneous group has nonetheless shaped American categories of race, sexuality, and citizenship in intriguing and powerful ways. South Asian Americans have reached to fiction, music and popular culture to craft deeply intimate and original assessments of mainstream desires. In doing so they have sought to resist the dictates of whiteness, to question US imperialism, to garner acceptance and mobility, to build solidarity with other US minorities. In this course we learn about the complex history and cultural productions of South Asians in America. How did South Asia become a category of identification, and who benefitted from that designation? What role have South Asians played in the economic, cultural and global ascendancy of the United States? How do South Asians connect with, and control, their countries of origin? Why do discourses of sex and intimacy rise to the surface in this history, and what is the significance of story-telling in building the archive and questioning the fiction of South Asian America? Course enrollment is limited to first-year and sophomore students.

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

Typical periods offered: Fall

AMCS 2062 Visualizing the American City

Mound City. Gateway to the West. A city of neighborhoods. One of the most segregated places in America. A sports town with the best fans in the world. The heart of the Silicon Prairie. Flyover country. St. Louis has been called all of these things and many more over the past 200 years. Like all cities, its evolving identity has been shaped by stories, ideas, place memories, and local branding efforts that are deeply rooted in the visual imagination -- those pictures of the mind that define a distinct sense of place. Such pictures are at once personal and shared. And some -- like aerial photos of the Arch -- become definitive elements of the visual imaginary and are reproduced endlessly, from art galleries to tourist maps to baseball caps. This introductory course explores the visual culture of the American city, seeking to understand its powerful political and social significance at key moments in urban history. We will engage the rich archives of urban life, culture, and economic development associated with Chicago, New York, St. Louis, Detroit, and other cities, working with maps, engravings, photographs, travel guides, souvenirs, billboards, posters, and many other visual technologies, including digital representations and experimental formats. In so doing, we will attend to various historical phenomena, from world's fairs and urban renewal projects to catastrophic violence and slum clearance to gentrification and social reform -- and their visual representations -- that have shaped these cities' public lives and identities and contributed to broader urban imaginaries that are still powerfully present today. Students will develop their analysis and writing skills through short artifact readings.

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

Typical periods offered: Fall, Spring

AMCS 2071 Reading Culture

See Section Description. Topic changes semester to semester.

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

Typical periods offered: Fall, Spring

AMCS 2200 Topics in AMCS

This course introduces students to the different approaches and methodologies within the American Culture Studies field, including those represented by literature, history, sociology, and political science; at the same time, will learn key concepts within the field that will inform their future work. These are presented in a semester-specific topic of focus; please see Course Listings for a description of the current offering. The course is ideal for AMCS majors and minors, but others are welcome. This course fulfills the Introductory Course requirement for AMCS majors and minors.

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

Typical periods offered: Fall, Spring

AMCS 2252 Topics in AMCS

The topic of this course varies from semester to semester. Please see the Course Listings for a description of the current offering.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA, HUM EN: H
Typical periods offered: Fall, Spring

AMCS 2270 Topics in Native American Culture
The topic of this course varies from semester to semester. Please see Course Listings for a description of the current offering.
Credit 3 units. A&S IQ: LCD, SSC Art: SSC BU: BA, ETH
Typical periods offered: Fall, Spring

AMCS 2290 Introduction to AMCS: #americanculturestudies: Exploring the Field!
What does it mean to do American culture studies? This course teaches students how to critically analyze U.S. culture and society and introduces them to the history, methodologies, frameworks, and key questions that have shaped and continue to inform this interdisciplinary field. American culture studies is a broad and vast discipline that defies simple summary; it asks probing questions to uplift marginalized voices and experiences as part of an expansive definition of American identity. This course exposes students to practices that constitute American culture studies rather than demarcate a terrain for what it is: historically crossing disciplinary boundaries (arts, humanities, social sciences) and engaging diverse texts (film, literature, historical documents, popular culture, performance, material culture, etc.) American culture studies resists strict definition! In this course students study how knowledge and understandings about society and culture are produced and learn approaches to analyzing, curating and interpreting cultural objects and theorizing cultural phenomena. We examine the concept and idea of America in local, regional, national, and international contexts and continuums; we explore the lived experiences of diverse American communities within and across cultural and literal borders. Through a case study approach, the course engages questions related to the construction of ethnic and racial identities in the U.S.; visual, material, and digital cultures; social thought and social issues; mass media and popular culture; gender and sexuality; citizenship and nationhood; art, literature, and performance; and American imperialism.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA, HUM EN: H
Typical periods offered: Fall, Spring

AMCS 2585 Sports & Society
Commercialized spectator sports are a hugely influential part of American culture, politics, and economics. However, the story of how they got that way is too often assumed to be straightforward and self-evident. In this course, we will complicate such assumptions by examining the complex cultural web of American sports history and exploring the people, power structures, and social contexts in which our athletic games have developed, from the Civil War to the present. We will pay particular attention to matters of gender and race in traversing these histories, and students will be asked to consider the ramifications of sociocultural development in sports for American culture at large (and vice versa). Among the topics in sport that we will consider in detail are amateurism, commercialization, masculinity, mass mediation, and violence. We will analyze particular athletes of significance from the last 150 years, including Jack Johnson, Althea Gibson, Muhammad Ali, Serena Williams, Michael Jordan, and others. At the same time, we will examine the forms of media that shape our narratives and understandings of the competitions we consume. In addition, we will consider transnational competitions like the Olympics, which bring American conflicts over race and gender into a global context. No prior sports knowledge is necessary to enroll in the class. Students put themselves on the waitlist and will be enrolled manually by the registrar. Five seats are reserved for each class year for a total of 20 students. This course is affiliated with Sports & Society: Culture, Power, and Identity, an American Culture Studies program initiative focused on the intersections of athletics, identity, and social power.
Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM BU: BA, HUM EN: H
Typical periods offered: Spring

AMCS 2655 The Cultural Lives of Things: An Introduction to American Material Culture
American culture is so often defined by its obsessive attachment to material things - the iPhones, coffee cups, favorite t-shirts and Harley-Davidson motorcycles that fill our everyday lives. This course will explore our contradictory relationship to such objects - the possessions that serve practical functions and give us a sense of identity, meaning and power, but just as often come to possess or control us. How do things take hold of us? What gives them potency, value, and cultural significance? What psychological, social, economic and political purposes do they serve? Do Americans have a distinct relationship (or a dysfunctional attachment) to their possessions? In answering such questions, we will consider objects of all kinds, from the mundane and utilitarian to the strange, rare and often-fetishized. We will explore their histories, their participation in regimes of commodification and power, their everyday and symbolic functions - in short, the twists and turns of their rich cultural lives. The course will introduce different strategies for interpreting objects as cultural evidence, drawing upon work in anthropology, art history, sociology, literature and museum studies, as well as theorists (Marx, Freud, Baudrillard, and others) who have influenced modern conceptions of material life. Students should also look forward to some in-the-field analysis of different historic, museum, and personal objects around St. Louis (field trips!).
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH, HUM EN: H
Typical periods offered: Spring

AMCS 2660 Topics in Sequential Art: Understanding Comics: Introduction to Sequential Artistry
Comics are a medium of their own-words and pictures, but more than that. Comics rely on the reader decoding and connecting a multilayered series of relationships. But even more than that, comics are a visual language. As Neil Cohn says, Just as words in sequence are used in spoken language, sequences of images can create a visual language. In this course, you will learn to read that language, and to see how it operates and can be used across visual media and visual culture as a medium of visual communication, particularly our multimodal digital culture. Understanding comics can work as a base for interrogating how other forms of visual culture use sequence to create meaning, including through visual rhetoric. This course covers how to read comics, how sequential artistry creates meaning in comics, and how comics are constructed via a range of artistic, commercial, industrial, and cultural conversations between creators, producers, and audiences. The course offers (but does not require) opportunities to create expository sequential artistry-to write paper in comics form. Texts include works like Scott McCloud's Understanding Comics, Watchmen, Asterios Polyp, When I Am King, and visual journalism such as Welcome to the New World.
Credit 3 units. A&S IQ: HUM Art: VC BU: HUM EN: H
Typical periods offered: Fall, Spring

AMCS 2700 Topics in Asian American Studies
An introductory survey covering United States immigrant populations from throughout Eastern and Southern Asia.
Credit 3 units. A&S IQ: SSC, SC Art: SSC BU: BA
Typical periods offered: Fall

AMCS 2701 Topics in AMCS: A Year in Review
What was 2020? This course examines a year that will be remembered alongside 2001, 1968, 1945, 1929, 1865, 1800, and 1776 as one of the most consequential in American history and culture. We willconsider how the COVID-19 global pandemic, the bitterly contested 2020 Presidential election, and a summer of renewed protest for social justice reverberated through spheres of American arts, culture,

education, energy, health care, labor, religion, sports, the university, technology and more. A series of guest experts from Washington University and around the country will provide instruction via lecture once per week, with students sharing their own experiences and analysis in discussion sections during the other weekly course meeting. The course is open to all, but it is geared toward first-year students and sophomores. It fulfills the Intro course requirement in the AMCS major. This is a variable topics course for courses best suited to the reviewing pf a significant year in American Culture Studies. Topics vary by semester, so please see the current course listing.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA, HUM EN: H
Typical periods offered: Fall

AMCS 2802 Imagining the World to Come: Internet Cultures, Politics, & Cat Videos
The American internet we experience today emerges from a long history of technological innovation that reaches back to the post-Civil War era, featuring the dramas and crises of world wars, secret communications, spy agencies, cold war anxieties, counter cultural forces, and lots of copper cable. While this history is important for situating the internet within the politics of the 20th century, it tells only part of the story. For the rest, we must interrogate the cultures of the internet, from the utopian evangelists who claimed cyberspace as the principal refuge of individual liberty, to social media, to hackers, to ransomware, to mis- and dis-information networks. As both 'place' and communication service, our internet has proven to be overwhelmingly full with content, surprisingly fragile *and* robust, and the cause of civilizational decline. As we explore signature moments of the internet's development, we'll carefully study the phenomenon as a cultural site of politics, economics, fun, identity, and security (or lack thereof). To do so, we'll use a few disciplinary practices, including cultural studies, tech studies, media studies, and communication studies. Within this multidisciplinary frame, we'll investigate how people imagine and understand what the internet was and is and map how politics and capitalism shape a thing without boundaries or borders.
Credit 3 units. A&S IQ: HUM BU: HUM
Typical periods offered: Summer

AMCS 2803 The American City
The American city has multiple forms: as a place to live and work, as a measure of economic vitality, as an architectural creation, as a political setting for both the promise and peril of democracy, and as a mythic backdrop for fictive struggles of identity formation and personal liberation. This course will begin a student's exploration of American culture and politics, with St. Louis serving as field laboratory for investigations that will also present the lives of New York, Chicago, New Orleans, Philadelphia and other cities. American cities carry material evidence of the economic and political reasons that they exist, the transportation networks that shape them, the street plans that give them form, the governments that provide the public good, the people who call them home, the role of public transportation systems, the geography of racial segregation, and the histories of immigrant communities. At the same time, the role of the American city has changed significantly in the 21st century when most Americans now live in suburbs surrounding older cities. Throughout the semester, this course will analyze the material and social culture of American cities through a series of lectures, films and field trips.
Credit 3 units. BU: BA EN: H
Typical periods offered: Summer

AMCS 2804 American Cultures: Investigating America
How does one study American culture? This course teaches students how to critically analyze U.S. culture and society and introduces them to the history, methodologies, frameworks, and key questions that have shaped and continue to inform this interdisciplinary field. In this course, we ask probing questions to uplift marginalized voices and experiences as part of an expansive definition of American identity. In this course students study how knowledge and understandings about society and culture are produced and learn approaches to analyzing, curating and interpreting cultural objects and theorizing cultural phenomena. We examine the concept and idea of America in local, regional, national, and international contexts and continuums; we explore the lived experiences of diverse American communities within and across cultural and literal borders. This course is offered in tandem with L98 238S American Cultures: Investigating St. Louis by offering both a national and a local lens with which to view American culture, and students are strongly encouraged to enroll in both courses. Through a case study approach, the course engages questions related to the construction of ethnic and racial identities in the U.S.; race and class; social thought and social issues; mass media and popular culture; landscape, borders, and belonging; citizenship and nationhood; language as culture; and American exceptionalism.
Credit 3 units. A&S IQ: HUM BU: ETH, HUM EN: H
Typical periods offered: Summer

AMCS 2900 Directed Research in AMCS
Introduces first-years and sophomores to research by engaging them in ongoing faculty research projects within the department. Under the direction of a faculty mentor, students take part in tasks that contribute to the mentor's research. Through this hands-on experience, students learn about the research process and build foundational research skills that can benefit their future academic experience and development. Faculty mentors provide regular guidance, training, and feedback to support students' understanding and growth. Students are registered by the department after approval from the faculty member leading the research project. The course may be taken for 1-3 credit hours based on the weekly hours required. Credit/No Credit only
Credit 3 units.

AMCS 2996 Elective: 200-Level
Course is used for transcribing AMCS 2000 level electives
Credit 3 units. EN: H
Typical periods offered: Fall, Spring, Summer

AMCS 3026 Home, Bittersweet Home: Histories of Housing and Homeownership in America Since 1850
The idea of owning one's own home has been central to realizations of the American dream or the good life. By 1931, Herbert Hoover called the idea a sentiment deep in the heart of our race and of American life. While the dream continues, the reality of homeownership has been elusive or fraught with struggle and sacrifice for many Americans. If home ownership is such a central part of American identity, why have so many generations of Americans struggled to achieve it? In this course, students explore the histories of different versions of home and homeownership by touching down in different locations at pivotal moments in order to investigate the varied meanings of housing and homeownership in the context of a particular place and time in American history. Using a case-study approach, the course travels across time and space to explore diverse forms of housing, including the big house and slave house in the south under slavery, the immigrant tenement in New York City, the company town in south Chicago, the Midwest homestead, the planned postwar suburban neighborhood, high rise public housing and gated communities. This format exposes students to the important role of federal and local policies as well as themes of housing including homes as private and domestic realms; housing as a commodity and the largest form of American debt; housing as an icon and encoder of social status; housing as exclusionary and inclusionary; housing as racial or socio-economic discrimination; the suburbs and their discontents; and the recent housing crisis.
Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM BU: BA, HUM EN: H
Typical periods offered: Fall, Spring

AMCS 3039 Research in American Culture Studies
This course is an introduction to research for second-year students. Students work under the supervision of a sponsor.
Credit 3 units.
Typical periods offered: Fall

AMCS 3046 Sports & Society: Contemporary Issues in American Sports
Athletes like Colin Kaepernick, Ally Raisman, LeBron James, and Megan Rapinoe leave no doubt: sporting spaces are powerful platforms for political and social activism. In this era of division and social unrest, sports cannot be stuck to. But what to make of the various messages these athletes espouse, and how can we understand the intersectional influence of sporting cultures on American politics, economics, and culture? In this class students will examine major contemporary issues in American sports by examining scholarship, fan behavior, and narratives provided by athletes themselves. Among the topics students will consider are: racism and sexism in coaching, LGBTQ and Trans athlete identity, amateurism and athletic labor, mascots, traumatic brain injuries, and social media.
Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM BU: BA, HUM EN: H
Typical periods offered: Fall, Spring

AMCS 3053 HOT Takes: Cultural Criticism in the Digital Age
The twenty-first century has seen a new and exciting wave of cultural criticism, and along with it a new wave of public intellectuals. Ta-Nehisi Coates, Roxane Gay, Jia Tolentino, Anne Helen Petersen, Jo Livingstone, Hanif Abdurraqib-at their best, writers like these aspire to the sort of indispensability on political, social, and artistic matters that their forebears like Susan Sontag, Norman Mailer, and James Baldwin had at midcentury. But these voices are unique because they emerged through and alongside a specifically online critical sphere, a space betwixt and between the comments section and the little magazine. This is the space of viral tweets and threads, hot takes and think-pieces. It's a space of potentially greater democratization and diversity even as it is an opportunity for bigots and trolls. These writers are beholden to their networks, but those networks are far wider, more idiosyncratic and inclusive and incendiary-more unstable-than anything buttressing the vaunted public intellectuals of the past. This course examines the cultural critics of the contemporary moment in context of the critical space they opened and now occupy. We'll begin with a quick history of the public intellectual from the eighteenth century to the present before we log on. The rise and fall of Gawker, Grantland, and The Awl; The New Republic's controversial digital pivot; the feminist communities of The Hairpin and The Toast; the conservative intellectual dark web; the message boards of the early 2000s; the emergence of semi-academic sites like the Los Angeles Review of Books; the blogs and tumblrs and livejournals that nurtured the talents and provocateurs that we now find indispensable or unavoidable. We will dissect their style, understand their theory and practice, engage with their subjects, and investigate the way their writing has intersected with and propelled social media movements like Black Lives Matter, #MeToo, and #OscarsSoWhite. And we will consider the way these critics have influenced the way scholars and students approach the texts and topics we always have.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

AMCS 3060 Current Affairs and Critical Issues in American Culture
What's in your newsfeed? Media outlets drive critical conversations and public discourse, and in this course students have the chance to keep up and weigh in. Students read the news and examine current affairs as they unfold week by week, critically analyzing and exploring modes of understanding, historicizing, and contextualizing contemporary issues in American society. The course introduces students to theoretical and conceptual frameworks for this engagement and asks questions such as the following: How are these issues related to the past? How have Americans experienced this issue before, and how is the contemporary context different? We will follow trends in pop culture, technology, politics, and society. Students learn to layer current issues with historical documents, the commentary of public intellectuals and cultural critics, and political, economic, and social policies. The course stresses research analysis, group process, critical thinking, multidisciplinary inquiry, and professional writing and speaking skills.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA, ETH, HUM EN: H
Typical periods offered: Fall

AMCS 3086 Living in a Material World
In the months after 9/11, President Bush urged Americans to buy cars and take vacations to show their patriotism and unity and also to send a message to terrorists that our way of life could not be stolen. Such calls to consume have often been made in times of crisis, and consumption has long been something of a national pastime (some would say a national pathology!). But frugality, simple living, and ethical consumerism have also at times been declared American values, and they are now just as likely to be advanced by celebrities, entrepreneurs, or corporations as by political activists. This multidisciplinary course explores our complex and evolving relationship to materialism and materiality, focusing on moments in U.S. history when consumption has been especially consoling or haunting or when it has been aligned with ideas of the public good or social and political change. Along the way, we will study material goods that have been declared symbols of American values (e.g., soap, Tupperware, Harley-Davidson motorcycles, #MAGA hats); influential advertising campaigns and models of good and bad consumer behavior (e.g., shoplifting, hoarding, good housekeeping, thrifting); and anti-materialist positions, from Thoreau's Walden to the Occupy Movement to today's off-the-grid cooperative-living communities. Students will write short analytical response papers, conduct a study of their own consumer practices, and do a final project on a recent ethical consumption campaign in historical perspective. This course counts as Multidisciplinary for AMCS students and as Visual Culture for Sam Fox students.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM, VC BU: BA, HUM EN: H
Typical periods offered: Fall

AMCS 3189 Engaging the City: The Material World of Modern Segregation
See course listings for current offering.
Credit 3 units. A&S IQ: SSC, SC Art: CPSC EN: S
Typical periods offered: Fall, Spring

AMCS 3192 Surveillance & the City
In 2014, the urban street artist Banksy painted a mural of three government agents flanking a public telephone booth, each using spy gadgets to listen, record, and transmit a copy of the conversation had within. His work reflects the emergent concerns of citizen surveillance in Western democracies and the techno-logics of 21st-century political reality, where persistent monitoring, invisible identification, and data collection are features of both government control and data-driven capitalism. The rise in technological sophistication in both the capture and assessment of data makes adoption at scale by city governments affordable and relatively noncontroversial. But as the surveillance of bodies, habits, associations, and identities becomes more naturalized in the governing and policing institutions of urban areas, legal safeguards lag behind, concepts like privacy and security become fuzzier, and existing inequalities of race and class become hardcoded in the techno-systems supposedly designed as neutral tools. This fieldwork class will explore St. Louis as a landscape of the

always observed, from community-level realities to online experiences. Readings and class discussions will be complemented by field trips to sites in the St. Louis region to interrogate the practice of observation in situ among different zip codes and communities where the blanketing presence of surveillance practices and surveillance technology warps a relationship to place; amplifies racial, cultural, and class inequalities and disenfranchisements; consolidates social and political control; and replaces human accountability with the veneer of the objective and rational machine.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA, HUM EN: H
Typical periods offered: Fall

AMCS 3202 Civic Scholars Program Semester One: Self Awareness, Civic Life, and Citizenship
This is the first semester, foundation course for students in the Civic Scholars Program of the Gephardt Institute for Civic and Community Engagement. This course provides students with a context for examining civic engagement and developing civic leadership skills. Through lectures, guest speakers, readings, excursions, and class discussion, students 1) explore the history and current status of civic engagement; and 2) prepare for the implementation of a civic project the summer between their junior and senior years. Students meet in a structured class to discuss concepts, engage in critical reflection, and develop leadership skills. In addition, students will critically reflect on course content to enrich their learning. This is a two-credit course. Prerequisite: Acceptance into the Civic Scholars Program. Civic Scholars courses do not count towards the AMCS Major and Minor.
Credit 3 units. A&S IQ: SSC Art: SSC EN: S
Typical periods offered: Fall

AMCS 3203 Civic Scholars Program Semester Two: Civic Engagement in Action
This is the second-semester foundation course for students in the Civic Scholars Program of the Gephardt Institute for Civic and Community Engagement. This course provides students with a context for developing their civic projects. Students engage in a semester-long research and project planning process tied to their civic projects. Through research, lectures, workshops, and presentations, students develop a project proposal for their civic projects. Students will meet in class to discuss concepts, engage in critical reflection, and develop skills.
Credit 3 units. A&S IQ: SSC Art: SSC EN: S
Typical periods offered: Spring

AMCS 3207 Civic Scholars: D.C. Imerrsion
This 1-credit hour pass/fail spring course supports Civic Fellows as they apply their learning from the first semester of the program to the federal context. In the fall, Fellows learn about a range of different civic engagement strategies, such as voting, submitting public comments, lobbying, grassroots organizing, legal advocacy, and more. We discuss the history of the different strategies, particularly in the context of US democracy, as well as case studies in the St. Louis region. The D.C. immersion trip allows us to understand how local and state policy processes and efforts for social change are connected intrinsically to the federal government and federal politics. The intensive four-day trip includes visits to the Capitol, meeting with elected officials as well as their staffers, learning from community members and organizers, and visiting different sites of historical and current social change efforts. Students are asked to complicate their understanding of the U.S. federal government, eschewing simplified narratives in favor of the complex network of opportunities and challenges afforded by the U.S. democratic system. Satisfactory completion of this course is a required component of the Civic Fellows Program. The course takes place on the Tuesday to Friday of the week prior to the start of the Spring semester.
Credit 1 unit.
Typical periods offered: Spring

AMCS 3219 Civic Action Lab: Strategies for Engagement in U.S. Elections
The November 2024 General Election is critical to the future of democracy in the United States. Democratic institutions are under threat, dis- and misinformation are widespread, and disillusionment with government - particularly among young people - is strong. This course will blend history, theory, and practice and will provide students with the knowledge, skills, and tools to engage in democratic processes and encourage their peers to do the same, whether or not they are eligible to vote in the U.S. elections.
Credit 3 units.
Typical periods offered: Fall

AMCS 3227 Civic Action Lab: Strategies for Engagement in U.S. Elections
The November 2024 General Election is critical to the future of democracy in the United States. Democratic institutions are under threat, dis- and misinformation are widespread, and disillusionment with government - particularly among young people - is strong. This course will blend history, theory, and practice and will provide students with the knowledge, skills, and tools to engage in democratic processes and encourage their peers to do the same, whether or not they are eligible to vote in the U.S. elections.
Credit 1.5 units.
Typical periods offered: Fall

AMCS 3270 Comics, Graphic Novels, and Sequential Art
This course traces the evolution of comics in the America from the comic cuts of the newspapers, through the development of the daily and Sunday strips, into the comic book format, and the emergence of literary graphic novels. While not a uniquely American medium, comics have a specifically American context that intersects with issues of race, class, gender, nationalism, popular culture, consumerism, and American identity. Comics have repeatedly been a site of struggle in American culture; examining these struggles illuminates the way Americans have constructed and expressed their view of themselves. The way comics have developed as a medium and art form in this country has specific characteristics that can be studied profitably through the lens of American Culture Studies.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Spring

AMCS 3272 The Superhero in American Culture
The superhero is an American cultural figure that enjoys great metaphoric resonance in contemporary America and about contemporary America, much as the Western did during the Cold War. But this metaphoric resonance has existed since the genre came into being with Superman in 1938 as part of the nation's response to modernity, and predates the creation of the genre through the hero figures that contributed tropes to the superhero genre. Through a cultural historical and transmedia approach, this course examines the superhero and the superhero genre as a myth medium and contested site for portraying and shaping ideas about American identity, masculinity, modernism, race, class, gender, and humanity. The prehistory of the superhero is examined in 19th and early 20th century frontier stories, science fiction, and pulp fiction. The definition of the superhero and the genre's evolution in comics, film, television, and fan-produced works are examined, with a focus on how the genre has served and mediated the conflicting needs of creators and audiences.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Spring

AMCS 3304 The Politics of Black Criminality and Popular Protest
This course will explore the meanings and perceptions of Black criminality in modern American culture. It will consider issues of rioting and racial violence; movements ranging from hip-hop to Black power; the crucial matter of police brutality; and cultural associations between criminality and Black masculinity. Our work will be informed by an awareness of the historical interactions between African Americans and legal and other systems of authority: in particular, the ambiguous boundaries of legality under slavery, post-emancipation convict leasing, Jim Crow laws, Black gangs, and the functions of illegal acts in the lives of Black citizens. The course will give special attention to the ways that popular thought, imagination, and culture -- and particularly Black thought and culture -- have addressed crime. How does criminality connect to popular forms of protest, resistance, and discussions about inequality and identity?
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA, HUM
Typical periods offered: Spring

AMCS 3507 Legal Conflict in Modern American Society
Thousands of lawsuits are filed daily in the state and federal courts of the United States. The disputes underlying those lawsuits are as messy and complex as the human, commercial, cultural and political dynamics that trigger them, and the legal processes for resolving those disputes are expensive, time-consuming and, for most citizens, seemingly impenetrable. At the same time law and legal conflict permeate public discourse in the United States to a degree that is unique in the world, even among the community of long-established democracies. The overarching objective of the course is to prepare our undergraduate students to participate constructively in that discourse by providing them with a conceptual framework for understanding both the conduct and resolution of legal conflict by American legal institutions, and the evolution of - - and values underlying - - the substantive law American courts apply to those conflicts. This is, at core, a course in the kind of legal or litigation literacy that should be expected of the graduates of first-tier American universities. Some of the legal controversies that will be used to help develop that literacy include those surrounding the permissible use of lethal force in self-defense, the constitutionality of affirmative action in university admissions, contracts that are unconscionably one-sided, sexual harassment in the workplace, the duty of landlords to prevent criminal assaults on their tenants, groundwater pollution alleged to cause pediatric cancers, and warrantless searches of cellphone locator data by police.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH, HUM EN: H
Typical periods offered: Fall, Spring

AMCS 3528 The Black Athlete in American Literature: Frederick Douglass to Lebron James
The black athlete is a central figure in American entertainment, and has been since Frederick Douglass decried Christmastime slave games in his Narrative. This course will examine literary depictions of black athletes-in novels, memoirs, essays, and poems-in order to better understand the cultural significance of sportsmen and women in the African American struggle for equality, from abolitionism to the Black Lives Matter movement. Students will read works by Douglass, Ralph Ellison, Maya Angelou, and John Edgar Wideman, among others, and examine the lives and athletic pursuits of prominent athletes such as Jackie Robinson, Muhammad Ali, Wilma Rudolph, Michael Jordan, and LeBron James. Popular perceptions of gender and sexuality, in addition to race and racism, will factor into readings, especially as students incorporate secondary sources into their own research.
Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

AMCS 3595 American Culture: Methods & Visions
Required course for AMCS Majors. See semester listing for current topics. As a Writing Intensive course, 375A serves as an occasion for AMCS students to think about matters of argument and presentation, and to develop ideas and models for future research. This course is intended for students at the Junior Level or Higher; it fulfills the multidisciplinary (MD) requirement for AMCS Minors and the Methods Seminar requirements for AMCS Majors.
Credit 3 units. A&S IQ: HUM, WI Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

AMCS 3596 From Vision to Praxis: The Capstone Project Incubator
This course is intended for AMCS juniors following the completion of L98 375A Methods & Visions. After sustained attention on methodological practices in 375A, students will shift focus in 375B toward the fundamentals of developing a senior-year project. Emphasis will be on process and skill enhancement, with areas of concentration including drafting project ideas; identifying animating research questions; enhancing scope and focus; exploring mediums of expression; creating a developmental bibliography; and planning for summer research. Learning modes will include lecture, reading and discussion, and peer workgroups. Assignments will develop formal and informal writing, drafting and rewriting, and scholarly reading. The final product will be two-fold: (1) a polished prospectus outlining project focus, research area, initial scholarship summary, and rationale for medium; and (2) a summer planning document outlining reading and writing goals in preparation for the capstone workshop senior year.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

AMCS 3704 Topics in AMCS
Topics course focusing on instances of identity and culture within the American scope. Varies by semester. See Course Listings for description of current semester's offering.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA, HUM EN: H
Typical periods offered: Spring

AMCS 3705 Topics in Gender and American Culture
This topics course introduces students to gender as a category of analysis. Students investigate why and how gender becomes infused with cultural meanings. Through various methodological approaches, they explore how these socially constructed meanings shape Americans' everyday lives and societal dynamics more broadly. The topic varies by semester; common focal points include the intersection of gender with race and ethnicity, social class, health care, education, and politics. This course fulfills the Social Differential requirement. Please see the course listings for a description of the current offering.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA, HUM EN: H
Typical periods offered: Spring

AMCS 3706 Topics in VMD
Topics vary by semester; see semester listing for course description.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: CPSC, HUM, VC BU: HUM EN: H
Typical periods offered: Fall

AMCS 3707 Topics in AMCS
This topic varies by semester. See course listings for current offering.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

AMCS 3708 Topics in American Culture Studies
This course allows students to learn about topics in American Culture Studies.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA, HUM EN: H
Typical periods offered: Fall, Spring

AMCS 3709 Topics in American Culture Studies: Protest and Power in Modern America
The topic of this course varies from semester to semester. Please see Course Listings for a description of the current offering.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA, HUM EN: H
Typical periods offered: Fall, Spring

AMCS 3715 Topics in St. Louis
Topics vary by semester; see semester listing for course description.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

AMCS 3716 Topics in AMCS
Course varies by semester, see semester listing for description,
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA, HUM EN: H
Typical periods offered: Fall, Spring

AMCS 3717 Topics in AMCS
This course topic changes; see semester listing for current course offering.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: CPSC, HUM BU: BA, HUM EN: H
Typical periods offered: Fall, Spring

AMCS 3718 Culture and Identity
Topics vary by semester; see semester listing for course description.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: CPSC, HUM BU: BA, HUM EN: H
Typical periods offered: Fall, Spring

AMCS 3719 Topics in AMCS:
The topic of this course varies from semester to semester. Please refer to the Course Listings for a description of the current offering.
Credit 3 units. A&S IQ: SSC Art: SSC BU: BA, IS EN: S
Typical periods offered: Fall, Spring

AMCS 3720 Topics in American Culture Studies
Topics vary by semester; see semester listing for course description.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

AMCS 3722 Topics in American Culture Studies
Topics vary by semester; see semester listing for course description.
Credit 3 units. A&S IQ: HUM Art: HUM BU: BA, HUM EN: H
Typical periods offered: Fall, Spring

AMCS 3841 1984: One Weird Year
This course examines one year as a way to make sense of recent American culture. Looking at points around the country but always returning to the experience of WashU in 1984, this course experiences the past as Americans did, through the simultaneous overlap of daily life and politics, movies and music, the books they were assigned in school and the very different books they chose to read. In addition to tackling the challenge of understanding one year, students will develop a variety of the collaborative and communication skills that are so important both in college and beyond.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall

AMCS 3980 Directed Fieldwork in American Culture Studies
This course allows students to experience directed fieldwork in American Culture Studies.
Credit 3 units.
Typical periods offered: Fall, Spring

AMCS 3990 Undergraduate Teaching Assistant
Open to advanced undergraduates only. Usual duties of teaching assistant in classroom instruction. Prerequisite: Permission of instructor.
Credit 3 units.
Typical periods offered: Fall, Spring

AMCS 3993 Undergraduate Internship in American Culture Studies
Students receive credit for a faculty-directed and approved internship. Registration requires completion of the AMCS Learning Agreement which must be filled out and signed by the AMCS-affiliated faculty sponsor prior to beginning internship work. Credit should correspond to actual time spent in work activities, e.g., 8-10 hours a week for thirteen or fourteen weeks to receive 3 units of credit; 1 or 2 credits for fewer hours. Students may not receive credit for work done for pay but are encouraged to obtain written evaluations about such work for the student's academic advisor and career placement file. Department preapproval required. AMCS Majors and minors only.
Credit 3 units.
Typical periods offered: Fall

AMCS 3995 Elective: 300-Level
Course is used for transcribing 3000 level AMCS electives
Credit 3 units. EN: H
Typical periods offered: Fall, Spring, Summer

AMCS 3996 Local Archives: Directed Study in St. Louis
Directed study with an AMCS-affiliated faculty. All proposals for study must be submitted for review and approved by the AMCS advisor. See the AMCS Academic Coordinator for more information. By permission of instructor.
Credit 3 units.
Typical periods offered: Fall, Spring

AMCS 4016 Advanced Research in American Culture Studies
Directed study with an AMCS-affiliated faculty. All proposals for study must be submitted for review and approved by the AMCS advisor. See the AMCS website for the appropriate form. By permission of instructor.
Credit 3 units.
Typical periods offered: Fall

AMCS 4019 What Could Go Wrong: Historical Perspectives on Design and Technology in Society
What could go wrong? Apps crash. Databases are breached. Robots run amok. While technological failures are familiar headaches (or nightmares) for engineers and consumers alike, their social origins and effects can be harder to see. In this seminar, we analyze how technological artifacts have worked — or not — in a cultural context.

How have the accidents of production processes, politics of bias and accessibility, and institutional ecosystems shaped the everyday use and social power of technology in specific historical moments and spaces? Learning from historical case studies and methods of historical research and social analysis, students will engage major issues in contemporary design and technology through in-class discussions, field trips, regular writing exercises, and research projects.
Credit 3 units. A&S IQ: HUM BU: HUM
Typical periods offered: Fall

AMCS 4150 Senior Seminar On the Presidency: The Trump Administration
This course uses the run-up to the presidential election as a point of departure for considering the current presidency. This is a research seminar that will begin with a series of common readings, after which students will constitute themselves into research teams that will explore the current state of the presidency in broad cultural perspective. 2020 Iteration: In Spring 2020, the course will focus on the election and presidency of Donald Trump as experienced by Washington University in particular and St. Louis in general.
Credit 3 units. A&S IQ: HUM, WI Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Spring

AMCS 4200 AMCS Capstone Workshop I
This workshop is required for AMCS majors completing an independent capstone project, whether by means of a 3-credit capstone project, a Latin Honors (6-credit) thesis, or a two-semester (6-credit) non-honors project. In all three cases, the capstone project is intended to serve as the culmination of the major--an opportunity to build on previous work and to engage with the broader field of American Culture Studies while developing a multidisciplinary framework suited to the goals of the project. The workshop is intended to foster intellectual community and provide support during the research and writing process. Students share aspects of their work in large- and small-group settings; discuss methods, models, and challenges of cultural studies; participate in several peer-review workshops; and develop insights and skills directly relevant to their capstone work. Barring circumstances which prevent it, the 3-credit capstone should be completed by the end of the fall semester. Students pursuing a 6-credit project (either a Latin Honors thesis or non-honors project) will continue their work into the following semester by enrolling in L98 4XX. Enrollment by permission of Program pending approval of project proposal, which will be submitted in the Spring of Junior Year. Students seeking to earn Latin Honors in AMCS must meet the University cumulative GPA minimum (3.65) and have permission of their thesis advisor.
Credit 3 units.
Typical periods offered: Fall

AMCS 4203 Civic Scholars Program Semester Four: Civic Engagement Across the Lifespan
This is the fourth semester course for students in the Civic Scholars Program of the Gephardt Institute for Civic and Community Engagement. This culminating course provides students with the opportunity to integrate the Civic Scholars experience, explore civic engagement opportunities post-college, and discuss ethics adn civic engagement. Through group discussions, readings, lectures, and guest speakers, students 1) understand civic engagement over the life course; 2) discuss ethics and civic engagement; and 3) develop a one-, five-, ten-, and twenty-year civic vision. This one-credit course meets weekly for one hour during the spring semester. Students are expected to take an active role in their learning through sharing their experiences, engaging with reading material, and participating in reflection exercises. Prerequisite: L98 3202, L98 3203 and L98 4202
Credit 1 unit. A&S IQ: SSC Art: SSC EN: S
Typical periods offered: Spring

AMCS 4204 AMCS Portfolio Workshop: Academic Citizenship
How can students develop a stronger sense of academic identity and purpose? How can research translate into opportunities beyond the classroom, from service to politics? In this workshop AMCS Majors explore these questions while receiving support at a crucial milestone, the Senior Capstone. Through reflection and writing students develop a stronger intellectual identity, and consider how their research prepares them to participate in conversations and activities that transcend scholarship. This participation is a kind of academic citizenship with students leveraging their learning to engage intellectual, social, and political life in and beyond campus. Students do this primarily through consideration of their capstone research, happening concurrently in the AMCS Capstone Workshop or in an approved seminar. While encouraging Majors to consider the intersection of their academic and personal goals, the workshop supports research (e.g., guest faculty discuss methodology), gives structure to activities already required for the Major (e.g., the capstone abstract), and builds community (e.g., peer-led discussions). The workshop also provides time and space for students to curate their AMCS portfolio. The Fall Workshop is part of a workshop series designed to help AMCS Majors develop their portfolio and provide additional training and support at particular milestones in the major. The portfolio and accompanying workshops is a response to students' feedback. Graduating seniors said they would have liked more structured time to reflect on their work in the major; they would have liked to document their progress in the program more fully; and they wanted more opportunities to strengthen their class cohort. The Fall Workshop will provide all of those things, while centering students' attention on their growth as scholars and engaged citizens.
Credit 1 unit.
Typical periods offered: Fall

AMCS 4205 AMCS Portfolio Workshop: Connections and Explorations
Where have your studies in American Culture taken you? In this one-credit workshop AMCS Majors work with mentors and peers to reflect on their journey through the major, prepare for the public presentation of their capstone research in early April, and prepare for life after college. The course gives AMCS Majors space and time to think more deeply about what they have achieved academically and where their intellectual and personal priorities intersect. We hope it helps AMCS students to discover connections among what they have done and learned in the program and clarifies post-college goals and pursuits. Some of the workshop activities are required for the major (e.g., the capstone presentation). The course provides structure, support, and academic credit for doing them. The workshop is a response to students' feedback: Graduating seniors tell us they would have liked more structured time to reflect on their work in the major; they would have liked to document their progress and growth in the program more fully; and they wanted more opportunities to strengthen their class cohort. The Senior Workshop will foster all of these things, while centering students' attention on the connections among their academic, personal, and career interests.
Credit 1 unit.
Typical periods offered: Spring

AMCS 4206 AMCS Capstone Workshop II
This course is required for students planning to complete the Latin Honors thesis or a 6-credit non-honors project through American Culture Studies. It builds on work done in L98 400A: AMCS Capstone Workshop I, and involves periodic workshops and conferences with the instructor and project advisor(s) during the final stages of thesis preparation. Prerequisite: Satisfactory standing as a candidate for a two-semester capstone, including successful completion of L98 400A

Capstone Workshop I and permission of project advisor. Latin Honors eligible students must meet the University GPA minimum. Course will meet every other week, time/date to be determined based on participants' schedules.
Credit 3 units.
Typical periods offered: Spring

AMCS 4208 Civic Scholars Program Semester Three: Application and Integration of Civic Projects and Values
This is the third semester course for students in the Civic Scholars Program of the Gephardt Institute for Civic and Community Engagement. This one-credit seminar style course provides students with the opportunity to evaluate their civic projects and explore implications of their work. Through group discussions, readings, lectures, and guest speakers, students 1) connect their civic engagement project to local, national, and international contexts; 2) understand interdependence of social issues, public policy, and culture; and 3) explore sustainability and social change. The class meets weekly for one hour during the fall semester. Students are expected to take an active role in their learning through sharing their experiences, engaging with reading material, and participating in reflection exercises. Students are required to continue their coursework through the spring of their senior year, in the Civic Scholars Program, Semester Four: Civic Engagement across a Lifespan. Prerequisite: L98 3202 and L98 3203
Credit 1 unit. A&S IQ: SSC Art: SSC EN: S
Typical periods offered: Fall

AMCS 4371 Music and Performance: Pleasure and Politics in Popular Music
Christopher Small has asserted that music is not a thing but an activity--something that people DO. Starting from this premise, this course explores popular music in performance and introduces students to the flourishing scholarship at the intersection of performance studies, sound studies, and popular music studies. We will attend to sound, music, listening, and voice-and we will consider these elements of performance in combination with costume, choreography, stage design, and audience participation and interaction. Exploring the choices of performers and the expectations of audience members in settings from gospel churches to Radio City Music Hall, this course moves through a wide variety of musical genres, including cabaret, blues, opera, musical theater, and rock. We will consider the pleasure and politics embraced by everyday people and activists who have used music in protest movements from the labor movement to Black Lives Matter. We also attend performances around St. Louis, guided by the interests of the class. Upper-level undergraduates and graduate students (enrolled under a 500-number) with an interest in music, theater, dance, cultural history, American studies, and African American studies are especially welcome.
Credit 3 units. A&S IQ: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

AMCS 4505 AMCS Harvey Scholar Seminar
In this course, AMCS Harvey Scholars examine critical issues in American studies while receiving support and structure for their Harvey projects. Students discuss seminal texts and explore creative, literary and artistic productions and representations of American diversities and social contrasts. Class activities integrate academic journals, media, visual artifacts, and other texts that support students' specific projects while deepening their competencies in the field of American cultural studies. Participation includes attending the monthly AMCS Americanist Forum, which brings together faculty, postdoctoral fellows, graduate students and undergraduates. This course is part of the AMCS Harvey Scholar Fall-Spring seminar sequence, which is designed to support the intellectual and community life of AMCS undergraduates. Permission of the program is required for participation. Students place themselves on the waitlist and will be manually enrolled.
Credit 2 units. A&S IQ: SSC EN: H
Typical periods offered: Fall

AMCS 4506 AMCS Harvey Scholar Seminar
In this course AMCS Undergraduate Harvey Scholars examine critical issues in American Studies while receiving support and structure for their Harvey projects. Students discuss seminal texts and explore creative, literary and artistic productions and representations of American diversities and social contrasts. Class activities integrate academic journals, media, visual artifacts, and other texts that support students' specific projects while deepening their competencies in the field of American cultural studies. Participation includes attending the monthly AMCS Americanist Forum, which brings together faculty, postdoctoral fellows, graduate students and undergraduates. The AMCS program director leads the seminar with support and involvement from faculty and staff. This course is part of the AMCS Harvey Scholar Fall-Spring seminar sequence designed to support the intellectual and community life of AMCS undergraduates. Prerequisite: Permission of program. Students place themselves on the course waitlist and then will be manually enrolled.
Credit 2 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Spring

AMCS 4800 On Location: Exploring America
Every summer, AMCS travels to a new location to explore fundamental questions of national identity and meaning through the study of the interdependent relationship between culture and place. By visiting landmarks, historic sites, museums, memorials etc.-- sites best understood through direct engagement with consideration of their rich material, historical, political, and social meanings-students become in-the-field observers and learn from local experts and faculty. Past On Location destinations have included: California, Hawaii, New York City, Washington D.C., the Industrial Southwest, and American Indian landmarks. For more information and description of past travel sites, please visit http://amcs.wustl.edu/courses/on_location.
Credit 3 units. A&S IQ: HUM BU: HUM EN: H
Typical periods offered: Summer

AMCS 4996 Elective: 4000-Level
Course is used for transcribing AMCS 4000- level electives
Credit 3 units. EN: H
Typical periods offered: Fall, Spring, Summer

AMCS 4998 Directed Study in American Culture Studies
Students in this course perform directed study with AMCS-affiliated faculty. All proposals for study must be submitted for review and approved by the AMCS adviser. See the AMCS website for the appropriate form. Prerequisite: Permission of instructor.
Credit 3 units.
Typical periods offered: Fall, Spring, Summer

American Culture Studies Major

Program Requirements

- **Total Units Required:** 32, at least 24 of which must be at the 3000 level or higher
- **Grade Requirement:** C- or higher

Visit our Course Listings webpage for a complete list of courses, by semester, that count toward the AMCS major. For more information about the major — including past examples of projects, leadership opportunities, and an FAQ — please visit our AMCS undergraduate webpage.

Requirements

- **Introductory course** (3 credits), as designated by American Culture Studies. Options for this requirement have recently included AMCS 2200 Topics in AMCS: Race and American Popular Music, AMCS 2071 "Reading" Culture: The Visible and Invisible: Introduction to American Visual Cultures Studies, and AMCS 2290 Introduction to AMCS: #americanculturestudies: Exploring the Field! Visit our Course Listings webpage for the full listing by semester.
- **Subject focus area coursework** (9 credits): Three courses in a single subject focus area, two of which must be at the upper level.
- **Methods focus area coursework** (9 credits): Three courses in a single methods focus area, two of which must be at the upper level.
- **Fieldwork** (3 credits): Enrollment in an approved fieldwork course. Options include AMCS 4800: On Location: Exploring America; AMCS 3781: Culture and Identity: The Race for Criticism: African American Culture and Its Critics; and AMCS 3719: Fashioning America: A Cultural History of Fashion, Shopping, and Advertising.
- **AMCS 3595: Methods and Visions** (3 credits): Students must have junior standing to enroll in this writing-intensive methods seminar, which is offered each fall semester.
- **Senior capstone project** (3 credits): This multidisciplinary project is a culmination of the coursework in the major; a student can also earn 6 credits if the project is an honors thesis. Capstone projects are proposed at the end of the junior year and completed during the senior year. The capstone requirement is fulfilled through one of the following three scenarios:
  - A **one-semester independent research project** pursued with guidance from an advisor;
  - A **two-semester honors thesis** (for those eligible for honors work); or
  - A **one-semester project completed** in the context of an approved 4000- or 5000-level seminar.

Students pursuing the one-semester independent project or the honors thesis participate in the AMCS Capstone Seminar (AMCS 4200), a preparatory workshop-style course that provides support and structure for the capstone. Students choosing the seminar-based capstone carry out their project with guidance from the faculty instructor, and support from their AMCS major advisor. In all cases, students present their capstone to the AMCS community in a research colloquium at the end of the spring semester.

- **Two 1-credit workshops** — AMCS 4204 and AMCS 4205 — taken during the fall and spring of the senior year, respectively.
- **At least two multidisciplinary courses**, taken as part of the above major requirements and designated by AMCS. AMCS 3595 and courses that count toward the fieldwork requirement may not also count toward the multidisciplinary requirement. Students are encouraged to take multidisciplinary courses that connect to the subjects or issues in their focus area. Visit the AMCS Courses webpage for a complete list of general and multidisciplinary courses that count toward the AMCS major.

Additional Information

Established Focus Areas

- **Subject Focus**
  - Race & Ethnicity
  - Gender & Sexuality
  - Ability & the Body
  - Place, Space, & the Environment
  - Popular Culture
  - Citizenship, Nationhood, & Identity
- **Methods Focus**
  - Archives & Texts
  - Audio, Visual, & Material Studies
  - Journalism & Ethnography
  - Law, Politics, & Policy Studies
  - Digital Methods

AMCS gives majors considerable freedom in defining their course of study, allowing them to learn how cultural study is done in multiple fields and periods even as they define focus areas in ways that suit their specific interests. Pairing the AMCS major with a second major in a complementary discipline is an especially enriching model of cultural study, and AMCS works closely with students to ensure that double-majoring works well.

Study Abroad

- Students may receive a maximum of 6 credits from a single semester of study abroad for the AMCS major only.

Transfer Credit

- Students may receive a maximum of 12 transfer credits from other universities toward the AMCS major (which includes Study Abroad credits).

Majors intending to study abroad should consult with the AMCS study abroad advisor well in advance to plan a course of study and discuss its impact on their work in the major (including their fieldwork and capstone projects). For further information, please refer to the Frequently Asked Questions on our undergraduate page or review the AMCS approved programs on the Study Abroad webpage (by searching for "American Culture Studies" as the "Program Name" in the WUSTL Global Opportunities database, which can be accessed from the Planning for Study Abroad page).

Special Opportunity: Lynne Cooper Harvey Undergraduate Scholars

Harvey Undergraduate Scholars are vital members of the AMCS community, serving as intellectual leaders and modeling innovative multidisciplinary research. They are asked to share their knowledge with the community in a variety of ways during their time as scholars, including through involvement in a project or initiative that brings them into collaboration with others in the AMCS community. These projects should contribute substantially to the scholars' learning and allow them to actively engage with and bolster all members of the AMCS community. Please visit the Harvey Undergraduate Scholars page for more information.

Senior Honors

Writing an AMCS honors thesis is one way to fulfill the capstone project requirement. It allows students to complete an extended study of a cultural topic with the input of faculty from more than one discipline, and it provides both a support system and an audience of peers for that study. For more information about the honors thesis and capstone project process, including important dates and criteria, please visit our Senior Honors Thesis page.

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

American Culture Studies Minor

Program Requirements

- **Total Units Required:** 15 units, at least 9 of which must be at the 3000 level or higher
- **Grade Requirement:** All courses counting toward the AMCS minor must be taken for a letter grade, and students must receive a grade of C– or higher.

Requirements

- **Introductory course** (3 credits), as designated by American Culture Studies. Options for this requirement have recently included AMCS 2200: Race and American Popular Music, AMCS 2071: The Visible and Invisible: Introduction to American Visual Cultures Studies, and AMCS 2290: Introduction to AMCS: #americanculturestudies: Exploring the Field! Visit the AMCS Courses webpage for the full listing by semester.
- **Distribution coursework** (9 credits): At least three courses on American subjects (two of which must be at the 3000 level or higher), either in a single established Focus Area (refer to the list of established foci below) *or* in three distinct disciplines outside the student's major.
- **One additional AMCS course** (3 credits).
- At least **two multidisciplinary courses**, taken as part of the above minor requirements and designated by AMCS. Minors who opt to do a focus are encouraged to take at least one multidisciplinary course that connects to the subjects or issues in the chosen focus area. AMCS 3595: American Culture: Methods & Visions (a junior-level seminar) is also encouraged and may count as a multidisciplinary course. Visit the AMCS Courses webpage for a complete list of general and multidisciplinary courses that count toward the AMCS minor.

Only one of the courses taken to complete the minor requirements may be in the same academic unit as the student's major(s).

Established Focus Areas

The following list reflects areas of longstanding student interest. Minors are welcome to propose new foci or to tailor an established one to suit their interests. AMCS currently has 11 established focus areas:

Subject Foci

1. Race & Ethnicity
2. Gender & Sexuality
3. Ability & the Body
4. Place, Space, & the Environment
5. Popular Culture
6. Citizenship, Nationhood, & Identity

Methods Foci

1. Archives & Texts
2. Audio, Visual, & Material Studies
3. Journalism & Ethnography
4. Law, Politics, & Policy Studies
5. Digital Methods

Additional Information

- Courses vary by semester and all minors must meet with their AMCS minor advisor to determine which courses meet the requirements. See the requirements listed on this page with examples of courses for each requirement area.
- All advanced units must be unique to the American Culture Studies minor (i.e., not counted toward any other major or minor).
- Students cannot go abroad through the AMCS minor; however, students can transfer up to 6 total credits from other universities or Study Abroad through another program on campus.

Visit our undergraduate AMCS webpage for more information about the minor requirements and focus areas as well as other resources and announcements for AMCS students.

Contact:	Karen Skinner, Academic Coordinator
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Asian American Studies Minor

Program Requirements

- **Total Units Required:** 18, at least 12 of which must be at the 3000 level or above

Required Courses

- 3 credits of Introductory coursework
- 3 credits of Asian American Focus coursework
- 6 credits of Multiethnic and Transnational coursework
- 6 credits of Context coursework

Introductory Courses

Students must complete one course that counts as an introduction to Asian American Studies (3 credits, any level). Course offerings vary every semester, but examples include the following:

Code	Title	Units
AMCS 2071	"Reading" Culture: The Visible and Invisible: Introduction to American Visual Culture	3
AMCS 2700	Topics in Asian American Studies: Introduction to Asian American & Pacific Islander Studies	3
GLOBAL 1104	First Year Seminar: Chinatown: Migration, Identity and Space	3
HISTORY 1145	Freedom, Citizenship and the Making of American Life	3

Asian American Focus Courses

Students must complete one course that counts as an Asian American Focus (3 credits, any level). Course offerings vary every semester, but examples include the following:

Code	Title	Units
AMCS 2003	Doctors and Terrorists: The Fictions of South Asian America	3
GLOBAL 3512	"Model Minority": The Asian American Experience	3
WGSS 3083	Topics in Asian American Literature: Gender and Sexuality in American Asian Lit	3

Multiethnic and Transnational Courses

Students must complete two courses (6 total credits, any level) that count in each section listed below. Course offerings vary every semester, but examples include the following:

1. Asian Americans in a Multiethnic/Multiracial Perspective

Code	Title	Units
AMCS 3708	The Real and Fake: Identity, Conflicts, and Racial Formation in Asian American Literatures	3
GLOBAL 4036	Children of Immigrants: Identity and Acculturation	3

2. Global Asia and Asian Diasporas in a Transnational Perspective

Code	Title	Units
AMCS 3716	Topics in American Culture Studies: Is Colonialism Over? Global Power and Resistance	3
ARTARCH 1109	FYS: Collecting Art/Excluding People: The Contradictions of Chinese Art in U.S. Museums	3
COMPLITTHT 4492	Writing from the Periphery: The Question of Chineseness	3
HISTORY 1124	First-Year Seminar: The Meaning of Pakistan: History, Culture, Art	3
WGSS 3740	Imperialism and Sexuality: India, South Asia and the World: Writing-Intensive Seminar	3

Context Courses

Students must complete two courses (6 total credits, any level) that count in each section listed below. Course offerings vary every semester, but examples include the following:

1. Immigration, Race, and Ethnicity

Code	Title	Units
EDUC 4260	Neighborhoods, Schools and Social Inequality	3
POLSCI 3080	Race and Ethnicity in American Politics	3
SOC 2010	The Roots of Ferguson: Understanding Racial Inequality in the Contemporary U.S.	3
SOC 2040	Social Inequality in America	3

2. Asian Studies

Code	Title	Units
ARTARCH 1510	Introduction to Asian Art	3
ARTARCH 4265	The Forbidden City	3
CHINA 3500	U.S.-China Relations from 1949 to the Present	3
FILM 3270	Anime and Manga	3
JAPAN 3330	The Modern Voice in Japanese Literature	3
KOREA 3550	Topics in Korean Literature and Culture: Buddhist Culture of Korea	3
WGSS 2101	Sophomore Seminar: Globalization and Its Discontents	3

Additional Information

- Courses vary by semester and all minors must meet with their AAS minor advisor to determine which courses meet the requirements. See the requirements listed on this page with examples of courses for each requirement area.
- All advanced units must be unique to the Asian American Studies minor (i.e., not counted toward any other major or minor).
- All courses counting toward the Asian American Studies minor must be taken for a letter grade, and students must receive a grade of C- or higher.
- Students may use a study abroad course on any subject in Asian Studies to fulfill the Asian Studies category requirement. Such courses must be approved by the study abroad advisor for the Asian American Studies minor.
- Students may receive a maximum of 3 transfer credits from other universities toward the AAS minor (this includes Study Abroad credits).

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Anthropology

Anthropology offers the opportunity to study human existence in the present and the past and to explore how and why humans vary in their behaviors, cultures, and biology. Students choose to study anthropology because they want to understand some of the most intriguing and troubling issues faced by modern society: the origin and meaning of ethnic and gender differences; the role of institutions in social, political, and economic life; learned vs. innate behavior; the similarities and differences among human societies; and the meaning of religion, community, and family.

The Department of Anthropology offers courses in three subdisciplines of anthropology: archaeology, biological anthropology, and sociocultural anthropology.

The faculty in the anthropology department are active in research around the world and bring a diversity of experiences to their teaching.

- Archaeology faculty study the origins of food production, human responses to environmental change, early social complexity, and urbanism on five continents (Asia, Africa, Europe, North America, South America) over the past 15,000 years. Methods include geoarchaeology, bioarchaeology, GIS, paleobotany, stable isotopic analysis, and zooarchaeology.
- Biological anthropology faculty focus on the evolution of humans; on the normal biological variation of living human populations; and on the ecology, behavior, and evolution of nonhuman primates.
- Sociocultural faculty conduct research on issues globally and domestically pertaining to political and economic structures and ideologies, development and globalization, institutions, medicine, psychology and healthcare, disability, the body and embodiment, gender and sexuality, the construction of knowledge, aging and dying, humanitarian interventions and migration, the natural environment and food. Methods include qualitative and ethnographic work, experimental methods, and cultural and historical demography.

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Faculty

Chair

Crickette Sanz
James W. and Jean L. Davis Professor in Arts & Sciences
PhD, Washington University

Associate Chair

Xinyi Liu
Associate Professor
PhD, University of Cambridge

Director of Graduate Studies

Geoff Childs
Professor
PhD, Indiana University

Director of Undergraduate Studies

Sarah Baitzel
Associate Professor
PhD, University of California, San Diego

Department Faculty

Felix Ampadu
Lecturer
PhD, University of Arizona

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

Maddalena Canna
Assistant Professor
PhD, School of Advanced Studies in the Social Sciences of Paris (EHESS), PSL University

Talia Dan-Cohen
Associate Professor
PhD, Princeton University

Michael Frachetti
Professor
PhD, University of Pennsylvania

Theresa Gildner
Assistant Professor
PhD, University of Oregon

Bret D. Gustafson
Professor
PhD, Harvard University

Anna Jacobsen
Senior Lecturer, Director of Medicine & Society Program
PhD, Washington University in St. Louis

A.J. Jones
Assistant Professor
PhD, Emory University

T.R. Kidder
Edward S. and Tedi Macias Professor in Arts & Sciences
PhD, Harvard University

Rebecca J. Lester
Professor
PhD, University of California, San Diego

Krista Milich
Assistant Professor
PhD, University of Illinois at Urbana-Champaign

Natalie Mueller
Assistant Professor
PhD, Washington University

Kyle Olson
Lecturer
PhD, University of Pennsylvania

Shanti A. Parikh
Professor
PhD, Yale University

Ilaria Patania
Assistant Professor
PhD, Boston University

Thomas Cody Prang
Assistant Professor
PhD, New York University

Elizabeth A. Quinn
Associate Professor
PhD, Northwestern University

Scott Ross
Lecturer
PhD, The George Washington University

David Strait
Professor
PhD, State University of New York–Stony Brook

Helina Woldekiros
Associate Professor
PhD, Washington University

Emily Wroblewski
Assistant Professor
PhD, University of Minnesota

Affiliated Faculty

Kari Allen
PhD, Duke University
(Neuroscience and Biological Anthropology)

Amy Bauernfeind
PhD, The George Washington University
(Neuroscience and Anthropology)

Majors

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Minors

- Anthropology Minor (p. 273)
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Courses

ANTHRO 1010 First Year Seminar: Topics in Anthropology
Topics vary by semester.
Credit 3 units. BU: BA
Typical periods offered: Fall

ANTHRO 1020 Ethnicity, Culture, and Politics: The Case of Tibet
Geographic and political isolation, awe-inspiring landscape, and an esoteric religion have contributed to Tibet's image as a place of mystery. In the 1950s, Tibet made a dramatic entrance in the modern world when China reasserted a long-standing claim of dominion. Thousands of Tibetans were led by the Dalai Lama to exile in India and Nepal. Political chaos followed, with Tibetan exiles and the Chinese state making counter-claims in a global propaganda war. This course will use the case-study of Tibet to provide students with a perspective on historical and current inter-ethnic conflicts Students will consider the ways in which rafe and ethnicity are not politically neutral concepts, but can be used to justify completely different political arguments and actions. The course will be of interest to students who plan to take additional work in political science or anthropology, or who have an interest in concepts of ethnic identity or in the history, politics, and religions of Central Asia.
Credit 3 units. A&S IQ: SSC Art: SSC BU: ETH EN: S
Typical periods offered: Fall

ANTHRO 1055 Hurricane Katrina: A Case Study in Disaster and American Society

This course examines the historical, societal, cultural, enviornmental, and political issues raised by the Hurricane Katrina disaster. Through exploration of scholarship from multiple disciplines, the course seeks to understand the complex issues of the disaster itself, as well as ongoing relief and rebuilding in the affected area.

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

Typical periods offered: Fall

ANTHRO 1070 Medicine East and West: Comparing Healthcare in the U.S. And China

This course provides a foundational introduction to comparative health studies by examining the health care systems of the United States and China. Using the tools and interpretive frameworks of the field of medical anthropology, students in this course will be exposed to a broad range of topics dealing with health and healthcare in Eastern and Western contexts. These include the study of medical pluralism, meaning of illness, health care financing, preventive care, political-economic perspectives, and sociobehavioral perspectives on health and wellness. Students taking this class will be better prepared to understand and address on-going health care concerns affecting U.S. and Chinese society.

Credit 3 units. A&S IQ: LCD, SSC Art: SSC BU: BA, IS EN: S

ANTHRO 1100 In the Amazon: Indigenous Peoples and the Politics of Nature

As it turns out, James Cameron's Avatar is not so far from the truth. The Amazon region of South America has long been home to indigenous peoples and civilizations, but has been radically transformed by several hundred years of European colonization, the rise of nation-states and armies, and the ongoing extraction of natural resources for the global market. The battle over the meaning and use of nature and peoples' relations to it have been central throughout this history and are so today. Now environmentalists, national governments, global corporations, and indigenous social movements are engaged in a struggle over the future of the Amazon. We will explore these relationships between indigenous peoples and others in light of this history. We will study and compare indigenous and Euro-American views of nature. We will consider how indigenous peoples, environmentalists, and other peoples confront global efforts to gain access to natural resources. We will ask how global flows like oil, cocaine, guns, and carbon credits connect our lives to theirs. We will explore how 'modern' ideas about race and nature have linked indigenous peoples to processes as varied as the enslavement of African peoples and modern plans for development. What might the Amazon and its peoples and politics teach us about ourselves and the future of our shared global environment? Open to January Program Students only.

Credit 3 units. A&S IQ: LCD, SSC Art: SSC BU: ETH, IS EN: S

ANTHRO 1101 First-Year Seminar: Past Tense, Future Imperfect: The Rise & Fall of Societies & Global Civilization

The past history of humanity is littered with the stories of societies whose peoples experienced prosperity and fluorescence followed by decline and catastrophe. In the present, an age of information and rapid change, public intellectuals offer broad and detailed visions of what took place in the past, what is happening now, and what the trends suggest for the future. This course looks at the efforts of two prominent public intellectuals, economist Lester Brown and geographer Jared Diamond. In this course we look at Brown's work in its latest incarnation, Plan B 4.0. We discuss this in light of current events. We then look at Jared Diamond's book Collapse, How Societies Choose to Fail or Succeed and critical response to that book by experts. I include a personal perspective as an archaeologist working with the ancient Maya civilization. The Maya are famous for the ninth century AD collapse of their Classic civilization. The readings provide the basis for discussion of the challenges we face in understanding the life histories of societies and discerning what we can conclude about the future from their experiences. This course is available to first year non-transfer students only.

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

Typical periods offered: Spring

ANTHRO 1102 First-Year Seminar: Anthropological Perspectives on Covid-19

This class explores the evolving relationships between humans, animals, and the novel coronavirus that causes COVID-19. In examining COVID-19 and other zoonotic outbreaks, this course emphasizes that a complex mix of ecological, political, economic, and social factors shape infectious disease emergence and epidemiology. Drawing on popular media, medico-scientific scholarship, and ethnographic case studies, we will explore topics including zoonotic jumping and bioinsecurity, environmental degradation and animal agriculture, unequal burdens of risk and disease, politics and public health policy debates, and the lived experience of front-line healthcare, illness, and quarantine. In so doing, we consider the role anthropological research and perspectives might play in understanding and ameliorating global health problems in diverse contexts around the world.

Credit 3 units. A&S IQ: LCD, SSC BU: BA, IS EN: S

Typical periods offered: Fall

ANTHRO 1103 Global Population Issues

The objective of this course is to provide students with a broad overview of global population growth and its sociocultural, political, and economic ramifications. Prerequisite: This course is open to January Scholars Program Students only.

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

Typical periods offered: Fall

ANTHRO 1104 FYS: The Ritual Landscape of Cahokia: Perspectives on the Politics of Religion & Chiefly Power

The purpose of this class is to engage and challenge freshman students in an open discussion about the prehistoric Mississippian community of Cahokia. The focus of this course is two-fold. The first is to study the way in which the archaeological evidence has been interpreted. The second is to examine other perspectives on Cahokia, especially from the Native American descendants who consecrated this landscape nearly a millennium ago. An underlying tenet of this seminar in understanding Cahokia can also be achieved through the traditions and literature of Native Americans. In the end we want to understand the basis for Cahokia's organization as a prehistoric Native American community, and the role that ritual and religion played in the rather dramatic and dynamic history of this community and the surrounding region.

Credit 3 units. A&S IQ: LCD, SSC Art: SSC EN: S

Typical periods offered: Spring

ANTHRO 1105 First-Year Seminar: 20,000 Years On Turtle Island: A Deep History of North America

The twin premises of this course are that humans are the subject of history and that history should begin at the beginning. American history courses normally begin with the colonization of the New World by Europeans beginning in the 15th century, sometimes with a cursory chapter dedicated to the 20,000 years of history that came before. This course will invert this structure and place what we normally think of as American history in the context of a much longer story by drawing on sources from many disciplines, including archaeology, ethnography, ecology, geology, linguistics, and oral history. We will

focus on contested events or issues, where our sources tell different stories, and we will consider what is at stake for defenders of different narratives. Throughout the course, we will ask how the lack of written records limits our understanding of North American history, but we will also consider how other sources of evidence about the past can be used to include populations and themes normally underrepresented by textual histories. The goals of this course are as follows: (1) to put recent American history in its proper context; (2) to show how historical narratives are constructed and contested; and (3) to give students tools other than written records with which to construct history. Course is for first-year, non-transfer students only.
Credit 3 units. A&S IQ: LCD, SSC Art: SSC BU: BA, IS EN: S
Typical periods offered: Fall

ANTHRO 1106 First Year Seminar: Our Cultures in 3D
Today's digital technologies provide rapidly evolving ways to interact with people, material culture, social landscapes, architecture, and the environment. Virtual reality and 3-D modeling from both terrestrial and drone-based remote sensing, photogrammetry, LiDAR and other applications provide us with unprecedented tools to reconstruct, test, and experience these many aspects of culture and the environment. In some cases,virtual tools also allow us to experience places far away and learn about cultures which are different from our own. In this course we will learn the basics of 3-D modeling and virtual reconstruction, and explore a range of ways 3D modeling is used in Anthropological and environmental applications. In this class you will learn how cutting-edge technologies are used in a variety of sectors related to Anthropology and Archaeology, such as heritage management, environmental assessment, digital museum exhibits, and more. Methodologically you will be given the opportunity - through your own project - to explore how to acquire data using tools such as terrestrial and drone-based photography, how to produce 3-D models with the latest software tools, and how to package these assets for productive and ethical dissemination. In the end, you will work with a teammate to produce 3D models related to a project of your choice, and your learning will be focused via the development of your project. This course is available to first year non-transfer students only.
Credit 3 units. A&S IQ: LCD, SSC EN: S
Typical periods offered: Spring

ANTHRO 1141 Ampersand: Medicine and Society
This course provides the basic foundation in medical anthropology and cultural anthropology for students enrolled in the Medicine and Society Program. The purpose of the course is to introduce students to the central themes and theoretical approaches employed by medical anthropologists to study health and illness in cross-cultural perspective. Topical areas include analyses of disease, illness and sickness at micro and macro levels; impact of personal and interpersonal factors on health; health effects of social, political, and economic factors; relationship of anthropology to biological and social science approaches; ecology of health and development; and cross-cultural health studies of language, gender, and race/ethnicity. Note: Content for this course overlaps with and replaces Anth 160 for students enrolled in the Medicine and Society Program. Open only to students enrolled in the Medicine and Society Program.
Credit 3 units. A&S IQ: LCD, SSC Art: SSC BU: BA EN: S
Typical periods offered: Fall

ANTHRO 1142 Ampersand: Medicine and Society
This course is the required second-semester sequence of the introduction to medical anthropology and cultural anthropology for students enrolled in the Medicine and Society program. The course builds upon material introduced in Anthro 141, and it provides greater ethnographic context for the cross-cultural study of health and illness. Topical areas include analyses of disease, illness and sickness at micro and macro levels; the impact of personal and interpersonal factors on health; the health effects of social, political, and economic factors; the relationship of anthropology to biological and social sciences approaches; the ecology of health and development; and cross-cultural health studies of language, gender, and race/ethnicity.
Credit 3 units. A&S IQ: LCD, SSC, SC Art: SSC BU: BA EN: S
Typical periods offered: Spring

ANTHRO 1400 Proseminar
This course is designed to introduce the student to current issues in anthropology and to research being carried out by faculty. Topics vary each year. Each departmental member addresses issues in their particular specialty. The course is required of all majors; it may also be taken before declaring the major, and it may be taken by non-majors.
Credit 1 unit. A&S IQ: SSC Art: SSC EN: S
Typical periods offered: Fall

ANTHRO 1510 Introduction to Human Evolution
A survey of the fossil evidence for human evolution. The course includes discussion of the genetics of human variation and evolution, the study of living non-human primates, and the fossil record and its interpretation. An evolutionary perspective is used in an attempt to understand modern humans from the naturalistic point of view.
Credit 3 units. A&S IQ: NSM Art: NSM BU: SCI
Typical periods offered: Fall, Summer

ANTHRO 1520 Introduction to Cultural Anthropology
This course introduces the basic concepts, theories, and methods of Cultural Anthropology - an academic discipline that studies the diversity of human cultures and societies. The purpose is to provide a broad perspective on the types of research that anthropologists undertake, and to engage in a critical dialogue on how the work of anthropologists contributes to understanding the human condition. Introduction to Cultural Anthropology is a portal into more advanced anthropology courses.
Credit 3 units. A&S IQ: LCD, SSC, SC Art: SSC BU: BA EN: S UColl: CD
Typical periods offered: Fall, Spring, Summer

ANTHRO 1530 Introduction to Archaeology
Archaeology plays a critical and unique role in understanding the human past. Through study of the methods and theories of archaeology, and a survey of important firsts in the human past, this course introduces students to the way archaeologists use material culture to reconstruct and understand human behavior. Chronologically ordered case studies from around the globe are used to look at social, ecological, and cultural issues facing humans from the earliest times to the present. Students gain practice reconstructing the past through hands-on participation in two 1-hour labs focusing on lithics and animal bones. By the end of the course, students are expected to be able to think critically about how the past is presented, and why, and the importance of the past as it relates to the present and future.
Credit 3 units. A&S IQ: LCD, SSC Art: SSC BU: BA EN: S
Typical periods offered: Spring, Summer

ANTHRO 1811 First-Year Opportunity: Research and Conservation in Zoos and Botanical Gardens
An introduction to the world of zoos and botanical gardens. Students will learn of the diverse and cutting-edge ways in which scientists and conservationists study the world's biological diversity and work to conserve it. Taking advantage of two world-class institutions a short distance from the Danforth campus, the class will meet every week at an off-campus site (primarily the Saint Louis Zoo and Missouri Botanical Garden, but also several other institutions) to hear lectures from leading authorities at these institutions, as well touring facilities

to see first-hand how research is conducted and how these institutions work to preserve endangered species. Students will write three short papers; each paper will be based upon a class lecture and its associated readings.
Credit 2 units.
Typical periods offered: Fall

ANTHRO 1995 Anthropology Cousework Completed Abroad
Credit 12 units.
Typical periods offered: Fall, Spring

ANTHRO 1996 Anthropology Elective: 100-Level
External transfer credit
Credit 3 units. EN: S
Typical periods offered: Fall, Spring

ANTHRO 2004 Anthropology and the Modern World
What cultural anthropologists are learning about major issues of our time: cultures facing destruction, communal societies, sex roles, poverty, political repression in the Third World--sharpening the study of our own culture.
Credit 3 units. A&S IQ: LCD, SSC BU: BA, ETH
Typical periods offered: Fall

ANTHRO 2005 Anthropology of America
Introduction to anthropological studies of Americans. Topics include tracing roots of the national culture, comparing methods for researching our diversity, analyzing ethnographies of ethnic subcultures, and reviewing ways to explain divergent cultural forces in the United States.
Credit 3 units. A&S IQ: SSC Art: SSC BU: BA
Typical periods offered: Fall

ANTHRO 2009 World Archaeology
If we carefully peer beneath the earth's surface, we will discover a hidden world that is being rediscovered by archaeologists. A considerable amount of excitement is generated by the discovery of lost civilizations and societies. Archaeologists from every corner of the earth come to Washington University to share their experiences as they use the most sophisticated technology to rediscover those forgotten and sometimes embarrassing aspects of our human past.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H
Typical periods offered: Fall

ANTHRO 2015 Films, Human Evolution, and Cultures
Anthropological perspectives on human biology and cultural diversity through classic and modern films. Topics include evolution and human variation, culture and world views, and social critique. Prerequisite: Enrollment limited to freshmen and sophomores, or permission of instructor.
Credit 3 units. A&S IQ: SSC Art: SSC BU: BA, ETH
Typical periods offered: Fall

ANTHRO 2020 Archaeological Fantasies and Hoaxes
American popular culture is saturated with pseudoscientific and fictionalized accounts of archaeological discoveries and interpretations. How can students of the past distinguish between fraud, fantasy, hype, and valid archaeological research? What potential merit do films, TV-oriented documentaries, and historical fiction offer? What role has racism played in attempts to deny indigenous peoples credit for their past achievements? This course looks at the popular culture of archaeology, providing tolls for critical evaluation as well as lifetime enjoyment of the field as it is frequently sold to both the informed and the unwary public. Anthropology majors and non-majors are all welcome as are sophomores and motivated first-year students who have not yet declared majors.
Credit 3 units. A&S IQ: LCD, SSC Art: SSC BU: BA EN: S
Typical periods offered: Fall

ANTHRO 2151 Language, Culture, and Society
This course explores the relationships between linguistic practice and other social and cultural processes. Among the topics to be discussed are language and social identity, language and thought, language and gender, multilingualism and language shift as well as the connections between language and the identity of ethnically or nationally defined communities. The course format will alternate between classic theoretical readings and ethnographic case studies on the interplay between linguistic practice and ideology as well as cultural and social processes.
Credit 3 units. A&S IQ: LCD, SSC Art: SSC BU: BA EN: S
Typical periods offered: Spring

ANTHRO 2196 Practical Applications in Anthropology
Earn credit for an approved internship in Anthropology.
Credit 3 units.
Typical periods offered: Fall, Spring, Summer

ANTHRO 2600 Topics in Health and Community
A survey of current topics in community health and medicine, with an emphasis upon social science approaches to issues affecting medicine and medical care in contemporary U.S. society. Issues include ethical debates in health care delivery, social stratification and health, access to health services, and factors affecting community wellness at local, national, and global levels. Presented as a weekly series of topical presentations by community health experts from the St. Louis area. Required for students enrolled in the Medicine and Society Program, and also open to other interested students.
Credit 1 unit. EN: S
Typical periods offered: Fall

ANTHRO 2654 Healthcare Challenges in Modern China
As the most populous country in the world, China has many challenges regarding medicine, health and healthcare delivery. In this course several major healthcare challenges facing China will be explored. Students will have the opportunity to learn not just from published research and class discussion but also from the perspectives of those who spend their lives studying the social, political, and cultural dynamics of these issues as well as those who devote their careers to the practice of healthcare in China. Must be enrolled in the study abroad program at Fudan University in Shanghai, China.
Credit 1 unit. A&S IQ: SSC Art: SSC BU: IS EN: S
Typical periods offered: Fall

ANTHRO 2900 Independent Study
Designed to give undergraduates research experience in the various subdisciplines of Anthropology. May be taken more than once for credit. Prerequisite: consent of the faculty member under whom the research will be done.
Credit 3 units.
Typical periods offered: Fall, Spring

ANTHRO 2996 Anthropology Elective: 200-Level
External transfer credit
Credit 3 units. EN: S
Typical periods offered: Fall, Spring

ANTHRO 3000 Internships in Anthropology
Anthropology majors may acquire professional experience outside the classroom by participating in a faculty-sponsored internship. Before work begins, the student and faculty sponsor must agree on a final written project, which is then approved by the Anthropology Academic Coordinator. Students will be evaluated by the faculty sponsor on the basis of the written project and input from the internship supervisor. Course may only be taken one time. Prerequisite: 9 hours of anthropology and permission of department.
Credit 3 units.
Typical periods offered: Fall, Spring

ANTHRO 3020 Anthropology of India
An introduction to the societies and cultures of India through its social margins. Our approach will leverage scholarship from many fields, highlighting the strengths and limitations of singular-discipline analyses and universalized histories. Ethnographic narratives will be woven into historical accounts of major cultural shifts. Students will learn to evaluate and apply multi-vocal perspectives on larger global issues that have transformed India since the end of colonization, including demographic, economic, social, cultural, political, and religious change. Topics will include population and life expectancy, civil society, social-moral relationships, caste and communalism, youth and consumerism, the new urban middle class, environment and health, tourism, public and religious cultures, social activism, politics and law
Credit 3 units. A&S IQ: LCD, SSC Art: SSC BU: IS EN: S
Typical periods offered: Fall, Spring

ANTHRO 3022 Peoples and Cultures of the Middle East
This course will introduce the cultural diversity and unity of the peoples of the Middle East. The emphasis is on historical and ethnological relationships, social and political structure, religious pluralism and contemporary youth issues. We will explore the lived experiences of the peoples in the modern nation-states of Egypt, Lebanon, Syria, Jordan, Israel, the Palestinian Territories, Turkey, Saudi Arabia and the countries of the Arabian Peninsula, Iraq, and Iran. We will access this material through short stories, poetry, biographies, essays, videos, blogs, and political and anthropological reports.
Credit 3 units. A&S IQ: LCD, SSC Art: SSC BU: IS
Typical periods offered: Fall, Spring

ANTHRO 3030 Greater Central Asia in Crisis
This course will focus on contemporary issues in the ex-Soviet republics of Central Asia and Iran, Afghanistan, and Pakistan, but it will also include extensive reading on the social history of the region, in order to enable understanding of the social dynamics at work.
Credit 3 units. A&S IQ: LCD, SSC Art: SSC BU: BA, IS
Typical periods offered: Fall, Spring

ANTHRO 3038 Anthropology of Refugees, Asylum, and Forced Migration
What does it mean to be a refugee? Where do refugees reside, and from where do they originate? How are they distinguished, legally and in the public imagination, from other migrants? What challenges do they face? This course will address these questions and many more, giving students a detailed and nuanced understanding of asylum and international protection in the contemporary world. After a brief overview of the history of refugee status and asylum, the course will focus on modern-day populations of refugees and asylum seekers and the primary challenges they face. Topics to be covered include: refugee camps, refugee resettlement, asylum seekers, Palestinian refugees, women refugees, LGBTQIA+ refugees, climate refugees, mental health, refugee integration and adaptation, and public response to refugees. Additionally, we will discuss different career paths for working with refugees and asylum seekers, and we will welcome several guest speakers with experience in this field, including a psychologist, a documentary filmmaker, a journalist, and a social worker. Students will have the opportunity to complete a migrant interview project, in which they will interview a friend, family member, or other close acquaintance who is a migrant with the guidance of the instructor, culminating in a final paper. Alternatively, they may choose to complete a traditional term paper. Class materials will include articles and book chapters from the fields of anthropology, history, psychology, and political science as well as newspaper articles, documentary films, and short videos. This course will be useful for students hoping to work in migration, humanitarian aid, or global health in the future. Prerequisites: None. Introduction to Cultural Anthropology is recommended, but not required. The course can be successfully completed without having taken other anthropology courses. Please consult the instructor if you have any concerns.
Credit 3 units. A&S IQ: LCD, SSC BU: BA, IS EN: S
Typical periods offered: Fall

ANTHRO 3045 Africa: Peoples and Cultures
An anthropological survey of Africa from the classic ethnographies to contemporary studies of development. Emphasis on the numerous social and economic changes African peoples have experienced from pre-colonial times to the present.
Credit 3 units. A&S IQ: LCD, SSC Art: SSC BU: IS
Typical periods offered: Spring

ANTHRO 3051 Anthropology of Tibet and the Himalayas
This course is an anthropological and historical examination of Tibetan societies inhabiting the Tibetan Plateau and the highlands of Nepal. In addition to providing basic ethnographic descriptions of Tibetan societies, the course will explore the changing nature of relations between Tibet and China, and between Tibet and the West. Guiding concepts include adaptation (both social and ecological), the politics of ethnicity and identity, and processes of culture change.
Credit 3 units. A&S IQ: SSC Art: SSC BU: IS EN: S

ANTHRO 3053 Nomadic Strategies and Extreme Ecologies
This course will explore the archaeology and anthropology of nomadic pastoral societies in light of their ecological, political, and cultural strategies and adaptation to extreme environments (deserts, mountains, the Arctic). The aim of this course is to understand both the early development of pastoral ways of life and how nomads have had an essential role in the formation and transfer of culture, language, and power from prehistoric time to the current era.
Credit 3 units. A&S IQ: SSC Art: SSC BU: BA, IS EN: S
Typical periods offered: Fall

ANTHRO 3055 Contemporary Chinese Culture and Society
This course provides an introduction to emerging trends in Chinese culture and society. We will explore processes of change and continuity in the People's Republic, examining the complexity of social issues and the dynamics of cultural unity and diversity. While we will focus on the post-Mao reform era (1978 to the present), we will consider how contemporary developments draw upon the legacies of the Maoist revolution as well as the pre-socialist past. The course provides an overview of anthropological approaches to the study of contemporary China, introducing students to key concepts, theories, and frameworks integral to the analysis of Chinese culture and society. Readings, lectures, and discussions will highlight not only macro-level processes

of social change and continuity but also the everyday experiences of individuals involved in these processes. We will pay particular attention to issues of family life, institutional culture, migration, religion, ethnicity, gender, consumption, and globalization.
Credit 3 units. A&S IQ: LCD, SSC Art: SSC BU: IS EN: S
Typical periods offered: Fall

ANTHRO 3056 Material Culture in Modern China
In this course, we will explore change and continuity from late imperial to postsocialist China through an analysis of everyday material culture. Drawing upon material objects, historical texts, ethnographic studies, and films, we will investigate values, beliefs and attitudes towards the material world in modern Chinese life. Readings, lectures, and discussions will focus on how political, ethnic, regional, religious, and gender identities have been constructed and shaped by the use and production of material artifacts ranging from household goods and tomb objects to built forms and bodily dispositions. Case studies include foot-binding, opium use, fashion, tea culture, fast food consumption, sports and nation building, contemporary art markets, the privatization of housing, and worker discipline in transnational factories.
Credit 3 units. A&S IQ: HUM, LCD, SSC Art: SSC BU: BA, HUM, IS EN: S

ANTHRO 3059 New Departures in the Study of Culture, Health, and Medical Practices in Contemporary China
Drawing upon an interdisciplinary approach, this course addresses several major themes with a focus on the dynamics of China's unprecedented healthcare transformations. Topical issues covered will include: Biocultural Contexts of Disease; the Challenge of Aging in a Gray China; Health Inequalities and Social Stratification; and Values and the Medical Humanities in Public Health.**Students are encouraged to conduct ethnographic field research in a variety of settings including: community health centers, drug stores, city and district hospitals, clinics, public parks, clubs, temples and shrines, tea houses, cafes, restaurants, and school playgrounds and other places of interest. MUST BE ENROLLED IN THE STUDY ABROAD PROGRAM AT FUDAN UNIVERSITY IN SHANGHAI, CHINA.
Credit 3 units. A&S IQ: LCD, SSC Art: SSC BU: BA, IS EN: S
Typical periods offered: Fall

ANTHRO 3069 Anthropology of the Life Cycle
Cultural variations in life's sequences: stages and passages, individualizing, maturing, aging, attachment, loss. The richness of culture via individual lives.
Credit 3 units. A&S IQ: SSC Art: SSC BU: ETH
Typical periods offered: Spring

ANTHRO 3070 Human Variation
A survey of human biological diversity, considering its adaptive and taxonomic significance from the perspective of origins and distribution of traits and adaptation. Prerequisite: Anthro 150A or introductory biology.
Credit 3 units. A&S IQ: NSM, AN Art: NSM BU: SCI
Typical periods offered: Fall

ANTHRO 3092 Indigenous Peoples and Movements in Latin America
This course focuses on the contemporary lives and political struggles of Indigenous Peoples in Latin America, with specific focus on Ecuador, Peru, and Bolivia. Through course lectures, ethnographic texts, and four in-depth case studies, we explore how the politics of Indigeneity articulate with political and economic processes including (neo)colonialism, global capitalism, state transformation and social movement struggle. Themes include: demands for territory and autonomy; environmentalism and natural resource exploitation; gender and economic inequality; race, racism and political violence; language and education; and the complexities of building multicultural or plurinational democracies.
Credit 3 units. A&S IQ: LCD, SSC Art: SSC BU: IS
Typical periods offered: Fall, Spring

ANTHRO 3093 Anthropology of Modern Latin America
A survey of current issues in the anthropological study of culture, politics, and change across contemporary Latin American and the Caribbean. Topics include machismo and feminismo, the drug war, race and mestizaje, yuppies and revolutionaries, ethnic movements, pop culture, violence, multinational business, and the cultural politics of U.S.-Latin American relations. Attention will be given to the ways that anthropology is used to understand complex cultural and social processes in a region thoroughly shaped by globalization.
Credit 3 units. A&S IQ: LCD, SSC Art: SSC BU: IS EN: S
Typical periods offered: Fall, Spring

ANTHRO 3095 The Incas and Their Ancestors: The Archaeology of the Ancient Andes
From the hyper-arid desert of the Pacific Coast to the high-mountain plateaus of the Andes more than 12,000 feet above sea level to the lush forested Amazonian lowlands, Western South America presents one of the most diverse natural and cultural environments in the world and one of the few places where social complexity first developed. Beginning with the earliest human occupations in the region more than 12,000 years ago, this course examines how domestication, urbanization, the rise of early states, and major technological inventions changed life in the Andes from small village societies to the largest territorial polity of the Americas - the Inca Empire. Students will become familiar with the major debates in the field of Andean archaeology. Together, we will examine archaeological evidence (architecture, art, ceramics, metals, textiles, plant and animal remains, etc.) from context of everyday life (households, food production, craft production) to the rituals and ceremonies (offerings, tombs) that took place in domestic and public spaces. We will also touch on the role of Andean archaeology in the context of national politics and heritage sustainability.
Credit 3 units. A&S IQ: LCD, SSC Art: SSC BU: IS EN: S
Typical periods offered: Fall

ANTHRO 3096 Sama-Peru Archaeological Field School
This course will take place 06/15/2019-07/20/2019 Monday-Saturday 7AM-5PM. This archaeological fieldschool is designed to train students in archaeological research methods. Instruction takes place at the site of Los Batanes, a first-millennium A.D. coastal colony of highland populations in Sama, Tacna, southern Peru. Through daily field and lab research students will acquire knowledge of excavation and survey methods in the field and be trained on conservation and analysis of human remains, ceramics, lithics, textiles, plant and faunal remains. Lectures about current archaeological topics by established and young scholars in the field will provide students with knowledge about the prehistory of the Andes and current advances in the field of archaeology. Excursions to nearby archaeological sites and nature research illustrate the natural and cultural diversity of the Andean coast and highlands. As active members of an ongoing archaeological research project, students are required to keep notes, fill out forms, complete technical drawings, etc. Performance in the class is assessed based on participation in the field and lab, record keeping, and an oral final exam at the end of the course.
Credit 6 units. A&S IQ: SSC BU: IS EN: S
Typical periods offered: Summer

ANTHRO 3098 The Forest and the Factory: Culture, Environment, and History in the Amazon Basin

The Amazon basin encompasses large portions of nine different South American nations - Brazil, Bolivia, Peru, Ecuador, Colombia, Venezuela, Guyana, Suriname, and French Guiana - which together comprise one of the most important centers of cultural, linguistic, and ecological diversity in the world. However, portrayals of the Amazon as either a pristine natural landscape or repository of cultural otherness all too often obscure the basin's centrality as a site of conflict, labor struggle, and social change. From pre-colonial mound-building to 19th century rubber extraction and modern-day environmentalism, rural and urban Amazonians have altered the course of global events through their engagements with their natural and social environment. This seminar surveys Indigenous, colonial, and post-colonial perspectives on the Amazon basin to center its residents as key actors on the world stage. It attempts to provide participants with an introduction to the historical materialist method of inquiry, as well as the utility of a regional perspective towards understanding the drivers of contemporary social and environmental change. During this course, we will engage critically with ethnographic and scholarly texts as a means of understanding the history and social organization of a key global region and its peoples.

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

Typical periods offered: Fall, Spring

ANTHRO 3100 Defense Against the Dark Arts: An Anthropological Approach to the Study of Religion and Health

This class is a comparative survey of religion, magic, and witchcraft as they are related to concepts of the body, health, healing and death across cultures. As such, students in this class will be expected to simultaneously learn details from particular magical and healing traditions studied in class, as well as to relate these details to theories about within the discipline of Anthropology (medical, cultural, psychological) and the field of Religious Studies. Special themes addressed in the class are the reasonableness of belief in magic, religion and religious practice as magical, the body and definitions of health, healing, and illness and disease as symbolically, culturally, even magically constructed and experienced.

Credit 3 units. A&S IQ: LCD, SSC Art: SSC BU: BA, ETH EN: S

Typical periods offered: Fall

ANTHRO 3101 Topics in Anthropology

Discuss different topics in Anthropology

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

Typical periods offered: Fall, Spring

ANTHRO 3102 Topics in Anthropology: Sustainability in Extractive Communities

This course offers an in-depth exploration of the meaning and practice of sustainability in extractive communities, with a particular focus on understanding the anthropological perspective on; (1) the complexity and shifting concepts of sustainability and (2) the social ties of extraction, all of which significantly influence sustainability practices in extractive communities. Our discussions will focus on extractive communities - the people living in frontline and surrounding towns where mineral resources are extracted. These communities' environmental, economic, and social well-being is inextricably linked to mineral extraction and utilization, despite the adverse effects of such exploitative endeavors. By thoroughly examining elements of identity, power, and the unspoken promises of extraction, students will gain a nuanced understanding of the challenges and opportunities involved in extractive communities' pursuit of sustainability.

Credit 3 units. A&S IQ: SSC Art: SSC BU: ETH EN: S

Typical periods offered: Fall, Spring

ANTHRO 3103 Topics in Anthropology: Film and Anthropology

Cinema is inherently anthropological. Its subject matter almost always focuses on some aspect of the human condition- inner struggles, collective triumphs, social dramas. Even those with nonhuman subjects are still themselves human products, indices of cultural and social meaning. As this revolutionary art form turns (more or less) 100, this class will reflect on the multifaceted relationship between cinema and anthropology. Course materials will include several narrative and documentary films, as well as a wide set of scholarly readings on visual anthropology, the depiction of anthropology in film, and how to view films as texts. There are no prerequisites, but the course is heavily reading- and discussion-based.

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

Typical periods offered: Fall, Spring

ANTHRO 3105 Topics in Anthopology: Anthropology of Drugs

The two meanings of the English word 'drug' capture our ambivalent relationship with certain compounds- are they anti-social, addictive, and recreational? Or tightly regulated, life-saving medical technologies? In this course, we will consider and complicate this distinction as we take a broad look at the significance of a handful of chemicals to human society. Reading from a range of ethnographies, literary works, philosophical texts, and historical articles, students will learn to articulate the complex role drugs play in everyday life, business, governance, and popular culture. Topics will include antidepressants, statins, psychedelics and cannabis, alcohol, opiates and other analgesics, antibiotics, and stimulants.

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

Typical periods offered: Fall, Spring

ANTHRO 3110 The Anthropology of Magic

Mankind has long attempted to master magic: action(s) intended to invoke and influence suprasensible forces. Many of us still practice magic today, knowingly or unknowingly. Cultural anthropologists and ethnologists provide accounts about the histories of magicians into the present, but ancient material evidence of magic is also supplied to archaeologists. This course draws from these kinds of sources to appreciate the roles magic plays in past and present cultures. Guided by Anthony Aveni's textbook Behind the Crystal Ball, this course highlights how magic inspired innovative concepts and practices, including those that propel modern science today. Using globally diverse case studies, this course provides a conceptual framework for understanding the social roles of magic at different scales and expose magic in political, religious, and scientific contexts. What cultural values arepreserved by magical practices? In what ways doesmagic fulfill societal needs? What legacies doesmagic leave for our benefit or deficit today? Following a midterm covering essential concepts, students will pursue independent projects that examine the material and ethnohistorical evidence for magic in specific cultural contexts. Fulfilling these requirements, students will learn how to analytically approach othered (or exoticized) behaviors as attempts to better understand the social and physical world.

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

Typical periods offered: Spring

ANTHRO 3122 From Country to Heavy Metal: Ancient Civilizations of the Old World

This course will explore the archaeology of Europe, the Near East, and Central Asia from approximately 10,000 years ago to classical times (ending before Ancient Greece). This prehistoric epoch saw major developments among various civilizations of the Old World, such as the introduction of agriculture, animal domestication, the growth of cities, and technological developments such as pottery, metallurgy, and horse-riding. A major focus will be the trajectory of cultural innovations of regional populations through time, and the complexity of their social, political, and ritual practices. We will also investigate

the variation in human adaptive strategies to various environmental and social contexts, from hunter/gatherers to early Neolithic farmers, to the interactions between nomadic populations and larger scale, urban societies in the Bronze and Iron Ages.

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

Typical periods offered: Fall, Spring

ANTHRO 3125 Before Columbus: Indigenous Histories of North America Before 1492

An archaeological perspective on the deep histories of Indigenous peoples in North America. From the initial colonization of the continent 13,000 years ago to European contact in the 16th Century, we illuminate the ancestral peoples and places of contemporary Indigenous Tribes and Nations.

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

Typical periods offered: Fall

ANTHRO 3129 The Pandemic: Science and Society

The COVID-19 Pandemic has severely impacted life on Earth, and in the USA, in particular. New information is released daily to a public that is often unable to interpret the meaning or significance. How are individuals, groups, businesses, and/or governments interpreting this information? What impact does it all have on our lives? This course will be an immersion into the many intersecting aspects of life in a pandemic. The first section of the course will focus on the virus and illness itself: the scientific classification, possible treatments and vaccines, testing, safety measures, at-risk groups and health outcomes for different groups, and understanding the numbers. This section will incorporate lessons on how to interpret and evaluate scientific information, how the information gets communicated to the public, and how it gets incorporated into policy. The second section will start to integrate connections to society at large, including health disparities, understanding how environmental destruction and agricultural systems are related to disease outbreaks, global connections, racism and COVID-19, and variation in effectiveness of dealing with the virus in different countries. The final section will cover how the pandemic intersects with different aspect of our lives from finance to law, mental health, education, domestic violence, the arts, and on and on. You will hear experts in these areas talk to us about how COVID-19 has changed virtually every aspect of life as we know, how we can mitigate these effects, and what the future looks like. Throughout the course, you will have the opportunity to hone your skills at communicating the information you learn in the class with the public. Note: This course is a Fall Intersession course and it will be included on your FL2020 schedule. No additional tuition will be charged assuming you are enrolled full time. These units will be included in the 21 unit maximum allowed by regular semester tuition.For this intersession course the last day to add the course: 8/19/20; the last day to drop without a W: 8/21/20; last day to withdraw from course: 8/31/20; the last day to change grade option: 9/4/20. Students may add or drop the course themselves through WebSTAC through 8/17. After this date students should request that the change be made manually in the College of Arts & Sciences (mkaltwasser@wustl.edu).

Credit 2 units. A&S IQ: SSC Art: SSC BU: IS, SCI EN: S

Typical periods offered: Fall

ANTHRO 3134 The AIDS Epidemic: Inequalities, Ethnography, and Ethics

In the year 2000, HIV became the world's leading infectious cause of adult death, and in the next ten years, AIDS will kill more people than all wars of the twentieth century combined. As the global epidemic rages on, our greatest enemy in combating HIV/AIDS is not knowledge or resources, but global inequalities and the conceptual frameworks with which we understand health, human interaction, and sexuality. This course emphasizes the ethnographic approach for cultural analysis of responses to HIV/AIDS. Students will explore the relationship between local communities and wider historical and economic processes, and theoretical approaches to disease, the body, ethnicity/race, gender, sexuality, risk, addiction, power, and culture. Other topics covered include the cultural construction of AIDS and risk, government responses to HIV/AIDS, origin and transmission debates, ethics and responsibilities, drug testing and marketing, the making of the AIDS industry and risk categories, prevention and education strategies, interaction between bio-medicine and alternative healing systems, and medical advances and hopes.

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

Typical periods offered: Fall

ANTHRO 3136 The Second Wave of the Pandemic: Science and Society

The COVID-19 pandemic has severely impacted life around the world and particularly in the United States. New information is released daily to a public that is often unable to interpret its meaning or significance. How are individuals, groups, businesses, and/or governments interpreting this information? What impact does it all have on our lives? This course will be an immersion into the many intersecting aspects of life in a pandemic. Early in the course, we will review safety information and some basics about the virus, including information covered in Anthro 3135 The Pandemic: Science and Society. Please note that students do not need to take Anthro 3135 to enroll in this course. At the same time, students who did take Anthro 3135 are encouraged to enroll, as we will cover new information and different topics. Students will hear experts in these areas talk to us about how COVID-19 has changed virtually every aspect of life as we know it, how we can mitigate these effects, and what the future looks like. Throughout the course, students will have the opportunity to hone their skills at communicating the information they learn in the class by discussing with each other and sharing with the public.

Credit 3 units. A&S IQ: LCD, SSC Art: SSC BU: BA, IS EN: S

Typical periods offered: Spring

ANTHRO 3139 Diseases At the Human-Wildlife Interface

Emerging infectious diseases (EIDs) threaten humans and endangered species. EID outbreaks in humans are increasing in frequency and are often the result of zoonotic transmission, particularly as we continue to modify the landscape and closely interact with wildlife. This course will explore the recent trend in increasing rates of EIDs, the factors associated with zoonotic disease transmission, the particular types of pathogens and species of animals of most concern for future outbreaks, and ways we can try to predict the next pandemic. We will discuss the human-wildlife interface, participatory methods for advancing work in disease prevention, the science of emerging infectious diseases, and the societal impacts of such diseases.

Credit 3 units. A&S IQ: NSM Art: NSM BU: SCI

ANTHRO 3149 Caring for Country: Hunter Gatherer Ecologies

What makes humans special? Is it our use of tools? Language? Culture? Humanity has been defined on the basis of its uniquely well-developed capacities for using technology, language, and culturally encoded knowledge and belief systems. In this course, we will explore a new hypothesis of human exceptionalism: a fundamental tendency to cultivate and care for lands. Our genius for reshaping ecosystems and incorporating other species into our societies is intimately linked to our technological and communicative skills. We have used these skills to migrate into and reshape every Earthly environment. We will explore the ethnographies, oral and written histories, and archaeologies, of so-called hunter-gatherers around the world, learning about the ways they shaped and tended their homelands using ecological knowledge systems. In this era of human induced environmental change - from global warming, to mass extinction, to genetic engineering - it is critically important that we look to our species' true ecological history for the wisdom that will help us meet these challenges.

Credit 3 units. A&S IQ: SSC Art: SSC BU: BA, ETH, IS EN: S
Typical periods offered: Fall

ANTHRO 3150 Securing Food: (Pre)historic Perspectives, Present Challenges, and the Future of Human Subsistence
For the first time in decades, the number of people suffering from hunger worldwide is on the rise. In 2017, the Food and Agriculture Organization of the United Nations warned that mounting pressures on natural resources and climate change have put global food security in jeopardy, calling for necessary transformative change in agriculture and food systems. Securing access to food resources has always been critical to the survival of our species. From hunting and gathering to the factory farm, past and present human societies have employed a diverse spectrum of strategies to keep themselves fed. Some have provided sustenance for millennia, proving their resilience and adapting to climatic and social challenges. Others have emerged more recently, rapidly transforming and interconnecting food systems in unprecedented ways. However, all are the result of long-term and deep-time trajectories shaped by environmental, economic, social, cultural, and political opportunities and needs. Today, we face the legacy of these trajectories in our present struggle to attain and maintain food security for our species. How might an understanding of this legacy and of the context, origins, and effects of food systems in our deep and more recent past inform our understanding and action in the present?
Credit 3 units. A&S IQ: SSC Art: SSC BU: BA EN: S
Typical periods offered: Spring

ANTHRO 3151 Evolution of the Human Diet
Many researchers and health enthusiasts believe that the abandonment of our Paleolithic diet and lifestyle with the onset of agriculture some 10,000 years ago has lead to a rapid decline in health and perpetuated countless diseases of civilization. While diet fads come and go, it seems this new enthusiasm for Paleo diets is here to stay. But what is a Paleo diet anyway? Through a comparative evolutionary and anthropological approach we will examine the diets of extinct hominins, our extant primate relatives, ethnohistoric and contemporary foraging peoples, and even our own dietary habits. We will strive to answer key questions about diets in prehistory and their implications for living people today: How do we know what our ancestors ate? How have dietary hypotheses been used to explain processes in human evolution? How bad is agriculture for global health? What role did certain foods play in shaping our modern physiology? Are we maladapted to our contemporary diets? What does it mean to eat Paleo? A mix of discussion and lecture will encourage students to develop their own interests in human evolutionary nutrition.
Credit 3 units. A&S IQ: SSC Art: SSC BU: SCI EN: S
Typical periods offered: Fall

ANTHRO 3152 Archaeology of Ancient Egypt
This course will cover major topics in the archaeology of ancient Egypt, incorporating the latest debates and archaeological discoveries. The course will emphasize Egyptian material culture, including settlements, landscapes, cities, tombs, pyramids, and temples, in order to model the wider cultural and social development over the past five millennia as well as the place of Egypt, globally. Students will learn to critically approach and assess Egyptian material culture in order to understand the social, historical, and geographical context of ancient Egypt - one of the most intriguing cultures in human history.
Credit 3 units. A&S IQ: LCD, SSC Art: SSC BU: ETH, IS EN: S
Typical periods offered: Fall

ANTHRO 3157 Politics and Religion in Contemporary Society
Religions are on the move. Globalization has meant that larger numbers of people are finding new places to live, and in the process, setting up churches, mosques, temples, or other ways to worship in new cities and town. Muslims move to Europe and North America; new Protestant and Catholic churches appear throughout Africa and South America; Chinese communities blossom everywhere. As they do, so they raise new questions: How do global migrations lead to adaptations of religious traditions? How do states manage new degrees of religious diversity, and in some cases, new levels of religious demands? How do transnational religious structures fit with national politics? We will explore these issues by looking outward from our base in Paris. France has the highest percentage of Muslims of any country in Western Europe or North America. It has fast-growing arrays of evangelical churches and Buddhist temples; and it is a nation of both Catholic heritage and secularist politics. How do all these ideas and people mix? We will visit some of Paris' religious institutions and learn from both religious figures and French scholars. We will also study religion and politics in a comparative way, focusing on the issues mentioned above, and looking at case studies from Africa, Asia, and the Americas.
Credit 3 units. A&S IQ: HUM, LCD BU: HUM, IS EN: H
Typical periods offered: Summer

ANTHRO 3160 Religion, Ritual, and Worldview
A survey of ideas and practices in both tribal and world religions with emphasis on key rituals, symbols and the place of religion in the modern world.
Credit 3 units. A&S IQ: HUM, SSC Art: SSC BU: BA, ETH, HUM EN: S
Typical periods offered: Summer

ANTHRO 3162 Anthropology of Europe
This course examines the anthropology of European cultures, from folklore and village studies to the present concern with the European Union. We will consider early ethnographies of rural European villages, the formation and influence of ideas about Europe and Eastern Europe, and contemporary European issues including ethnic conflict, immigration, religion, nationalism, relationships between regions, and relationships between center and periphery in individual nation states and in Europe as a whole.
Credit 3 units. A&S IQ: SSC Art: SSC BU: IS EN: S

ANTHRO 3163 Archaeology of China: Food and People
China is a country with a large population, diverse landscapes, and unique food. This course will explore the origins of Chinese food in the context of the formation of Chinese societies. During the last two decades, the archaeology of China has become a fast moving subject with advances in methods, theories and changes of key perceptions. In this context, the beginning and spread of food production in China has become one of the key questions in current archaeology. We will focus on the process of domestication of plants and animals in various regions of China during the Holocene. We will explore how those processes relate to other sectors of the Old World, such as those of South and Southwest Asia. This course will pursue answers to the following questions: Why the Chinese ways of living and eating are different from those in the West? How production and consumption in China were shaped by food globalization in prehistory?
Credit 3 units. A&S IQ: LCD, SSC Art: SSC BU: IS EN: S
Typical periods offered: Fall, Spring

ANTHRO 3165 Experimental Archaeology
Experiments are an extremely important part of the scientific process. Although archaeology is often treated as an historical science, the nature of the material record does provide an opportunity to use experimentation as an important way of interpreting what we excavate. The class will be working with the most tangible materials recovered

from archaeological contexts, that is stone and pottery. After reviewing the history of experimentation in archaeological investigations we will turn to the material record. This will be followed in our initial weeks of setting up the experiments and how they will be used to compare with available data sets derived from archaeological contexts. As part of the class we will take several field trips to areas where materials exist in a natural setting. Each class member will select a specific material for the focus of their experiments. In the end students will produce several experiments using different materials, document their experiments in written reports, and finally present their results to the class for discussion and evaluation.
Credit 3 units. A&S IQ: NSM Art: NSM BU: SCI
Typical periods offered: Spring

ANTHRO 3170 Culture and Health
This course will explore culture and health, with a focus on global health. Assigned readings explore cross-cultural perspectives on health, healing, and the body, as well as important concepts in medical anthropology. Through class discussions and close examination of ethnographies of health and illness, students will develop an understanding of how cultural and political-economic forces articulate with the emerging field of global health.
Credit 3 units. A&S IQ: LCD, SSC Art: SSC BU: BA
Typical periods offered: Fall, Spring, Summer

ANTHRO 3175 Anthropology of Design: Artifacts, Expertise, and Insurgency
In this course we will explore the deep-seated politics and cultures of design. We will examine a number of case studies from hydraulic engineering in South Africa, gambling programs in Las Vegas, to DIY punk style in Indonesia. In the process we will explore the ways that design offers insight into other domains of social life such as addiction, inequality, statecraft, and urban citizenship.
Credit 3 units. A&S IQ: SSC Arch: GAMUD, GAUI Art: CPSC, SSC BU: BA, IS EN: S
Typical periods offered: Spring

ANTHRO 3180 Domestication: The Evolution of Our Multispecies Family
This course explores the evolution of the plants, animals, and microbes in human-mediated ecosystems. We call these evolutionary relationships domestication and they are at the heart of humanity's successful adaptation to nearly every ecosystem on Earth. From our millennia-deep friendship with gregarious wolves, to corn's continental conquests, to 'the industrial microbiome,' this course will ask how other species have evolved in response to human societies, and how societies have been shaped by these relationships. We will primarily draw on concepts and data from anthropology and evolutionary biology to understand the process of domestication.
Credit 3 units. A&S IQ: LCD, SSC Art: SSC BU: BA EN: S
Typical periods offered: Spring

ANTHRO 3181 Humans and Animals
This course uses anthropological and evolutionary data to tell the story of how changing human-animal relations influenced humans over the long term. In this course we explore the history of western conceptual divisions between humans and animals, which contrast with more fluid boundaries in other regions. Subsequent lectures focus on hunting and symbolic relations with wild animals through time, relying on ancient animal bones, ancient art and texts. Current and future human-animal relationships will also be discussed. The goal of this course is to provide an overview of ways that animals have influenced human life in the 21st century. Changing environments and animal behavior form the backdrop to cultural discussions.
Credit 3 units. A&S IQ: SSC Art: SSC BU: BA EN: S
Typical periods offered: Spring

ANTHRO 3182 Ancient Africa: Social Mosaics and Environmental Challenges
This class introduces students to the basics of the archaeological record of humans in Africa from 3.6 M.Y. to 1000 years ago. The first third of the course focuses on early humans, the origins of meat eating, expansion of diet and cuisine, technical and cultural responses to changing environments. The second section of the course emphasizes African rock art, socio-economic variability among hunter-gatherers, the origins of African pastoralism, mobile responses to climate change and African contributions to world food supply including domestication of sorghum, also coffee. The last third of the course is devoted to the complex urban societies of ancient Africa, Egypt, Axum, Great Zimbabwe, and Jenne Jeno. Course format is lecture and discussion. There are two mid-terms and students are expected to participate in interactive stone tool use, rock art creation, and discussion of ethnographic and archaeological data on pastoral decision-making in times of drought and war and of issues surrounding the purchase of African antiquities and conservation of cultural heritage.
Credit 3 units. A&S IQ: LCD, SSC Art: SSC BU: IS EN: S
Typical periods offered: Spring

ANTHRO 3184 The East African Coast From the 1st Century CE to 1800ce
This course is designed to provide students a broad and critical understanding of the history and archaeology of the East African coast and its global interconnections. Beginning with an introduction to the methodological and theoretical approaches of African history and archaeology, the course surveys archaeological and historical research focusing on the East coast of Africa (Somalia, Kenya, Tanzania, Mozambique, and offshore Islands). Temporally, this course will range from the Early Iron age to 1800 CE. Topics include geography and environmental history, periodization, foodways, urbanism, craftsmanship, architecture, cross-cultural exchange and materiality, belief systems and current conservation and heritage preservation efforts. This course combines lectures and class discussions for a critical use of contemporary sources, oral histories, and archaeological discoveries.
Credit 3 units. A&S IQ: LCD, SSC Arch: HUM Art: HUM BU: IS EN: S
Typical periods offered: Spring

ANTHRO 3190 Myth and Society
Notions of virtue and sublimity, origins and significance, history and eschatology as they are enshrined in narrative, didactic instruction, and other means of representing collective interests; their influence on society and social movements.
Credit 3 units. A&S IQ: SSC
Typical periods offered: Fall, Spring

ANTHRO 3201 Gender, Culture, and Madness
This course will explore the relationships among gender constructs, cultural values, and definitions of mental health and illness. Understandings of the proper roles, sensibilities, emotions, and dispositions of women and men are often culturally and morally loaded as indicators of the proper selves permitted in a given context. Across cultures, then, gender often becomes an expressive idiom for the relative health of the self. Gender identities or presentations that run counter to these conventions are frequently identified as disordered and in need of fixing. In this course, we will take up these issues through three fundamental themes: the social and cultural (re)production of gendered bodies and dispositions; the normalization of these

productions and the subsequent location of madness in divergent or dissonant experiences of embodiment; and the situation of discourses of madness within debates of resistance and conformity, selfhood and agency.
Credit 3 units. A&S IQ: SSC, SC Art: SSC BU: BA, ETH EN: S
Typical periods offered: Fall, Spring

ANTHRO 3202 Anthropological Perspectives on Women's Health
The principle goal of this course is to explore the health issues/risks women face around the world. In order to achieve this goal, we will take a life cycle approach beginning with the birth of female babies through adolescence, adulthood, and finally through the aging process. Our perspective will be biocultural, defined as the synergistic interaction between biology and culture. By comparing a diversity of health experiences across cultures, we can carefully examine the ways in which culture constructs perceptions of health and effective delivery of health care. Students will finish the term with a clearer understanding of the biology of life cycle changes, how health inequalities are generated and perpetuated, and how to make more informed decisions about their own health choices. Prerequisite: Anthro 160 or permission of instructor.
Credit 3 units. A&S IQ: LCD, SSC Art: SSC BU: BA EN: S
Typical periods offered: Fall, Spring

ANTHRO 3203 Advanced Seminar in Medicine and Society: Patients, Politics and Policy
This course is designed to build on foundations provided in the First-Year Medicine and Society Seminar. It will interrogate current health-related issues, including gender, sexuality, politics, policy, and economics. We will also explore how these and many other issues, demographics, and so on impact current health- and healing-related decisions and policies. We will read about and unpack contemporary issues in health care (insurance, big pharma, gender and sexuality, race) and have local experts visit to talk about their practical experience with and in health care. Students will be expected to engage with ethnographic, medical, economic, political and sociological material as well as current journalism to interrogate the topic. Prerequisites: Anthro 141 and Anthro 142.
Credit 3 units. A&S IQ: SSC BU: BA EN: S
Typical periods offered: Fall

ANTHRO 3205 Peoples and Cultures of Native North America
Broad survey of Native American societies north of Mexico between the time of European contact and the present from an anthropological perspective. Social and political organization, subsistence, gender roles, religion, impacts of European and white American expansion, and efforts of Indian and Inuit people to preserve and adapt their traditions under control by dominant outside governments. Emphasis on comprehending the diversity of native North American societies, understanding factors causing change since initial European contact, recognizing biases in popular and scholarly thinking, and discussing critical issues facing Native American communities today. Prerequisite: Anth 160B or sophomore standing.
Credit 3 units. A&S IQ: SSC Art: SSC
Typical periods offered: Fall, Spring

ANTHRO 3206 Global Gender Issues
This course compares the life experiences of women and men in societies throughout the world. We discuss the evidence regarding the universal subordination of women, and examine explanations that propose to situate women's and men's personality attributes, roles and responsibilities in the biological or cultural domains. In general, through readings, films and lectures, the class will provide a cross-cultural perspective on ideas regarding gender and how gendered meanings, practices, performances serve as structuring principles in society.
Credit 3 units. A&S IQ: LCD, SSC Art: SSC BU: BA, IS EN: S
Typical periods offered: Fall, Spring

ANTHRO 3210 Ancient Mound Builders of the Mississippi Valley
Study of the peoples in North America who built mounds and other earthen structures beginning more than 4000 years ago; why they erected earthworks; what the structures were used for; how they varied through time and across space; and what significance they had to members of society.
Credit 3 units. A&S IQ: SSC Art: SSC BU: BA
Typical periods offered: Fall, Spring

ANTHRO 3215 Food, Culture, and Power
What should I eat today? This seemingly simple question transects the fields of health, environmental studies, economics, history, anthropology, religion, and many others. The foods we eat, the way we get them, the way we produce them, and the way in which we eat them speak volumes about our beliefs, our technology, our understanding of how the world works, and our ability to function within it. That is, food is an excellent way to explore culture. No actions are more deserving of critical attention than those that we do regularly, without much critical thought, and most of eat at least two or three times a day. In this class we'll explore how this food came to be here, why we like it, and what that says about us. This class will be reading and discussion heavy, with a midterm paper based on the readings and a final paper based on a topic of the students' choosing.
Credit 3 units. A&S IQ: SSC Art: SSC BU: BA EN: S
Typical periods offered: Spring

ANTHRO 3218 Food, Nation, Place: The Social Life of Food in Italy and Beyond
Using Italy as a case study, we will explore topics such as the social history of food and the influence of cuisine on the development of national identity. Although the primary focus of this course is on the anthropology of food culture in Italy, we will incorporate perspectives from a range of different academic disciplines and geographic locations to explore larger theoretical questions about identity, politics of place, nationalism, and globalization.
Credit 3 units. A&S IQ: LCD, SSC Art: SSC BU: BA, IS EN: S
Typical periods offered: Spring

ANTHRO 3219 Race, Class and the City, Ethnographic Perspectives
Credit 0 units.
Typical periods offered: Fall, Spring

ANTHRO 3220 Anthropology of Slavery
This course provides an examination of slavery as an institution in several areas of the world. Topics include internal slavery, the organization of the slave trade, the experience of slave women, the role of slave labor in colonial economies, slave resistance and rebellion, the construction of slave communities, and the status of emancipated slaves. Regions of focus include the Americas, Africa, and the Indian Ocean.
Credit 3 units. A&S IQ: SSC Art: SSC
Typical periods offered: Fall, Spring

ANTHRO 3227 Placemaking St. Louis
Where is home? How do you know where you're from? Our points of origin (cultural, linguistic, geographic) often shape our life trajectories by telling us who we are and where we belong. The embodied ways we move through the world and our experiential relationships to particular places (in both the built and natural environments) also influence our sense of shared history and community. At the same time, the asymmetrical acceleration of travel and communication technologies has produced a globalized world that invites us to redefine the scale and scope of our neighborhoods. With the potential to be everywhere and nowhere at the same time, how do we maintain a sense of place? Anthropologists ask how and why certain places come to hold strong and lasting meaning to people. Together, we will study localization and placemaking practices through close ethnographic readings and with site visits to marked places, non-places, and contested spaces throughout the St. Louis area. This course explores the creativity and politics of place to ask, anew, what it means to be human in the early 21st century.
Credit 3 units. A&S IQ: SSC Arch: HUM Art: CPSC, HUM BU: BA
Typical periods offered: Spring

ANTHRO 3230 Primate Societies
This 3-unit course introduces students to the exciting world of primate societies. The course will draw upon concepts from animal behavior, ecology, evolution and anthropology to introduce students to non-human primates and their societies, providing the tools required to comprehend how we think about the evolution of complex human societies. The course will provide an overview of the primate lineage, ecology, social systems and organization, and dispersal and mating systems, so that students can critically evaluate how we define different societies, compare across different primates and environments, and consider what facilitates more complex societies. This is an opportunity for students to explore interdisciplinary perspectives to understand what differentiates primates from other animals and what makes human society unique. After completing the course, students will be able to identify and distinguish characteristics of primates, describe and generalize different social structures seen throughout the primate lineage, and distinguish what makes humans unique compared to other primates. The course will be a combination of lecture-based instruction and small group activities.
Credit 3 units. A&S IQ: SSC
Typical periods offered: Spring

ANTHRO 3235 The Biological Basis of Human Behavior
Infidelity, marriage customs, inner city violence, infanticide, intelligence...Are the behavioral patterns we see genetically fixed and racially variable? What is the evolutionary and biological basis of human behavior? This course offers a critical evaluation of these from an anthropological perspective.
Credit 3 units. A&S IQ: LCD, NSM Art: NSM BU: BA
Typical periods offered: Fall, Spring

ANTHRO 3240 Human Growth and Development
This course focuses on the life-history of humans from birth to death. Through a series of lectures we will consider how humans grow and change both biologically and psychologically over the course of our lives. Topics will include: human growth curves, sex-differences, adolescence and puberty, nutrition, environment, growth disorders, death, and the evolution of human growth.
Credit 3 units. A&S IQ: SSC Art: SSC BU: BA EN: S
Typical periods offered: Fall

ANTHRO 3245 Primate Functional Morphology
Students will explore principles of biomechanics, adaptation and evolution to understand how behavioral variation among living primates is reflected in their anatomy. Emphasis will be placed on skeletal and dental morphology as it relates to primate locomotion, foraging and dietary adaptations. Prerequisite: Anthro 150A
Credit 3 units. A&S IQ: NSM Art: NSM BU: SCI
Typical periods offered: Fall

ANTHRO 3250 Paleoanthropology
The prehistoric Pliocene and Pleistocene evidence for human emergence and evolution. The emphasis will be on the human fossil record and its interpretation in functional and behavioral terms. This will be placed in the context of the Paleolithic archaeological record and issues regarding the biological relationships between various human groups. Prerequisite: Anthropology 150 or equivalent.
Credit 3 units. A&S IQ: NSM Art: NSM BU: SCI
Typical periods offered: Spring

ANTHRO 3255 Urban Anthropology
This course examines the many ways that people around the world make urban life meaningful. We will focus on the intersections among anthropology, urban studies, social theory and human geography to explore the theoretical, social, and methodological approaches to understanding the culture(s) created in cities. Drawing on ethnographic case studies from cities around the world, we will explore issues pertaining to race and ethnicity, gender, youth, poverty, diversity and super-diversity, gentrification, urbanization, and illusions and realities of modernity
Credit 3 units. A&S IQ: SSC, SC BU: BA EN: S
Typical periods offered: Fall, Spring

ANTHRO 3261 Inequality, Hierarchy and Difference: Reading The Dawn of Everything in Context
In October 2021, anthropologist David Graeber and archaeologist David Wengrow published The Dawn of Everything: A New History of Humanity, arguably one of the most consequential pieces of anthropological scholarship of recent years. The book quickly shot to the top of best-seller lists and generated a wide-ranging discussion in newspapers, magazines, and journals that do not typically pay attention to recent publications in the field of anthropology. Graeber and Wengrow were able to attract such a broad audience due to the book's central argument, which uses anthropological, archaeological, and historical evidence to critique current popular views on the so-called progress of western civilization and the Hobbesian and Rousseauian theories of the origin of the social contract, as well as to propose a new genealogy for Enlightenment thinking on the origins of inequality. In this course, we will read The Dawn of Everything as our central text, alongside the sources it draws upon and the responses to the book. Collectively, we will work together to remedy one of the major lacunae in the public discourse around the book, i.e., a lack of an archaeological response. Indeed, the critical reception of the book has largely focused on only the first third of the book. The course therefore will involve a practical component, in which we as a class write an archaeological critique of the book and work to publish it in a suitable magazine, journal, or newspaper. Students can expect to gain from this class not only knowledge, but also key scholarly skills and hands-on experience.
Credit 3 units. A&S IQ: LCD, SSC, SC Art: SSC BU: ETH, IS EN: S
Typical periods offered: Spring

ANTHRO 3263 Bioprospecting
What do the opium poppy, the white willow tree, the spoiled sweet clover, the Madagascar periwinkle, and the fungus Penicillium have in common? Each of these species contains biochemicals that have been tapped to advance medicine. Biodiversity prospecting (bioprospecting) is often understood as the systematic search for biochemical and genetic information in nature in order to develop commercially valuable products for pharmaceutical, agricultural, cosmetic, and other applications. Contemporary medical innovation depends on bioprospecting to remain cutting edge, but what are the human and ecological costs of this rapidly changing industry? This course explores the social, political, and environmental impacts and ethical implications of the global search for new biological resources. We will study the role of indigenous knowledge, the problem of biopiracy, the politics of intellectual rights, and patenting culture in our quest to understand what is at stake in the regulation, reform, and growth of this problematic indicator of public health, biotechnology, and historical and modern medicine in the global economy.
Credit 3 units. A&S IQ: LCD, SSC BU: BA, IS EN: S
Typical periods offered: Fall

ANTHRO 3264 Anthropological Perspectives on Complementary and Alternative Medicine
Complementary and alternative medicine (CAM) refers to health and healing practices that fall outside the realm of conventional Western medicine. CAM encompasses a wide range of modalities including homeopathy, traditional Chinese medicine, Ayurveda, energy healing, and more. Many of these practices are not clearly compatible with biomedical explanatory models for health and sickness; they are often viewed with skepticism by mainstream medical practitioners. Though the popular media often depicts many CAM practices components of a wellness culture that is associated with the wealthy and privileged, many CAM practitioners do not fit this stereotype and primarily work with the poor, people of color, and other minoritized groups. In this class, we will focus on CAM in the Global North with a primary focus on the United States. We will critically assess characterizations of CAM as pseudoscience and explore the epistemological, ethical, and legal tensions between mainstream and non-mainstream medical practices. We will pay particular attention to how these tensions intersect with race, class, and gender. The aim of this class is not to make a value judgement about the validity of CAM, but rather to understand the perspective of those who use CAM in a context that emphasizes Western biomedicine.
Credit 3 units. A&S IQ: LCD, SSC BU: BA
Typical periods offered: Spring

ANTHRO 3266 Social Determinants of Health and Migration
The social determinants of health refer to the conditions where people live and work that shape health risks and outcomes. This class will examine how categories, such as refugee or undocumented immigrant, may predispose individuals to live and work in unstable and harmful environments. Our course will examine the following questions: How do restrictive immigration policies and policing shape access to primary care? How does documentation status intersect with other experiences of marginalization and other forms of social identification, such as gender and race, to produce unique health risks and outcomes? In this course, we will explore how people who migrate-due to force or of their own volition, and in a documented or undocumented manner-may encounter obstacles due to differences in language spoken, insurance coverage, and documentation status, when seeking out primary and mental health services, as well as healthcare for chronic illnesses. We will draw on ethnographic research, public health reports, long form journalism, podcasts, and documentaries developed in a variety of geographic settings, including the United States, Germany, Israel, Malawi, and Bangladesh.
Credit 3 units. A&S IQ: LCD, SSC BU: BA, ETH EN: H
Typical periods offered: Fall, Spring

ANTHRO 3270 Geoarchaeology
Geoarchaeology involves the application of analytical techniques, concepts, and field methods from the earth sciences to help solve archaeological problems. Issues explored in this course include human and environmental processes involved in archaeological site formation, the sedimentary context of archaeological remains, soils and sediments relevant to archaeology, the relationship between past settlement and landscape evolution, paleoclimatic reconstruction, human impacts on the environment, geological sourcing of artifact proveniences, and remote sensing of the physical environment. Several field trips to local archaeological/geological sites provide an opportunity to understand how geoarchaeology is applied to specific research problems.
Credit 3 units. A&S IQ: LCD, SSC Art: SSC BU: BA EN: S
Typical periods offered: Spring

ANTHRO 3271 Becoming Human: Archaeology of Human Origins
Humanity, before the advent of agriculture and cities, evolved a series of behaviors that enabled them to survive as hunter-gatherers in diverse environments with complex cultural systems. These behaviors included hunting, control of fire, shelters and clothing, elaborate tools of diverse materials, burials, jewelry, and representational art. These characteristics emerged over more than 2 millions years of the Pleistocene across several species of humans, to coalesce into what we would recognize as modern human foragers 30,000 years ago. This course traces that emergence of what it means to be human, through the Paleolithic archeological record in its context of past environments and past human forms.
Credit 3 units. A&S IQ: SSC Art: SSC EN: S
Typical periods offered: Spring

ANTHRO 3272 Becoming Human: A Biocultural Exploration of the Human Experience
Humanity, before the advent of agriculture and industrialization, evolved a wide range of behavioral adaptations and patterns that enabled them to survive as hunter-gatherers in diverse environments with complex cultural systems. Using a broad evolutionary framework, this course will explore these behaviors (e.g., hunting, control of fire, toolmaking, representational art, altruism, gender roles, language, religion) to examine what it means to be human through a biocultural lens. We will take a comparative approach to address these topics by examining our earliest ancestors (both nonhuman primates and early hominins) as well as modern human societies to better understand how we got where we are today.
Credit 3 units. A&S IQ: SSC Art: SSC
Typical periods offered: Fall

ANTHRO 3275 Introduction to GIS for Anthropologists
Use of GIS is rapidly becoming standard practice in anthropological research. This course will introduce students to the basic theories and techniques of GIS. Topics will include the application of GIS in archaeologial survey and ethnographic research, as well as marketing, transportation, demographics, and urban and regional planning. This course will enable students to become familiar not only with GIS software such as ArcGIS, but also the methodologies and tools used to collect and analyze spatial data. Students will gain expertise engaging with data situated across a number spatial scales, from households, communities and cities to landscapes, nation-states, and global phenomena. Students will need to work on their own laptops, but no software purchases are necessary.
Credit 3 units. A&S IQ: SSC Art: SSC BU: BA EN: S
Typical periods offered: Fall, Spring

ANTHRO 3280 Anthropology of Infectious Diseases
This course explores the evolving relationship between humans and non-human microbiota. Beginning with the modern era, we will study infectious diseases and the critical contexts (e.g., ecological, political, social, cultural) in which they occur. Case studies will include antibiotic-resistant superbugs, H1N1 influenza, SARS coronavirus, HIV/AIDS, and global cholera epidemics. Through the study of global infectious disease outbreaks and threats, we will address larger anthropological questions about knowledge, the power of metaphor, the role of institutions, and the health of populations.
Credit 3 units. A&S IQ: SSC Art: SSC BU: BA EN: S
Typical periods offered: Fall, Spring

ANTHRO 3283 Introduction to Global Health
This course provides a general introduction to the field of public health. It examines the philosophy, history, organization, functions, activities, and results of public health research and practice. Case studies include infectious and chronic diseases, mental health, maternal and reproductive health, food safety and nutrition, environmental health, and global public health. Students are encouraged to look at health issues from a systemic and population level perspective, and to think critically about health systems and problems, especially health disparities and health care delivery to diverse populations. No background in anthropology or public health is required.
Credit 3 units. A&S IQ: LCD, SSC Art: SSC BU: BA, IS EN: S
Typical periods offered: Fall, Spring

ANTHRO 3284 Public Health Research and Practice
In-depth exploration of current theory and methods involved in public health research and practical applications. Emphasis on fundamentals of epidemiology, which forms the scientific rationale for public health assessment, assurance, and policy development. Survey of current public health practice and research areas including biological foundations of public health, social and behavioral interventions, maternal-child health, and environmental health. Relationships among public health, medicine, nursing, social work, and related disciplines.
Credit 3 units. A&S IQ: SSC Art: SSC BU: BA EN: S
Typical periods offered: Spring

ANTHRO 3285 Warriors, Merchants, Monks, and Courtesans: Ancient Narratives of Globalization in Google Earth
This introductory seminar-style course examines the history of globalization through the narrative accounts of those who lived along some of the great trade routes of the Old World. Through a combination of in-class discussion and hands-on tutorials and projects in Google Earth, we will examine how day-to-day local interactions and the experiences of individuals contributed to broader cultural exchanges and the shaping of ancient cosmopolitan centers. We will use a bottom-up approach to understand the process of globalization, and why it is not only a phenomenon of the modern world. This course will cover a large geographic and temporal span, but it is not about memorizing lists of dates and places or putting dots on a map - it is about learning how to interpret multiple strands of knowledge and put them together into a cohesive narrative of history. The course will cover four broad anthropological themes related to Old World history and globalization in conjunction with weekly lessons in Google Earth; there are no prerequisites for either. The knowledge and skills gained in the course will lead to a final independent research project consisting of a short paper and an interactive digital map that can be shared online through the Google Earth community.
Credit 3 units. A&S IQ: LCD, SSC Art: SSC EN: S
Typical periods offered: Spring

ANTHRO 3290 Peoples and Cultures in South Asia
An introduction to contemporary societies and cultures of the South Asian sub-continent including India, Pakistan, Bangladesh, Sri Lanka, and Nepal. Topics include religion and ritual, work, family organization, concepts of person, caste and gender, the cultural impact of colonialism, and political/religious conflict. The course will examine ethnographic and historical writings on these topics for two purposes: to gain basic knowledge about the peoples of the area and to consider the impact of anthropological theory on that knowledge.
Credit 3 units. A&S IQ: SSC Art: SSC BU: IS
Typical periods offered: Spring, Summer

ANTHRO 3293 Religion and Society
We will take a broad and practice-oriented view of 'religion', including uttering spells, sacrificing to a god, healing through spirit possession, as well as praying and reciting scripture. We will consider religious practices in small-scale societies as well as those characteristic of forms of Judaism, Islam, Christianity, and other broadly-based religions. We give special attention to the ways religions shape politics, law, war, as well as everyday life in modern societies.
Credit 3 units. A&S IQ: SSC Art: SSC BU: ETH EN: S
Typical periods offered: Fall, Spring

ANTHRO 3294 Anthropology of Religions in St. Louis
This course is an introduction to religions in America with a focus on urban U.S. and Saint Louis ethnic experiences during the twentieth century and into the present. This course will combine methods of history of religions to understand background and context with anthropology of religion to discern contemporary social dynamics. The everyday life, rituals, and imagination of religious peoples, communities, and movements will be examined with attention to political aesthetics. Students will be introduced to observant participation in order to comprehend religious events and to describe a particular religious community of cross-cultural interest. The course will involve students doing observation/participation in a religious tradition or ethnicity outside of their own.
Credit 3 units. A&S IQ: SSC EN: S
Typical periods offered: Summer

ANTHRO 3304 Bones to Behavior: Undergraduate Research in the Lab and At the Zoo
We will undertake zooarchaeological study of equid skeletons in the zooarchaeology laboratory at Washington University, and in collaboration with the St. Louis Zoo, participate in a behavioral study of the courtship and breeding behavior of the ancestor of the domestic donkey, the African wild ass. The research questions that we focus on are how the biology and behavior of the African wild ass influenced the domestication of the donkey by prehistoric African herders or ancient Egyptians and how the behavior of the African wild ass continues to affect prospects for conservation of this highly endangered animal. During the first half of the semester, we will meet once a week for 2.5 hours in the zooarchaeology laboratory on Mondays from 9 - 11:30 a.m. After spring break, or earlier if weather is above 40F, we will no longer meet in the lab, and each student willspend 9-11 a.m. on two mornings of their choice per week at the St. Louis Zoo conducting observations of the wild ass. Students may choose two days that fit their schedule. Saturdays or Sundays are included as a possible choice of days. Permission of instructor is required.
Credit 3 units. A&S IQ: NSM Art: NSM BU: BA
Typical periods offered: Fall, Spring

ANTHRO 3305 Bones to Behavior II
In this class, students will undertake zooarchaeological research on skeletal material in the zooarchaeology laboratory at Washington University and/or preparation of animal skeletons for comparative study and in collaboration with the St. Louis Zoo participate in behavioral studies of the ancestor of the donkey - the African wild ass. Collections housed in the zooarchaeological laboratory for study include ancient food-remains from African sites. These collections bear on questions regarding cultural and climate change in the Horn of Africa 12,000-2,000 years ago and include animals ranging from African antelopes to domestic camels. During the first half of the semester students will meet once a week for 2.5 hours in the zooarchaeological laboratory. Once the weather is above 40F after Spring Break, we will meet 9-11 twice a week, Mondays and Wednesday/Friday in the laboratory or at the zoo. Location will depend on projects selected for study. Permission of instructor is required. May be repeated for credit.
Credit 3 units. A&S IQ: SSC Art: SSC EN: S
Typical periods offered: Spring

ANTHRO 3309 Anthropological Perspectives on Care
This course aims to provide an introductory survey of topics and approaches to the anthropology of care. It does so by drawing on a range of ethnographic, theoretical, and cross-disciplinary materials. This will allow us to think through and engage with care in its myriad forms, its presence and absence, its bureaucratization and management, its relation to kinship, relatedness, labor, and government. In the first part of the course, we will explore theories of care as moral practice with a feminist lens. In the second part, we will engage this lens with ethnographic materials about care in diverse settings that also shed light on the political, economic, and lived realities of care. These ethnographic and sociological works include explorations of the circulation of care in moral economies and its monetization as paid labor, the politics and antipolitics of healthcare in institutional settings, and the role of care in kinship, household formations, and life course regimes across cultures.
Credit 3 units. A&S IQ: LCD, SSC EN: S
Typical periods offered: Fall, Spring

ANTHRO 3310 Health, Healing and Ethics: Introduction to Medical Anthropology
A cross-cultural exploration of cultures and social organizations of medical systems, the global exportation of biomedicine, and ethical dilemmas associated with medical technologies and global disparities in health.
Credit 3 units. A&S IQ: LCD, SSC Art: SSC BU: ETH EN: S
Typical periods offered: Fall, Spring, Summer

ANTHRO 3311 The Anthropology of Compassion
The Anthropology of Compassion will explore the nature and meaning of compassion, the neurophysical circuitry that underlies it, the evolutionary forces which have produced it, and its ongoing importance in human life and culture. The course will draw upon a wide variety of materials and disciplines to explore these questions, including ethology and primatology, neuroscience and social psychology, philosophy, world religions and ethnography.
Credit 3 units.
Typical periods offered: Fall

ANTHRO 3313 Women and Islam
This course is an anthropological study of the position of women in the contemporary Muslim world, with examples drawn primarily from the Middle East but also from Asia, Africa, Europe, and the United States. Students will examine ethnographic, historical, and literary works, including those written by Muslim women. Topics having a major impact on the construction of gender include Islamic belief and ritual, modest dress (veiling), notions of marriage and the family, modernization, nationalism and the nation-state, politics and protest, legal reform, formal education, work, and Westernization. The course includes a visit to a St. Louis mosque, discussions with Muslim women, and films.
Credit 3 units. A&S IQ: LCD, SSC, SC Art: SSC BU: BA EN: S
Typical periods offered: Spring

ANTHRO 3315 Medical Anthropology
The comparative study of non-Western medical systems, including the definitions of health and disease, the kinds of treatment, and the varieties of practitioners in other cultures (e.g., Navaho, India, China).
Credit 3 units. A&S IQ: SSC Art: SSC BU: IS
Typical periods offered: Fall

ANTHRO 3316 Introduction to Forensic Anthropology
Introduction course to Forensic Anthropology
Credit 3 units. A&S IQ: NSM Art: NSM
Typical periods offered: Fall

ANTHRO 3320 Disability Anthropology
Disability is everywhere: across cultures, it is present in our enviornments, in our media, and in our personal and familial lives. This discussion-based course recognizes disability not as a biomedical impairment but as an intersectional, constructed category of difference. Disability anthropology, which seeks to understand embodied experiences of disability through ethnography and sociocultural models of disability, is a recently emergent field. Following an introduction to disability activism, theory, and representation, our class will analyze examples of disability anthropology, including autoethnography, ethnographic film, and performance ethnography. As we collectively contribute to an accessible classroom, students will develop a final project that examines a physical space, policy, or other resource at WashU that could be made more accessible. Students will present their projects to the WashU community
Credit 3 units. A&S IQ: SSC, SC
Typical periods offered: Spring

ANTHRO 3321 Culture, Food, and Nutrition
Cultural aspects of food uses-transformations from field to palate-producing, marketing, preparing, eating; regional, ethnic, national preferences.
Credit 3 units. A&S IQ: SSC Art: SSC
Typical periods offered: Spring

ANTHRO 3322 Brave New Crops
This course introduces students to the major issues surrounding the development and use in genetically modified (GM) crops. Its focus is international, but with particular focus on the developing world. A variety of experts, available locally or through the internet, will contribute perspectives. The course also includes field trips. For further information, see artsci.wustl.edu/~anthro/courses/3322.
Credit 3 units. A&S IQ: SSC Art: SSC BU: ETH
Typical periods offered: Spring

ANTHRO 3326 Modern Third World
Most understandings of the Third World are embedded in a discourse that promotes development and/or tries to explain why the Third World is so poor. This seminar aims to circumvent this view. After an introduction to development and development theory, the course explores how landscapes and livelihoods interact with modernization,

globalization, and the agrarian transition. Case study examples and topics to be discussed include household livelihoods, income strategies, informal housing, off-farm labor, cultural landscapes, and environmental transformations.
Credit 3 units. A&S IQ: SSC Art: SSC EN: S

ANTHRO 3331 Anthropology of Clothing and Fashion
This course takes clothing as a starting point for examining broad themes in anthropology, including gender and sexuality, race and the body, history and colonialism. We look at the ritual significance of clothing and other practices of bodily adornment in traditional societies and the role of style in constituting contemporary social movements and identity categories. We investigate the globalization of the apparel industry, from production and circulation to marketing and branding, in order to understand the relationship between citizenship and consumption, labor and power in the global economy. The course encourages students to reflect on their relationship to the wider society and economy as producers and consumers of material culture through the lens of clothing and fashion.
Credit 3 units. A&S IQ: SSC Art: CPSC, SSC BU: BA EN: S
Typical periods offered: Fall

ANTHRO 3332 For Love or Money: Economies, Affects, and Practices of Care
This course looks at the intersections of economies, affects, and practices in shaping understandings of - and possibilities for - relationships of care. We will look at anthropological theories of care and cross-cultural ethnographies of caring practice to challenge notions of care as a self-evident good. An attention to care raises questions about who has access to care, who should provide care, and who is worthy of care, as well as the institutional structures that shape possibilities for relationships of care between people, as well as non-human others
Credit 3 units. A&S IQ: SSC Art: SSC BU: BA EN: S
Typical periods offered: Spring

ANTHRO 3351 The Ancient Maya: Archaeology and History
This course focuses on the ancient Maya civilization because there are many exciting new breakthroughs in the study of the Maya. The Olmec civilization and the civilization of Teotihuacan in the Valley of Mexico will be considered as they related to the rise and development of the Maya civilization. The ancient Maya were the only Pre-Columbian civilization to leave us a written record that we can use to understand their politics, religion, and history. This course is about Maya ancient history and Maya glyphic texts, combined with the images of Maya life from their many forms of art. The combination of glyphic texts, art, and archaeology now can provide a uniquely detailed reconstruction of ancient history in a New World civilization.
Credit 3 units. A&S IQ: LCD, SSC Art: SSC BU: IS EN: S
Typical periods offered: Fall

ANTHRO 3354 Ancient Mesoamerica
Mesoamerica encompasses the Pre-Columbian complex societies of Mexico and upper Central America, including Guatemala, Belize, and parts of Honduras and El Salvador. It was an agrarian world of great and enduring cities, far-flung trade networks, transcendent religions, kingdoms and empires. This survey lecture course begins with the pioneering hunters and gatherers, reviews the establishment of farming communities and the first Olmec Formative states, the flowering of highland Mexican Classic Period Teotihuacan and other great cities like Tajin in Veracruz, the dynasties of the lowland Maya and summarizes with the Aztec Empire and the period of the Spanish Conquest. The course touches on the many and diverse other cultures that contributed to this vibrant world.
Credit 3 units. A&S IQ: LCD, SSC Art: SSC BU: IS EN: S
Typical periods offered: Spring

ANTHRO 3355 Politics, Religion, and Art in Antiquity: Representations in Paris
This course gives students an opportunity to really know encyclopedic museums, to know what motivated patrons commissioning art and artists creating it, the relationship of art to religion, cosmology, and craftwork, and why governments sponsor such public symbols of the state. The Louvre and the other major encyclopedic museums of Paris are themselves works of art, and they reflect the ways that states use architecture to express their ideals of legitimate power through the command of knowledge and aesthetics. The course further introduces students to the ethical issues surrounding the display of objects as aesthetic commodities, with only brief reference to their history, provenience and provenance in small print labels and notes.
Credit 3 units. A&S IQ: HUM, LCD BU: HUM, IS EN: H
Typical periods offered: Summer

ANTHRO 3361 The American Melting Pot: Migration in the United States
How is migration controlled, monitored, regulated, perceived, and experienced in the American melting pot? How does the United States' history of immigration play into the politics surrounding migration today? What is the influence of migration policies on the everyday lives of migrants residing within the U.S.? What particular opportunities and challenges are presented by being a migrant in the U.S.? Who is migrating to the U.S., and why? This course will provide a comprehensive overview of migration in the U.S., providing students with valuable knowledge not only about the laws and policies that govern migration but also about the lived experiences of migrants. Specifically, we will discuss the history of migration in the U.S., immigration law, the migration policies of recent administrations, the U.S.-Mexico border, border surveillance, health, mental health, public perception of migrants, refugees, asylum seekers, undocumented migrants, sanctuary cities, politics and migration, and Latin American migrants. We will welcome guest speakers working in the field of migration throughout the semester, and students will have the opportunity to ask them about their work as well as their opinions on migration policy in the U.S. Class materials will include articles and book chapters from the fields of anthropology, political science, history, public health, sociology, and psychology as well as short videos, documentary films, and newspaper articles. Additionally, we will incorporate discussions on current events surrounding migration in the U.S. by following weekly news coverage on this topic. This course will be useful for students hoping to work with migrants in a variety of settings as well as for those hoping to pursue policy, research, or political careers related to this topic.
Credit 3 units. A&S IQ: SSC
Typical periods offered: Spring

ANTHRO 3373 Law and Culture
We live in an age when social policy is increasingly displaced into the realm of law, when justice and equality are matters of courtroom debate rather than public discussion. Legal language has become a key resource in all kinds of struggles over livelihood and ways of life. In this course, we study the cultural dimensions of law and law's changing relationship to state power, the global economy, social movements, and everyday life. We approach law as a system of rules, obligations, and procedures, but also a cultural practice, moral regime, and disciplinary technique. How are relationships between legal, political, and economic realms structured and with what consequences? How does law provide tools for both social struggle and social control? What does anthropology contribute to research on these issues? In exploring these questions, we combine readings from classical legal anthropology with recent ethnographic work from around the globe.
Credit 3 units. A&S IQ: LCD, SSC Art: SSC BU: ETH EN: S

Typical periods offered: Fall, Spring

ANTHRO 3383 Cognition and Culture
This course examines the influence of evolved cognitive dispositions (the way natural selection engineered the human mind) on the transmission of cultural knowledge. Dispositions present from early childhood make certain kinds of cultural knowledge particularly easy to acquire, and therefore, culturally stable. We also consider the evidence for differences in cognitive processes triggered by different social environments. Emphasis is on empirical studies and experimental methods in the study of cultural similarity and differences. Prerequisite: Psych 100B, Anthro 160B or permission of instructor.
Credit 3 units. A&S IQ: SSC Art: SSC BU: BA EN: S
Typical periods offered: Fall

ANTHRO 3384 Language in Society
The study of language in its sociocultural context. Issues: gender and class differences in speech, power and language ideology, language choice and contact, poetics and myth, the ethnography of speech forms.
Credit 3 units. A&S IQ: SSC Art: SSC BU: BA
Typical periods offered: Spring

ANTHRO 3385 Internet, Politics and Society
This course examines how the internet is transforming the way people around the world participate in politics. We will look at specific controversies in online politics such as the Wikileaks scandal, Iran's Twitter revolution, social media in the Arab uprisings, and the Great Firewall of China, as well as investigate broader questions of how people obtain knowledge, communicate, and mobilize in the digital age. Students will think critically about the internet as a communicative medium and analyze how it is employed in different cultural contexts. Topics to be covered include: national and transnational political movements; state secrets and political transparency; dictatorship and revolution; media and censorship; activism and mobilization; memory and knowledge; and digital personhood. Students will write brief responses to weekly readings and complete an original research project on digital politics.
Credit 3 units. A&S IQ: SSC Art: SSC EN: S
Typical periods offered: Spring

ANTHRO 3386 Language, Culture and Society
Although this is an introductory course, students who have taken Linguistics 170D, namely, Introduction to Linguistics, will benefit from knowledge of phonology, morphology, syntax and semantics. The primary content of this course explores the relationship between linguistic practice and other social and cultural processes. Anthropological linguistics, including alternative approaches to fieldwork and data collection are introduced, along with various studies of language usage in social and cultural contexts that consider language and thought, language and identity, language and gender, as well as multilingualism and other forms of language contact. The ethnography of speaking and communication are central to this course, as is conversation analyses, which will introduce a combination of qualitative and quantitative linguistic research methods.
Credit 3 units. A&S IQ: LCD, SSC Art: SSC BU: BA EN: S
Typical periods offered: Fall

ANTHRO 3391 Economies as Cultural Systems
Many contemporary approaches to economics downplay or bracket the importance of culture in the workings of economic systems. In this class we will focus on approaches to distribution and exchange in which culture and social institutions figure prominently, if not pre-eminently. We will sample a diverse array of economies, from gift exchange to the ceremonial destruction of wealth, from Melanesia to Wall Street, in order to evaluate some of the assumptions that undergird market capitalism. These assumptions include the perception of market actors exclusively as calculative, maximizing individuals. Topics to be covered include the Industrial Revolution; utilitarianism; economic anthropology; the formal vs. substantivist debates; ethnography of finance, and Marxist sociology.
Credit 3 units. A&S IQ: LCD, SSC Art: SSC BU: ETH EN: S
Typical periods offered: Fall, Spring

ANTHRO 3392 Culture Goes Online: Introduction to Digital Anthropology
How do online phenomena like QAnon and cancel culture become salient cultural forces in real life? Can new apps, intelligent algorithms, and cryptocurrencies solve longstanding social and economic problems? What happens to the data produced by smart homes and appliances? Did memes decide the 2016 presidential election? Has the pace of technological development outstripped our collective ability to make sense of digital technologies and the social worlds they bring into being? Over the past three decades, digital technologies have become powerfully present in social and political life. They offer dazzling possibilities: connecting people and communities across distance and time, expanding our abilities to perceive the world and record our experiences, and producing and processing astonishingly huge quantities of data. They also raise important questions about privacy, ethics, and governance. Proponents of digital technologies celebrate them as great equalizers that create more opportunities for democratic engagement, while critics express concern that they open the door for new forms of inequality and exploitation. This course will examine these and other problems through an anthropological lens, asking how we can think analytically about culture and politics in the digital age. We'll engage with scholarship, journalism, and artistic productions, from the first digital ethnographies to recent, interdisciplinary and methodologically innovative multimedia works. Topics will include social media, the political uses (and abuses) of digital technology, big data and digital surveillance, digital technology and sustainability, and internet infrastructure, access, and inequality.
Credit 3 units. A&S IQ: LCD, SSC Arch: HUM Art: HUM EN: S
Typical periods offered: Spring

ANTHRO 3395 Archaeological Excavation
Training in field techniques during actual excavation of a prehistoric site and introduction to laboratory analysis of the materials recovered. Prerequisites: Anth 190BP, 310CQ, 312C, and 314BQ, or permission of instructor. May be repeated for credit.
Credit 9 units. A&S IQ: SSC Art: SSC
Typical periods offered: Fall, Spring, Summer

ANTHRO 3422 American Indian Art and Iconography
An introduction to the arts among a broad range of native peoples who inhabited North, Middle, and South America. Course begins with basic concepts of art and anthropology. Emphasis is on the iconography found in various art styles, particularly the prehistoric rock carvings and paintings left by Native Americans throughout the New World. Oral traditions and myths found in the ethnographic record provide fascinating associations and interpretations.
Credit 3 units. A&S IQ: SSC Art: SSC EN: S
Typical periods offered: Spring, Summer

ANTHRO 3423 Health and Wellness in the Community: A Service Learning Seminar
This 4-credit course is designed to be an interactive course whereby students will volunteer with a local/community-based health or health affiliated organization under the supervision of an anthropology faculty member and explore the anthropological theories and methods of

analyzing applied service and research. Students will be expected be in class with the instructor twice a week for 1.5 hours each time AND volunteer a minimum of 4-5 hours each week at an approved social service organization, which must be confirmed during first 2 weeks of the semester. In class readings and assignments will be topical and relevant to current events, local issues, and the relationships among community and health. Students must have taken L48 141 AND L48 142.
Credit 4 units. A&S IQ: SSC Art: SSC EN: S
Typical periods offered: Fall

ANTHRO 3433 Conflict and Post-Conflict Societies in Africa
During the political elections in Kenya in 2007, massive civil unrest and violence erupted. It lasted for several months and was largely framed in terms of ethnic groups and borders. Indeed, many conflicts around the continent of Africa are regularly spoken of in terms of ethnicity, and sometimes religion. While these issues are obviously part of contemporary conflicts, these situations are clearly more complex. It is the goal of this course to look at and unpack contemporary and recent conflicts around the continent to gain a more comprehensive understanding of the processes leading to large-scale conflict, to crisis management in these circumstances, and to the small and large-scale processes of peace-building and community rebuilding efforts. In this course, we will look at case studies around the continent (including Angola, Rwanda, Liberia, Mozambique, Sierra Leone, Somalia, Eritrea, South Africa, and Sudan among others) using anthropological and social scientific tools of analysis.
Credit 3 units. A&S IQ: SSC Art: SSC BU: IS EN: S
Typical periods offered: Spring

ANTHRO 3461 Native Americans At Westward Expansion
Issues precipitated by Euro-American contact, colonization, and expansion between 1492 and 1810 across Eastern North America, the Plains, and the Rocky Mountains. Impacts of exploration and settlement and responses by native peoples: epidemics; population loss; breakdown of Southeastern chiefdoms; resistance; relocation; and shifts in economic strategies. Perspectives and policies of Native Americans as well as Europeans and non-Indian Americans, including Lewis and Clark.
Credit 3 units. A&S IQ: HUM, LCD, SSC Art: SSC BU: HUM
Typical periods offered: Fall

ANTHRO 3462 Contested Histories and Landscapes: Western and Indigenous Perceptions of Time and Place
How we conceive of time and place influences the stories we tell about the past, how we form identities in the present, and how we plan for the future in the face of environmental threats like global climate change. The archaeological study of North American Indigenous history has been dominated by Western philosophical thought that takes for granted a particular view of the world, and of being, espoused by the likes of Socrates, Hobbes, Descartes, and Rousseau. Indigenous scholars have critiqued these biases and asked that we recognize ways of perceiving the world that are often fundamentally different than the Euro-American frame of reference.Using archaeological case studies in addition to reading Native American philosophers and intellectuals, we will explore how different ways of understanding the world, and your place in it, influence how we explain the past. We will also consider how these differences play out today regarding issues such as environmental justice, land treaties, tribal sovereignty, and climate change.
Credit 3 units. A&S IQ: SSC, SC Art: SSC BU: BA, ETH EN: S
Typical periods offered: Fall

ANTHRO 3472 Global Energy and the American Dream
This lecture course explores the historical, cultural, and political relationship between America and global energy, focusing on oil, coal, natural gas, biofuels, and alternatives. Through case studies at home and abroad, we examine how cultural, environmental, economic, and geopolitical processes are entangled with changing patterns of energy-related resource extraction, production, distribution, and use. America's changing position as global consumer and dreamer is linked to increasingly violent contests over energy abroad while our fuel-dependent dreams of boundless (oil) power give way to uncertainties and new possibilities of nation, nature, and the future. Assuming that technology and markets alone will not save us, what might a culturally, politically, and socially-minded inquiry contribute to understanding the past and future of global energy and the American dream?
Credit 3 units. A&S IQ: LCD, SSC Art: CPSC, SSC BU: ETH, IS EN: S
Typical periods offered: Fall

ANTHRO 3476 Archaeologies of Graffiti From Antiquity to the Present
The modern story of graffiti-revolving around social, economic, and political contexts such as bathroom stalls, subways and alleys steeped with urine and trash, decrepit buildings and train cars situated in less reputable areas of cities and towns-lead people to associate it with antisocial behaviors, dissent, and the vandalism of public and private property. However, some people consider graffiti as a legitimate form of art, communication, and a somewhat anonymous expression of current social climates. The disparity between these two perspectives has provided a great deal to study for social scientists. However, a consideration of graffiti's simple definition-words or drawings etched or painted on some surface in a public place-lead us to recognize that feats of graffiti originate way before the inner-city movements of the 1970s. In this class we will draw upon a range of studies from archaeology, anthropology, sociology, art, and history to broadly explore the creation and meaning of graffiti from antiquity to the present. Our goal is to learn how to examine the form, function, and context of graffiti across cultures and through time, with regard to the circumstances of its creation. In doing so, we aspire to better understand what lies behind the human urge to leave a mark. PREREQUISTE: Introduction to Archaeology.
Credit 3 units. A&S IQ: SSC BU: BA EN: S
Typical periods offered: Fall

ANTHRO 3481 Writing (Material) Culture
How do we use things to tell stories? How do the things we use shape who we are? The field of material culture studies approaches these questions by examining the role of objects in social life: their importance as material representations of culture and also as agents in its production and reproduction. In this course, we will explore ways to write about material culture, asking how those of us interested in culture (whether as anthropologists, educators, designers, journalists, curators or poets) can most effectively represent and analyze the social role of things through writing. Throughout the semester, students will read different genres of thing-based storytelling: social theory, fiction, archaeological site reports, ethnographies, museum catalogs, and long-form journalism. We will discuss how the authors of these works use things to describe and analyze the relationship between materials and ideas, reality and metaphor, positivism and multivocality, spatiality and temporality, and the politics of curation, commodity chains, ownership, and heritage. Each student will write short pieces in different genres and review the work of peers, and this will culminate in a final portfolio demonstrating the student's ability to practice and assess effective writing about material culture.
Credit 3 units. A&S IQ: SSC Art: SSC BU: ETH EN: S
Typical periods offered: Fall

ANTHRO 3521 Anthropology of Human Rights
This course draws on anthropological scholarship to examine doctrines, practices, and institutions associated with international human rights law. Topics to be covered include: (1) colonialism and the history of international human rights low; (2) the complex theoretical issues raised by attempts to define and apply human rights concepts in different cultural contexts; (3) the role of governments, NGOs, and other international institutions in promoting human rights and humanitarianism; (4) key human rights issues such as freedom of religion, cultural rights, women's rights, and economic rights in different cultural contexts.
Credit 3 units. A&S IQ: SSC Art: SSC BU: BA EN: S
Typical periods offered: Spring

ANTHRO 3533 Love, Courtship, and Marriage in Africa: The Anthropologies of Intimacy and Conjugality
This course is an exploration of past and present anthropological inquiry into love, courtship and marriage across the African continent. The course will explore key questions revolving around making connections between love and political economies, kinship, gender, health, labor migration, colonialism and the law, among other key topics.
Credit 3 units. A&S IQ: LCD, SSC, SC EN: S
Typical periods offered: Fall

ANTHRO 3544 Anthropology of Change: Practicing Applied and Public Anthropology
In this course, students will learn how to use anthropology and ethnographic methods as tools for provoking change. The legitimacy of this fifth-field of anthropology has been in contention amongst anthropologists throughout generations. But in the contemporary era of neoliberalism and big-data, social scientists are increasingly examining their ethical duty to their informants-specifically, concerns about maintaining neutrality versus leveraging ethnographic data to improve lives or to make a profit. We will begin with the history of this ethical debate and move into contemporary issues in anthropology for social change and in business anthropology. Topics will include multidisciplinary teamwork, practitioner capacity building, community action programming, policy development and ethical design. This course is designed for upper-level anthropology students but will be particularly useful for those considering combining anthropology as a double-major or minor in a range of applied fields (business, engineering, social work, law, health and medicine). It will prepare students for the practical use of anthropology in consulting firms, research institutes, corporations, NGOs, and federal, state, and local government agencies.
Credit 3 units. A&S IQ: SSC Art: CPSC, SSC BU: ETH EN: S
Typical periods offered: Spring

ANTHRO 3556 What Makes a Meal: Anthropological Explorations of Food Production, Consumption, and Performance
In this course, we explore what we eat, how we eat it, and why we eat it through an anthroplogical lense. Food is important in many ways. It is a key component is our daily lives and habits. Exploring foodways through an anthropological lens allows us to understand the construction of boundaries and expressions. Food is not just nutrition, it is also taste, memory, politics, ritual, communication, and power. Food has the ability to change the very nature of our genetics. Food is comfort and home while simultaneously is novel and uncomfortable. It heals and it destroys. Through the semester, we will learn how anthropologists study food and foodways, highlighting the socio-cultural, linguistic, biological, and archaeological frameworks. We will learn how different communities interact with food and how foodways can shape and be shaped by the societies we live in, especially the power of food in shaping our modern world systems.
Credit 3 units. A&S IQ: SSC, SC Art: SSC
Typical periods offered: Spring

ANTHRO 3581 Principles of Human Anatomy and Development
This is a course in human anatomy and development for students interested in biological anthropology, biology, and/or medicine. The lecture material will include evolutionary, functional, and clinical approaches to understanding anatomy. Lecture topics emphasize organizational and developmental principles of the organ systems of the human body. Exams will test visual identification of structures and clinical application of concepts discussed in class. Lectures will make extensive use of visual materials, including photographs of anatomical dissections, x-rays, CTs, and MRIs. All lecture materials will be made available to you online.
Credit 3 units. A&S IQ: NSM
Typical periods offered: Summer

ANTHRO 3582 Anthropology of the Human Face
A survey of the human face, including both an evolutionary perspective on why our faces changed to look the way they do today and a theoretical perspective on how we create and maintain self-image through body modification. Comparative and cross-cultural approaches are used to understand modern human craniofacial and cultural diversity. The course includes discussions of how perceptions of biological variation inform social interactions and of how sociocultural norms pattern body modification, both presently and historically. Most importantly, students will learn how information obtained with archaeological, sociocultural, and biological methods is integrated to address anthropological questions.
Credit 3 units. A&S IQ: SSC Art: SSC BU: BA EN: S
Typical periods offered: Spring

ANTHRO 3602 Environmental Inequality: Toxicity, Health, and Justice
How are the problems of environmental stress, pollution, and degradation unevenly borne? Adopting cross-cultural, biosocial, intersectional, and posthumanist approaches, this course explores how exposures to environmental toxicities and dangers result in and exacerbate health harms, social disparities, and structural violences. A range of historical and contemporary case studies will include plagues, weather, fire, water, waste, minerals, air, etc. Students will not only gain an understanding of these problems and burdens, but also explore the transformative potential in intertwining environmental justice, critical global health, and social justice movements to seek solutions to these vital issues.
Credit 3 units. A&S IQ: SSC Art: SSC BU: BA, ETH, IS EN: S
Typical periods offered: Spring

ANTHRO 3607 From Hazard to Catastrophe: Case Studies in Environmental Disasters
From earthquakes, volcanoes, landslides, tornadoes, hurricanes, flooding, drought, to climate change all areas in the United States are at risk from at least one hazardous earth process. In the class we will study the social aspects of environmental management, policy, and disaster response that cause environmental hazards to become catastrophes. Each week we will cover a different natural hazard and use case studies from archaeological and historical sources to evaluate which aspects of management and response discourage or encourage the hazard to become a catastrophe.
Credit 3 units. A&S IQ: SSC Art: SSC BU: BA EN: S
Typical periods offered: Spring

ANTHRO 3608 Caribbean Island Vulnerabilities: Puerto Rico
Tropical and subtropical islands have long been imagined as a tourist's paradise, replete with the pleasures of sun, surf, sand, and sex. At the same time, long histories of colonization, exploitation, resource extraction, and slavery have produced a very different reality for many residents of islands located in and around the Caribbean Sea. More recently, communities in the Caribbean region have been subject to extreme weather events that bring the current politics of climate change into conversation with centuries-old problems related to economic isolation, infrastructure, human poverty, and ecological vulnerability. This course explores the nature of island disasters, both sudden and slow, by examining ethnographically the global histories that today inform Caribbeanness and the politics of everyday island life. We will further analyze the impact of media coverage on North American understandings of the Caribbean through a close examination of Puerto Rico.
Credit 3 units. A&S IQ: LCD, SSC Art: SSC BU: BA, IS
Typical periods offered: Spring

ANTHRO 3610 Culture and Environment
An introduction to the ecology of human culture, especially how traditional cultural ecosystems are organized and how they change with population density. Topics include foragers, extensive and intensive farming, industrial agriculture, the ecology of conflict, and problems in sustainability.
Credit 3 units. A&S IQ: LCD, SSC Art: SSC BU: ETH EN: S
Typical periods offered: Fall, Summer

ANTHRO 3612 Population and Society
This review of population processes and their social ramifications begins with an introduction to the basic terminology, concepts, and methods of population studies, followed by a survey of human population trends through history. The course then investigates biological and social dimensions of marriage and childbearing, critically examines family planning policies, deals with the social impacts of epidemics and population ageing, and looks at connections between population movements and sociocultural changes. The overall objective of the course is to understand how population processes are not just biological in nature, but are closely related to social, cultural, political, and economic factors.
Credit 3 units. A&S IQ: LCD, SSC, SC Art: SSC BU: IS EN: S
Typical periods offered: Spring

ANTHRO 3613 Follow the Thing: Global Commodities & Environment
Who picked your strawberries? Is your produce still local if the hands that harvested it traveled thousands of miles to do the job? This course re-examines the root causes of the global and local environmental problems we read about every day, with an emphasis on historical and contemporary drivers of human migration. Topics include the production and consumption of natural resources, the politics of migration and agriculture, and the cross-border commodification of human labor and the environment. Anthropology is historically associated with the study of remote societies and exotic places often imagined as having little everyday connection with the rest of the world. This course will challenge students to reconsider the meanings of global and local by introducing new social scientific approaches to studying the key problems that have connected (and disconnected) diverse human populations throughout the late 20th and early 21st centuries: growing disparities in material wealth, natural resource depletion, energy overconsumption, inequitable access to care, and beyond.
Credit 3 units. A&S IQ: LCD, SSC Art: SSC BU: BA EN: S
Typical periods offered: Fall

ANTHRO 3615 Environmental Anthropology
This course will provide students with a working knowledge of how the study of humans across space and time has fundamentally impacted the way we understand the idea of nature, the environment and what it means to be human. The course will ground students in both historical and cutting-edge anthropological theories with units on subsistence, transformative nature, imagining wilds in the Anthropocene and pluralizing environmentalisms.
Credit 3 units. A&S IQ: SSC Art: CPSC, SSC BU: BA EN: S
Typical periods offered: Spring

ANTHRO 3616 Ecofeminism: Environmental Social Movements and Anthropology
This course provides a survey of environmental social movements around the world and over time, in the process challenging commonly held perceptions about environmentalism and environmental movements. Specifically, it demonstrates that environmental social movements are often as much or more about people, identity and human rights than they are about protecting the environment. In addition to juxtaposing dominant traditions of American environmentalism with environmental movements in other parts of the world, the course focuses in on new and emerging social movements that are often transnational in scope but local in scale. These new movements offer holistic reinterpretations of human-environment relationships, identities and political and economic organization in their attempts to transcend socio-environmental inequalities. Throughout, the course draws on social scientists' (especially anthropologists') descriptive interpretations and critical theoretical analyses of various environmental social movements and the differences that constitute them.
Credit 3 units. A&S IQ: SSC, SC Art: CPSC, SSC BU: BA EN: S
Typical periods offered: Fall

ANTHRO 3617 Past and Present Cultural Environments
Human societies are situated within and interact with their ecological and environmental systems. Even social relationships within and between groups imply spatial relationships and geographic orientation, advantages, influence, and limitations. Beyond subsistence, environment and the natural world play an integral role in how humans pattern the landscape, structure society, develop their world view, and, in turn, alter and adapt the world in which they live. This course introduces students to anthropological conceptions of human-environmental relationships, past and present. Topics include environmental and landscape archaeology; historical, political, and human behavioral ecology; world view and conceptualizations of nature; human adaptation, resilience theory, and niche construction; anthropological case studies; the intersections of humans, animals, and the environment; and end with environmental politics.
Credit 3 units. A&S IQ: SSC Art: SSC BU: BA EN: S
Typical periods offered: Spring

ANTHRO 3618 Urban Ecological Anthropology
Anthropology's long history of studying human-environment interactions makes it well-suited to examine the complexities of urban environmental issues. Through ethnographies and other readings, this class introduces students to the ways social structures, power and knowledge contour people's experiences and understandings of nature in an urban environment. Of particular interest are environmental justice issues involving pollution and disasters; the creation of community gardens and other public space; cars and bicycles; and conservation or commercial uses of natural resources nestled in or on the edge of cities. Class discussion includes environmental issues in the St. Louis metropolitan area. No background in anthropology or environmental studies is required.
Credit 3 units. A&S IQ: LCD, SSC Art: CPSC, SSC BU: BA EN: S

Typical periods offered: Fall

ANTHRO 3619 Dimensions of Waste

Waste is not apolitical. Its conception, creation and management are deeply cultural practices. Students will learn how local stories integrate to larger, cutting-edge research on waste, gleaned from direct, in-person contact with leading waste scholars. Students will have direct contact with renowned experts visiting for the 2017-2018 Mellon Foundation Sawyer Seminar on Wastelands. Course content will draw from core texts in environmental anthropology and ecocritical theory. We will learn to analyze contemporary perspectives on waste by reading scholarly and activist texts (publications, author visits, blog posts, etc.) as not only disseminators of facts, but also as cultural artifacts of specific epistemologies of waste. Students' final project will be to produce a Mini-Documentary or Podcast using their own original fieldwork interviews to demonstrate the flows of waste in the local St. Louis community.

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

Typical periods offered: Spring

ANTHRO 3620 Anthropological Perspectives on the Fetus

Where do we come from? How do we get here? When does life begin? Is the fetus a person, or something else? How could we decide? This course will integrate biological, medical, philosophical, and cross-cultural perspectives to examine how various societies (including our own) understand the nature of the human fetus. The course will examine basic human embryology, beliefs about conception and fetal development, ideas about the moral status of the fetus, controversies surrounding pre-natal care and ante-natal diagnostic testing (including sex-selection and genetic screening tests), current controversies about fetal medicine and surgery, and the problem of abortion in cross-cultural perspective.

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

Typical periods offered: Spring

ANTHRO 3621 Anthropology of Human Birth

This course will examine the interaction between human biology and culture in relation to childbirth. Emphasis will be placed on understanding the cultural challenges posed by the physiology of human reproduction, the ways various cultures have attempted to meet those challenges, and the resultant consequences that this has had for women's lives. The course will draw on material from human anatomy and embryology, paleoanthropology, clinical obstetrics, public health, social anthropology, the history of medicine, and contemporary bioethics.

Credit 3 units. A&S IQ: LCD, SSC Art: SSC BU: ETH EN: S

Typical periods offered: Fall, Spring

ANTHRO 3624 With Woman: Birth Assistants in Cross-Cultural Context

This course examines the historical, cultural, and evolutionary development vis-a-vis the role specialization of assistants at birth. Beginning with the discourse in physical anthropological research and theory justifying helpers as necessary in human birth due to the obstetrical dilemma, we explore the development of the various tasks such helpers have taken on. Cross-cultural case histories covering the range and scope of practice of traditional birth attendants, midwives, nurses, physicians, and kin are used to illustrate the wide variety of birth practices and ritual related to assistants at birth. Modes of professionalization are examined, including a discussion of the gendered nature of the position. Finally, sociocultural, political, and economic structural constraints legitimizing some assistants and stigmatizing others are scrutinized in order to promote a critical analysis and understanding of the essential and dynamic roles these health care practitioners play in human reproduction. Prerequisite: Freshman seminar in Medicine and Society (Anthro 141)

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

Typical periods offered: Spring

ANTHRO 3625 The Female Life-Cycle in Cross-Cultural Perspective

This course will examine the biology of the female reproductive cycle -- menarche, menstruation, and the menopause -- and its cultural interpretation around the world. Topics covered will include the embryology of human sexual differentiation, the biology of the menstrual cycle and how it influences or is influenced by various disease states, contraception, infertility, cultural taboos and beliefs about menstruation and menopause, etc. The course will utilize materials drawn from human biology, clinical gynecology, ethnography, social anthropology, and the history of medicine and will examine the interplay between female reproductive biology and culture around the world.

Credit 3 units. A&S IQ: LCD, NSM Art: NSM BU: SCI

Typical periods offered: Spring

ANTHRO 3626 Adventures in Nosology: The Nature and Meaning of Disease

What is a disease and how do you diagnose one? What are medicines and how, when, and for what purpose should they be used? These questions reflect universal human concerns, but the answers given to these questions have varied enormously in different times and places. The course will consider the nature of health, illness, disease and its treatment, beginning with a detailed examination of the traditional ethnomedical system of the Hausa people of northern Nigeria. Using this West African medical system as a baseline for comparison, the course will then explore the nature of nosology (the classification of diseases) and the underlying logic of different therapeutic systems in different times and cultures, including our own. The course will draw on ethnography, the history of medicine, bioethics, and human biology to understand how these questions are asked and answered in different societies, times and places.

Credit 3 units. A&S IQ: LCD, SSC Art: SSC BU: SCI EN: S

Typical periods offered: Fall, Spring

ANTHRO 3628 The Anthropology of Health Disparities

This course approaches the subjects of race, ethnicity, gender, sexuality and class-related health disparity epidemiologically and anthropologically. Students in this course will explore these cultural categories both as factors that contribute to systematic differences in health status and outcomes and as dynamic frameworks through which those systematic differences can be examined and understood. The grounding assumptions of this course are 1) that race, ethnicity, gender, sexuality and class are cultural constructs employed by humans in an effort to account for observed physical, dispositional and behavioral group-level diversity; 2) that disparity, and particularly health disparity, is meaningfully associated with diversity but is not caused by it; and 3) that because humans are the product of two dynamic, complex systems (biology and culture), health disparities are most usefully engaged as conditions of process and interconnectedness.

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

Typical periods offered: Spring

ANTHRO 3656 Behavioral Ecology of the Great Apes

The goal of this course is to introduce students to the behavioral ecology and observational study of non-human great apes. Lectures and readings will provide an overview of the evolution, distribution, feeding ecology, social systems, behavior, conservation, and well-being of great apes. The comparative nature of course material will

gradually increase throughout the semester and students will be asked to synthesize this material on exams. Additionally, students will complete a course-based independent research project on a topic of their choosing at the Saint Louis Zoo, via live video webcams, or by using great ape video archives. Students' grades will be based on participation during in-class activities, midterm syntheses of comparative great ape behavioral ecology, and the production of an original research poster.

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

Typical periods offered: Spring

ANTHRO 3660 Primate Ecology, Biology, and Behavior

This course will provide a comprehensive overview of the order Primates by investigating behavioral adaptations, life history characteristics, physiology, ecology, geographic distribution, social structure, taxonomy, and evolution. The course will cover all of the primate groups: apes, monkeys, tarsiers, and strepsirhines (e.g., lemurs). The importance of primate ecology, biology, and behavior to the discipline of anthropology -- particularly how social and environmental factors may have shaped human evolution -- will be discussed. This course will take an evolutionary approach and include the discussion of natural selection and other forces of evolution. Intended for students who have already taken Anthro 150A and recommended for students who wish to take the more advanced 400-level courses on primates. Prerequisite: Anthro 150A or permission of instructor.

Credit 3 units. A&S IQ: NSM Art: NSM BU: SCI

Typical periods offered: Fall, Spring

ANTHRO 3661 Primate Biology

This course takes a multi-faceted introductory approach to the primates, the closest relatives of human beings, by investigating anatomy, growth and development, reproduction, behavioral adaptations, ecology, geographic distribution, taxonomy and evolution. Emphasis will be placed not only on the apes and monkeys, but also on the lesser-known lemurs, lorises, bushbabies, tarsiers, and many others. The importance of primate biology to the discipline of anthropology will be discussed. Intended for students who have already taken Anthro 150A, and recommended for students who wish to take the more advanced 400-level courses on primates. Prerequisite: Anthro 150A or permission of instructor.

Credit 3 units. A&S IQ: NSM Art: NSM BU: SCI

Typical periods offered: Fall, Spring

ANTHRO 3662 Writing for Primate Conservation Biology

This class will focus on the ecological diversity of primates and how these and other traits are related to their present day abundance and distribution. In addition, the biological, abiotic and anthropogenic factors related to extinction risk will be examined. It will also review the endangered species of primates, case histories of conservation programs, and management practices in Asia, Africa, South America, and Madagascar. Prerequisites: Anthro 150 or Bio 2970, or permission of instructor.

Credit 3 units. A&S IQ: NSM, WI Art: NSM BU: SCI

Typical periods offered: Fall, Spring

ANTHRO 3665 Observing Animal Behavior At the St. Louis Zoo

This course is an introduction to methods for the collection of behavioral data in studies of animal behavior. Students will be trained in the design of research projects and the analysis and interpretation of behavioral data. Students will learn how different methods are used to answer specific questions in animal behavior research. Research will be conducted at the St. Louis Zoo.

Credit 3 units. A&S IQ: NSM Art: NSM

Typical periods offered: Summer

ANTHRO 3666 Comparative Primate Socioecology

This course focuses on the interface between the behavior and ecology of non-human primates and its applications to primate conservation. We will examine how the basic principles of animal ecology can help us understand primate behavior. We will look at a wide range of primates from a comparative perspective as we explore primate habitats, diets, life histories and communities, social relationships, and much more. Because most primate species are threatened, endangered, or even facing extinction, we will also focus on how various aspects of ecology are used in the conservation of primates. We will draw heavily on field studies and particular research projects of primates and emphasize their behavior in natural environmental and social settings. The objectives of the course are: 1) to gain an understanding of principles of animal behavior by using primates as a model, 2) to understand variation in behavior and how ecology influences this variation in living primates, 3) to use the comparative approach to better understand why primate societies differ, 4) To understand how we address and answer questions about primate behavior through field research

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

Typical periods offered: Spring

ANTHRO 3668 Primate Social Behavior

Anthropologists have various tools to aid them in investigating the evolution of human behavior and human social systems, one of the most primary and basic of which is the study of nonhuman primates. The goal of this course is to provide an overview of nonhuman primate behavior and social systems, including aspects of primate biology, evolutionary theory, and socioecological theory. May not be counted toward the requirements for the major or minor in Psychology.

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

Typical periods offered: Spring

ANTHRO 3691 Kill Assessment: An Investigation Into Death, Genocide, and Other Forms of Violence

Is violence best understood as a set of random acts marginal to society, or do societies need violence to make culture systematic and hierarchy functional? This course is not about the psychology of individual pathology; rather, we will think about violence as a potential category of culture. We will address two major issues throughout this course. First, we will discuss different types of violence: physical/material violence and symbolic violence. Second, we will become familiar with ways that social groups turn violence into an aesthetic object and an artistic project. To accomplish our task, we will take both an ethnographic and theoretical approach so that we may better ground our understanding of violence in various people's everyday experiences while at the same time developing a broader, more complete idea of what violence entails. Specific readings include the following topics: U.S. and Brazilian hip-hop; Puerto Rican reggaeton; video games; contemporary Latin American plastic arts; U.S. hate crimes; rape and other form of domestic violence; violence workers in Latin America; genocides in Rwanda, Guatemala, and Armenia; drug lords in Rio de Janeiro, Los Angeles, and Mogadishu, Somalia; and the legality of lethal injections for capital punishment in the United States.

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

Typical periods offered: Fall, Spring

ANTHRO 3692 Blood Feuds and Battlefields: The Archaeology of Warfare and Conflict

In this course we will explore the origins, causes and consequences of warfare in human societies. Our overall aim will be to gain a broad understanding of the range of variation in which warfare and human societies have influenced one another. The bulk of human history falls outside the scope of written records making archaeology a critical means of understanding our past. Through an examination of diverse

case studies students will gain an understanding of the various forms of violence and warfare carried out among and between human populations-from small-scale blood feuds among foraging and early agricultural societies to the large-scale warfare and territorial expansion undertaken by states and empires. Particular attention will be paid to the role of warfare in social and cultural change. We will also explore common themes in the archaeology of warfare including sacrifice and ritual violence, gender, and the depiction and commemoration of warfare in art, iconography and monumental architecture. Finally, we will consider how perceptions of past conflicts affect us in the present-day by examining the role that they continue to play in the present. Throughout the course we will remain respectful and mindful of our ethical responsibilities to descendant communities and the contemporary context for studying violence in the human past.
Credit 3 units. A&S IQ: SSC Art: SSC BU: BA EN: S
Typical periods offered: Spring

ANTHRO 3693 Anthropology of Death, Mourning, and Burial
This course offers anthropological analysis of death, mourning and burial. It draws on data and theoretical explanations from different sub-disciplines of anthropology (archaeology, cultural anthropology, and physical anthropology). In addition to theoretical conceptualization of mortuary practices, specific case studies will be used to address a wide range of topics. The course covers cross-cultural comparison of burial among hunter-gatherers, pastoralists and complex societies. Mortuary practices will also be conceptualized based on religion and secularity, social organization and biological approaches (eg. paleodiet, paleodemography, disease). Ethical and legal issues of using human remains worldwide will also be addressed. This course will help train and stimulate academic enquiry into ancient and modern societal treatment of death around the globe. The time covered in this course ranges from the Lower Palaeolithic to the contemporary world.
Credit 3 units. A&S IQ: LCD, SSC Art: SSC EN: S
Typical periods offered: Fall

ANTHRO 3697 Culture and Aging
This course provides an anthropological perspective on cultural and societal responses to the worldwide increase in numbers and proportions of longer-living adults. It also examines the experience and meaning of growing older within various cultural contexts. We will consider the impact of culture on a number of aging-related areas including: the demography of global aging; conceptualizations of the life course; processes of human development as reflected in life histories of persons from diverse cultures; definitions of successful aging; biological anthropology and aging; family and intergenerational relationships; health beliefs and perceptions of health and frailty; health care systems; perceptions and treatment of late life cognitive decline; gender differences; gerotechnology; globalization and aging; and end-of-life issues. Prerequisite: Two cultural anthropology courses; one anthropology course and one aging-related course; or instructor's written permission.
Credit 3 units. A&S IQ: SSC Art: SSC BU: ETH EN: S
Typical periods offered: Fall

ANTHRO 3701 The Works and Ideas of Great Anthropologists
A survey of major theories and paradigms in anthropology; emphasis is on approaches taken by sociocultural anthropologists in analyzing and explaining features of societies and cultures, including evolutionary theories, comparative methods, interpretive approaches and ecological accounts. Required of all majors. Students considering a junior year abroad should enroll sophomore year.
Credit 3 units. A&S IQ: LCD, SSC BU: BA
Typical periods offered: Fall, Spring

ANTHRO 3740 Social Landscapes in Global View
From the beginning of the human campaign, societies have socialized the spaces and places where they live. This socialization comes in many forms, including the generation of sacred natural places (e.g., Mt. Fuji) to the construction of planned urban settings where culture is writ large in overt and subtle contexts. Over the past two decades or so, anthropologists, archaeologists, and geographers have developed a wide body of research concerning these socially constructed and perceived settings -- commonly known as landscapes. This course takes a tour through time and across the globe to trace the formation of diverse social landscapes, starting in prehistoric times and ending in modern times. We will cover various urban landscapes, rural landscapes, nomadic landscapes (and others) and the intersection of the natural environment, the built environments, and the symbolism that weaves them together. Chronologically, we will range from 3000 BCE to 2009 CE and we will cover all the continents. This course will also trace the intellectual history of the study of landscape as a social phenomenon, and will investigate the current methods used to recover and describe social landscapes around the world and through time. Join in situating your own social map alongside the most famous and the most obscure landscapes of the world and trace the global currents of your social landscape!
Credit 3 units. A&S IQ: LCD, SSC Art: SSC BU: BA, IS EN: S UColl: CD
Typical periods offered: Fall

ANTHRO 3774 Archaeology and History of Central Asia
This summer program entails 4 weeks of field-based archaeological research in the Dzhungar Mountains of Kazakhstan, including field trips to regional archaeological sites and excursions to explore the regional biology and geography. The course content is structured through practicum training as part of archaeological excavations at a 5000 year old pastoralist campsite located in a high mountain landscape. In addition to learning about the history and culture of the region, students will be trained in a variety of archaeological methods by rotating through various on-site scientific stations, including archaeological photography, paleoethnobotany, faunal analysis, rock-art analysis, mapping and landscape survey, GIS, and much more! The course program also includes a series of pre-departure sessions to provide cultural, linguistic, historical, and logistical preparation.
Credit 6 units. A&S IQ: SSC EN: S
Typical periods offered: Summer

ANTHRO 3775 Ancient Eurasia and the New Silk Roads
This course will explore the rise of civilization in the broad region of Eurasia, spanning from the eastern edges of Europe to the western edges of China. The focus of the course is the unique trajectory of civilization that is made evident in the region of Central Eurasia from roughly 6000 BC to the historical era (ca. AD 250). In addition to this ancient focus, the course aims to relate many of the most historically durable characteristics of the region to contemporary developments of the past two or three centuries. Fundamentally, this course asks us to reconceptualize the notion of civilization from the perspective of societies whose dominant forms of organization defied typical classifications such as states or empires and, instead, shaped a wholly different social order over the past 5000 years or more. This class provides a well-rounded experience of the geography, social organization, and social interconnections of one of the most essential and pivotal regions in world history and contemporary political discourse.
Credit 3 units. A&S IQ: LCD, SSC Art: SSC BU: IS EN: S
Typical periods offered: Fall

ANTHRO 3793 Mississippi River Basin: Past, Present, and Future
Interdisciplinary study of the past, present, and future of the Mississippi River Basin. Using lectures, guest presentations, and field trips, the course provides a broad overview of the important natural, historical, social, cultural, and environmental issues surrounding the Mississippi River and its tributaries. We encourage an understanding and appreciation of the river from a holistic perspective. An emphasis in the course is on experiential learning, or out-of classroom field trips, where students have the opportunity to see, firsthand, important issues related to the Mississippi River, its environment, culture, and the historic changes wrought upon the River, and their effects. The class meets once a week; classes will include some combination of lecture, presentations by guest speakers, or field trips. During Spring break we will take a field trip down the Mississippi River to the Gulf of Mexico (students will be charged an extra fee for this field trip).
Credit 4 units. A&S IQ: SSC Art: SSC EN: S
Typical periods offered: Spring

ANTHRO 3796 Meltdown: The Archaeology of Climate Change
This course examines the temporal, geographical, and environmental aspects of past climate changes, and by using specific examples, explores how climate changes may have affected the evolution of human culture and the course of human history. Archaeological and documentary examples from the Americas, Africa, Asia, Europe, and the Near East will be used to explore if or how significant events in human history have been influenced by changes in climate.
Credit 3 units. A&S IQ: SSC Art: SSC BU: IS EN: S
Typical periods offered: Fall

ANTHRO 3797 Anthropology and Climate Change: Past, Present, and Future
This course provides an overview for interplay between humanity and global climate change that encompasses three-field anthropological subjects. Course material includes the role of climate change in shaping human evolution, human solutions to climatic challenges through time, the impact of human activities on the climate, and modern socio-cultural examinations of how climate change is affecting the lives of people around the world.
Credit 3 units.
Typical periods offered: Fall, Spring, Summer

ANTHRO 3833 Performance and Healing: The Politics of Health Representation
The purpose of this course is to bridge the disciplines of medical anthropology, global public health, and medical humanities through deep consideration of how variegated knowledge about health, healing, and illness is produced and performed in a variety of public forums. Students will explore the ways in which knowledge is produced about particular global health topics through representation in text, image, sound, film/television, and live performance art. Using interdisciplinary theory and methods, this course answers the following questions: why are these representation modalities important, and how do we analyze them in practice? Drawing on the fields of medical anthropology, media studies, global public health, and performance studies, this course elucidates the relationships between knowledge production, representation, discourse, health, and power through three case studies. Case study topics include: HIV/AIDS, Heroin Injection Use, and Domestic and Sexual Violence. Although the course provides an interdisciplinary perspective for understanding and analyzing different ways of representing illness and healing, it is also deeply grounded within the political-economy of health framework of critical medical anthropology. The following topics will be central to our analyses in this class: gender, sexuality, the body, class, ethnicity, and language.
Credit 3 units. A&S IQ: SSC Art: SSC BU: BA EN: S
Typical periods offered: Fall, Spring

ANTHRO 3842 Anthropology of America -- Intermediate I
Anthropological studies of American cultures and subcultures, examined at an intermediate level. Most attention to ethnographies of ethnic and national origin subcultures, to uses of ethnicity, to ways of coping with mainstream American culture. Read one book and write one book analysis each week. Thursday lectures, Tuesday discussions. Section enrollment on Tuesdays required. Prerequisite: Anthro 160B.
Credit 3 units. A&S IQ: SSC Art: SSC BU: BA
Typical periods offered: Fall

ANTHRO 3844 Cultures in Contact: The Anthropology of Travel, Trade, and Transformation
This course looks at past and present interactions of people with the idea that people meet, greet, listen, process, and react to one another as part of larger networks and processes that bring worlds together. Cultural contact is not just about warfare, not just about the Olympics, not just about McDonalds; cultural contact involves people in time, space, and history where political motives, racism, religious conviction, personal gain, and curiosity all play part. This seeking of new knowledge has led us to cross seas and borders throughout prehistory. What motivates people to explore? And what happens when they do?
Credit 3 units. A&S IQ: LCD, SSC EN: S
Typical periods offered: Summer

ANTHRO 3860 Sports, Health, and Society
Sports is a lens onto social issues of health, fitness, and the body. Case studies in this course deal with injury and abuse, the role of medicine and pharmaceuticals, corporations and mass media, gendered aggression, doping scandals, disabled athletes, trans athletes, and video games, among other topics. A wide range of sports will be covered, including basketball, American football, college athletics, sumo wrestling, martial arts, ordinary activities like running and exercise, and mass spectacles such as the Olympics. By adopting cross-cultural and intersectional approaches, this course will consider how race, gender, and other social contrasts shape ableisms, body norms, violences, and hard-driving business interests in sports and society.
Credit 3 units. A&S IQ: SSC, SC Art: SSC BU: BA EN: S
Typical periods offered: Fall

ANTHRO 3862 Biocultural Perspectives on Children
As childhood is both a biological phenomenon and a social construct, this course examines childhood both across cultures and from biosocial perspectives. Lectures and readings will use case materials from around the globe. We will start by examining basic Darwinian concepts and explore childhood in a variety of cultural settings. The course will be broken down into four major areas of interest: human evolution, sociology/social anthropology, biological anthropology, and developmental psychology. The goal is to form a biosocial and cross-cultural understanding of children. We will place strong emphasis on how childhood, a uniquely human life stage, varies from culture to culture, and on issues relating to physical and social development of children. Examples will come from both the north and the south, as well as from other species.
Credit 3 units. A&S IQ: SSC Art: SSC BU: BA, IS EN: S
Typical periods offered: Spring

ANTHRO 3870 Science and Society
Encounters with science are ubiquitous in daily life. We read papers hailing scientists' most recent achievements. We adjust our lifestyles to their findings, and we sometimes even allow them to change our beliefs about the world. As students, we learn about the scientific method, run labs, and memorize facts and equations. This course

invites students to estrange themselves from these familiar scenes by challenging some assumptions about what science is and how it works. In the course, we launch from the premise that science is itself a cultural activity, permeated by social norms and values. Surveying a rich, cross-disciplinary literature, the course thus aims to unpack the deep imbrications between science, society, technology, economy, and politics from the perspective of the field of science and technology studies.

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

Typical periods offered: Fall, Spring

ANTHRO 3871 Darwinian Medicine

This course explores the fundamental relationship of evolutionary theory to the art and science of medicine, broadly defined. By considering human health and disease from an evolutionary perspective, modern medicine is gaining new insights into why diseases occur, and how the human body is adapted to respond to them. Readings and lectures emphasize the impact of evolutionary causes rather than proximate causes of disease. This course will introduce evolutionary perspectives on aspects of disease, while considering other aspects of common diseases including social, political, and cultural aspects of human health and illness. Students will gain a deeper appreciation about human health, and acquire information that may also help to make critical health care decisions. Prerequisites: Anthro 150 and Anthro 160, or permission of instructor.

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

Typical periods offered: Fall

ANTHRO 3872 Anthropology of Health and Healing

This course uses an anthropological perspective to examine global health and illness by focusing on systems, substances and techniques of healing. The student is presented with information from a variety of cultures designed to introduce basic principles and methods used in the discipline of medical anthropology. Concepts fundamental to the study of health and disease in cross-cultural contexts are explored via case histories that facilitate a holistic and comparative understanding of the rich diversity of human experience. The relationship between biology and culture is emphasized, along with the manner in which politics, economics, and social structure influence the choices people make in their efforts to diagnose, treat, and cure illness and disease and to promote health.

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

Typical periods offered: Fall

ANTHRO 3873 Human Energetics and Physiology

A survey of human physiology, with a focus on energetics. Introductory lectures will focus on the importance of energetics in biology and evolution. We then explore basic human physiology, including growth and development, neurophysiology, respiration, digestion, locomotion, and reproduction, investigating both how these processes work, and how they fit into the evolved human strategy for growth, survival, and reproduction. Prerequisite: Anthro 150A or permission of instructor.

Credit 3 units. A&S IQ: NSM Art: NSM

Typical periods offered: Fall, Spring

ANTHRO 3874 International Public Health

This course explores current topics in international public health using a case-study-based approach, emphasizing public health issues affecting low-and middle-income countries; introduction to the tools and methods of international public health research and programs; in-depth examination and critique of the roles of local and national governments, international agencies, and third-party donors in international public health work; and the contributions of anthropology to the international public health agenda.

Credit 3 units. A&S IQ: LCD, SSC Art: SSC EN: S

Typical periods offered: Spring

ANTHRO 3875 Pharmaceutical Personhood

This course examines sociocultural dimensions of pharmaceutical production and consumption in the contemporary world. Pharmaceuticals have brought remarkable promises. Their consumption also reflects various social inequalities and substantial transformations in human experience that demand critical attention. We examine the history and global reach of the pharmaceutical industry, the content of pharmaceutical advertising, and pharmaceutical use in the treatment of various kinds of illness, including common mental disorders, post-traumatic experience, chronic illness, eating disorders, and lifestyle disorders. Case studies are drawn from diverse societies. We also explore various angles of public criticism about the pharmaceutical industry. No background in anthropology is required.

Credit 3 units. A&S IQ: SSC Art: SSC BU: ETH EN: S

Typical periods offered: Fall

ANTHRO 3876 Darwin and Doctors: Evolutionary Medicine and Health

Back pain, diabetes, obesity, colds, even morning sickness. These are all common human health problems. But have you ever wondered why we have these and other health conditions? In this class, we will investigate this question - and others - specifically using evolutionary theory to inform current understandings of contemporary health problems.

Credit 3 units. A&S IQ: NSM Art: NSM BU: SCI

Typical periods offered: Fall

ANTHRO 3880 Multispecies Worlds: Animals, Global Health, and Environment

Amid escalating global environmental and health crises that impact all forms of life, this course critically considers the diverse relationships of humans with other forms of life and varied ecological systems. Although anthropology has long studied humans' use of and impact on environments, anthropologists have begun to increase their focus on human-animal cohabitations, engagements, and shared cultures and worlds. This seminar looks at how diverse contemporary contexts -- such as zoos, farms, forests, and laboratories -- involve fascinating human-animal relationships and contentious implications for ethics, health, and ecology. In investigating how animals are central to scientific knowledge production, debates about animal welfare, environmental sustainability issues, companionship and pets, entertainment and sports, and zoonic disease, we will explore the possibility for more richly understanding the world by fully appreciating species diversity and interconnectivity.

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

Typical periods offered: Spring

ANTHRO 3881 Disability and Culture

This course will examine how anthropological theory and methods contribute to the understanding of disability and adaptation to chronic health conditions. Areas to be covered will include: belief and ethnomedical systems, social construction of illness and disability, ethnicity and health care, cultural influences on everyday competence, decision-making and symptom management, family caregiving, cultural influences on patterns of help-seeking, stigma and coping with chronic illness, and the disability rights movement.

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

Typical periods offered: Spring

ANTHRO 3882 Psychological Anthropology
The objective of this course is to introduce students to the central topics and methods of psychological anthroplogy. Psychological anthropology is concerned with the interplay of psychology and culture on both the individual and group levels. We will look cross-culturally at such topics as child and adolescent development, religious experience, illness and healing, self and identity, gender and sexuality, reasoning and symbolism, and psychopathology. This class draws upon a range of sources, including ethnographies, psychoanalytic theory, contemporary critical theory, and cross-cultural materials.
Credit 3 units. A&S IQ: SSC Art: SSC BU: BA EN: S
Typical periods offered: Fall, Spring

ANTHRO 3884 Regulating Reproduction: Morality, Politics and (In)justice
This course centers on the burgeoning corpus of anthropological scholarship on reproduction, with special attention to the regulation of reproductive behaviors and population management in cross-cultural perspective. Anthropologists and feminist scholars have shown how reproduction-which links individual bodies to the body politic-is a privileged site for processes of governance. Scholars have also shown how seemingly personal reproductive choices made in the micro units of families, are always bound up with broader, if obscured, economic, national, and political projects. In this course, we will cover how diverse entities, including the state, the Church, NGO's and feminist groups, seek to manage reproductive behaviors and politics across the world. We will discuss population control campaigns (such as China's notorious one-child policy) and pronatalist population policies (like those seen in Israel) in order to underscore how the management of fertility becomes a crucial site for nationalist and state-building projects. In this course we examine processes of reproductive governance around topics including pregnancy and birth, family planning, abortion, and adoption. We also examine how the global proliferation of Assisted Reproductive Technologies (such as in vitro, sonogram, abortifacient pills, amniocentesis) intersects with efforts to govern reproduction. Crucially, we take class and race as key axes through which reproduction is experienced and stratified in diverse contexts. At the end of this course students should have a solid grasp of key topics and themes in the anthropology of reproductive governance, as well as more in-depth knowledge of a particular controversial reproductive issue that they choose to focus on for their final research paper.
Credit 3 units. A&S IQ: SSC, SC EN: S
Typical periods offered: Fall

ANTHRO 3885 Global Mental Health
What does global mental health mean for different actors and stakeholders? This course will examine the history, interventions, and critiques of global mental health. We will explore how diagnosis, distress, and treatment are experienced in different cultural and geographic contexts. Moreover, we will consider how biomedical psychiatry complements and conflicts with other forms of healing expertise. We will also consider mental health disparities, and critically reflect on the successes and challenges of global mental health interventions. This course will draw on materials from different disciplines, including anthropology, public health, psychiatry, social work, long form journalism, and guest speakers to examine topics in global mental health, such gender and sexuality, migration and displacement, environmental determinants and climate change, and global crises like COVID-19. Our course materials will draw on research carried out in a variety of locations, including the United States, India, Iran, Italy, Botswana, Brazil, and Thailand.
Credit 3 units. A&S IQ: LCD, SSC BU: BA, IS EN: S
Typical periods offered: Fall, Spring, Summer

ANTHRO 3886 The Anthropology of Mental Health
The psyche-what goes on in your head and others'- is an ineffable part of the human experience. It produces the most profound feelings of pain and pleasure and includes everything from memory and trauma to desire and fantasy. But it also responds to things in the real world: racism, poverty, social inequality, and ecological catastrophe. It informs our behavior, and it is informed by the material conditions around us. When things go wrong in the psyche, we now call them mental illnesses. But it's not always clear whether their causes are internal and 'organic' or 'socially constructed' by external factors and labels. Often, both forces are at play. In this exploratory course we will work to develop a new language for understanding the psyche as it operates in the 21st century. We will read widely and generously from sources on the history and culture of mental health and mental illness, as well as ethnographies of its related institutions. Our goal is to bring together both anthropological theory and applied ethical insights from the legitimate scientific discoveries of psychology, psychiatry, and psychoanalysis.
Credit 3 units.
Typical periods offered: Fall, Spring

ANTHRO 3887 American Indians and American Empire
This course critically explores the past and present struggles of Native Americans against white settler colonialism. We trace connections between U.S. domestic policy and imperialist ideologies, politics, and violent war from the United States to the Philippines to Latin America and the Middle East. By reading work by Native American and non-Native scholars, writers, and activists, we will consider how issues of race, class, gender and sexuality, violence, policing and militarism, nature, education, language, and sovereignty are intertwined with coloniality, forms of anti-colonial resistance, and the making of decolonized futures. Readings will be interdisciplinary, drawing on anthropology, history, politics, and literature. Students will develop research projects through case studies of their choosing.
Credit 3 units. A&S IQ: LCD, SSC Art: SSC BU: BA, IS EN: S
Typical periods offered: Fall, Spring

ANTHRO 3888 The Anthropology of Development
This course begins with the major development theories from the end of WWII to the present. A critical review of these theories reveals that the relationship between the rhetoric and practice of development is tenuous at best. Development practice is too often driven by relationships, attitudes, and motives that are seldom addressed in the discourse of international development. A second major theme will be the role of anthropologists in the development project, and anthropological critiques of development. Special emphasis will be placed upon contemporary approaches, especially ideas of participation and empowerment and the institution of NGOs (Non-Government Organizations). Prerequisite: L48-160BQ or permission of instructor.
Credit 3 units. A&S IQ: SSC Art: SSC
Typical periods offered: Spring

ANTHRO 3889 Rich Nations and Poor Nations
Course begins with an examination of equality in small scale societies and proceeds to a study of the causes underlying the current wealth gap between the developed world and underdeveloped Third World. Last half of course focuses on the wealth gap within poor nations and examines problems of urban and rural development. Prerequisite: Anthro 160BQ or permission of instructor.
Credit 3 units. A&S IQ: SSC Art: SSC BU: BA, IS
Typical periods offered: Fall, Spring

ANTHRO 3900 Intermediate Directed Research
This course level is typically taken by juniors or seniors during their first semester in the lab, or by advanced freshmen and sophomores. The expectations of a 300-level directed research project will be greater than those of a 200 level directed research. Student participation in research activities should include higher-level participation, including completing literature reviews, running complex assays, or similar work. The student is expected to be proficient in the appropriate research techniques of a lab, familiar with relevant literatures surrounding the project, and capable of working with minimal supervision. There should be some form of final evaluation or project, but an independent research project is not necessary. May be taken for 1-3 credit hours, 1-2 recommended. Students must enroll in a specific section with a faculty member and receive approval from the department.
Credit 3 units.
Typical periods offered: Fall, Spring

ANTHRO 3916 Archaeology Field School At Kampsville
Requires permission of Department by application prior to May 15. Work will be done during the summer months at Kampsville, Illinois. Variable credit of 3-9 units.
Credit 9 units.
Typical periods offered: Summer

ANTHRO 3990 Undergraduate Teaching Assistant
Open to advanced undergraduates only. Usual duties of teaching assistant in laboratory or other selected courses. Prerequisite: Permission of instructor.
Credit 3 units.
Typical periods offered: Fall, Spring

ANTHRO 3992 Archaeology Field School in China
Requires permission of department by application prior to April 15. Involves work in China during the months of June and July. Variable credit 3 - 6 units.
Credit 6 units. A&S IQ: SSC Art: SSC
Typical periods offered: Summer

ANTHRO 3993 Introduction to Archaeological Field Techniques
This session will run from June 11, 2018-June 29, 2018. Introduction to archaeological fieldwork. Includes a variety of techniques employed by archaeologists, the underlying purpose of excavations, and the manner in which they are used to explore past societies. Field mapping and testing an archaeolgocial site near Cahokia Mounds links this project to ongoing excavations with other institutions and relates it to the Redefining Cahokia project.
Credit 3 units. A&S IQ: HUM, SSC Art: SSC BU: HUM EN: S
Typical periods offered: Summer

ANTHRO 3994 An Introduction to Archaeological Site Survey
The study and interpretation of the archaeological record begins in most instances with an archaeological survey. The purpose of this course is to provide students with an introductory level, hands-on experience to archaeological survey as practiced in eastern North America. This involves an introduction in the field to the various methods employed in the identification and mapping of archaeological sites. Students will spend Saturdays in the field mapping and recording archaeological sites including the mapping of monumental earthworks such as those at the prehistoric site of Cahokia or nearby mound centers.
Credit 3 units. A&S IQ: HUM, SSC Art: SSC BU: HUM EN: S
Typical periods offered: Fall, Spring, Summer

ANTHRO 3995 Anthropology Coursework Completed Abroad
Study Abroad
Credit 12 units.
Typical periods offered: Fall, Spring

ANTHRO 3996 Anthropology Elective: 300-Level
External transfer credit
Credit 3 units. EN: S
Typical periods offered: Fall, Spring, Summer

ANTHRO 3997 Anthropology Environment Study Abroad Coursework
Study Abroad
Credit 0 units.
Typical periods offered: Fall, Spring

ANTHRO 3998 Anthropology Global Health Study Abroad Coursework
Global Studies Study Abroa
Credit 0 units.
Typical periods offered: Fall, Spring

ANTHRO 3999 Class Mentor
Classroom instructional assistance through mentoring activities assigned by instructor. Limited to advanced undergraduates only. Permission of instructor required. Class mentors will contribute to the intellectual development and/or pedagogical design. This is a more rigorous commitment that requires the production of additional course material or responsibilities compared to L48 Anthro 399; Undergraduate Teaching Assistant. Prerequisite: Permission of instructor.
Credit 3 units.
Typical periods offered: Fall, Spring

ANTHRO 4005 The Evolutionary and Health Impacts of Human Parasite Infection
Are parasites old friends or enemies we have been combatting for as long as humans have been around? Throughout our evolutionary history, humans have constantly interactedwith parasites and other organisms that make their homes in our bodies. How did these relationships evolve and how does variation in social and economic factors alter human infection risk? Why do some parasite infections cause severe illness while other are often unnoticed? How might an evolutionary understanding of human-parasite relationships help us improve health outcomes? This class will explore these questions and more as we investigate how parasites have affected human evolution and health. Pre-requisites: L48 307A or equivalent highly recommended.
Credit 3 units. A&S IQ: NSM Art: NSM BU: SCI
Typical periods offered: Fall

ANTHRO 4010 Evolution of Non-Human Primates
Discussion and analysis of primate evolution with emphasis on comparative and functional anatomy and primate paleontology. Prerequisite: permission of instructor.
Credit 3 units. A&S IQ: NSM Art: NSM
Typical periods offered: Spring

ANTHRO 4011 Popular Culture and Consumption in Modern China
This writing-intensive seminar explores transformations in popular culture and everyday life in Chinese society since 1949 through an analytical focus on political economy and material culture. Drawing upon ethnographic texts, films, and material artifacts, we will investigate how the forces of state control and global capitalism converge to shape consumer desires and everyday habits in contemporary China. Case studies include eating habits, fashion standards, housing trends, entertainment, sports, and counterfeit goods. Prerequisite: previous course in China studies (anthropology, economics, history, literature, philosophy, or political science) required. Enrollment by instructor approval only.
Credit 3 units. A&S IQ: LCD, SSC, WI Art: SSC EN: S
Typical periods offered: Spring

ANTHRO 4015 Guided Readings in Global Health: Life in Crisis
This asynchronous reading course explores anthropological insights on global health crises, applying them to the current COVID-19 pandemic. The class will cover theoretical questions of crisis, states of emergency, and anticipation and preparedness, as well as survey recent ethnographies of biosecurity, epidemics (including ebola), and global humanitarianism. The online course will include: reading electronic resources, following prerecorded content overviews, Canvas posts, and peer-to-peer online engagement.
Credit 1.5 units. A&S IQ: SSC
Typical periods offered: Spring

ANTHRO 4016 Guided Readings in Medical Anthropology
Weekly readings and discussions on the anthropological perspectives of biomedicine culminating in a comparative essay at the end of the semester.
Credit 1.5 units.
Typical periods offered: Spring

ANTHRO 4017 Guided Readings in Environmental Anthropology: Placemaking St. Louis
This course explores how our cultural, historical, intellectual, and affective relationships with St. Louis create a sense of place (who we are, which communities we join, and where we belong). We will also study how urban and suburban landscapes influence others' experiences of natural and built environments. Assigned ethnographic texts explore the problem (and promise) of local placemaking amidst national and global problems such as economic segregation, environmental racism, and rapid technological and industrial change. Writing projects will inform and enrich our analysis of recent direct political action in and around St. Louis as we seek to understand and interpret the city anew.
Credit 1.5 units. A&S IQ: SSC
Typical periods offered: Spring

ANTHRO 4022 Transnational Reproductive Health Issues: Meanings, Technologies, Practices
This course covers recent scholarship on gender and reproductive health, including such issues as reproduction and the disciplinary power of the state, contested reproductive relations within families and communities, and the implications of global flows of biotechnology, population, and information for reproductive strategies at the local level. We will also explore how transnational migration and globalization have shaped reproductive health, the diverse meanings associated with reproductive processes, and decisions concerning reproduction. Reproduction will serve as a focus to illuminate the cultural politics of gender, power, and sexuality.
Credit 3 units. A&S IQ: LCD, SSC, SC Art: SSC BU: BA EN: S
Typical periods offered: Spring

ANTHRO 4030 Archaeology and Early Ethnography of the Southwest
This course integrates archaeological, historical, and early ethnographic dimensions of American Indian societies in the southwestern United States and northwest Mexico, a region famous for its challenging environment, cultural diversity, and the contributions made by its Native inhabitants. Emphasis is placed on the development of sophisticated desert agriculture and on the rise of regionally integrated cultures including Chaco Canyon and Mesa Verde. The impact of Spanish, Mexican, and American colonization are explored. Ethnographies of Tohono O'odham (Papago), Hopi, Zuni, Rio Grande Pueblo, and Navajo societies will be discussed.
Credit 3 units. A&S IQ: LCD, SSC Art: SSC EN: S
Typical periods offered: Fall, Spring

ANTHRO 4031 Gender and Labor Politics in East Asia
The course explores anthropological and historical approaches to work and labor through a focus on East Asian women's experiences of labor force participation. We will ask how gender ideologies, kinship patterns, national politics and global economic transformations shape the meaning of work and labor for different groups of women over time by analyzing the linked nexus of factory work, sex work, and service work. We will examine how anthropologists, historians, and sociologists have studied issues of class, resistance, industrialization, and urbanization in the East Asian context. Readings will focus on Japan, China, South Korea, Taiwan, and Hong Kong. Prerequisites: Anthro 160B or permission of instructor.
Credit 3 units. A&S IQ: SSC Art: SSC EN: S
Typical periods offered: Spring

ANTHRO 4033 Culture, Illness, and Healing in Asia
This course examines the place of health, illness, and healing in Asian societies. We will explore how people experience, narrate, and respond to illness and other forms of suffering - including political violence, extreme poverty, and health inequalities. In lectures and discussions we will discuss major changes that medicine and public health are undergoing and how those changes affect the training of practitioners, health care policy, clinical practice and ethics. The course will familiarize students with key concepts and approaches in medical anthropology by considering case studies from a number of social settings including China, India, Indonesia,Japan, Korea, Taiwan, Tibet, Thailand, Vietnam and Asian immigrants in the United States. We will also investigate the sociocultural dimensions of illness and the medicalization of social problems in Asia, examining how gender, ethnicity, socioeconomic status, disability and other forms of social difference affect medical knowledge and disease outcomes. This course is intended for anthropology majors, students considering careers in medicine and public health, and others interested in learning how anthropology can help us understand human suffering and formulate more effective interventions.
Credit 3 units. A&S IQ: LCD, SSC Art: SSC EN: S
Typical periods offered: Spring

ANTHRO 4040 Political Anthropology
Political systems of small-scale, peasant, and modernizing societies. Emphasis on social control; decision-making processes; and the social, economic, and ideological sources of political power.
Credit 3 units. A&S IQ: SSC Art: SSC EN: S
Typical periods offered: Spring

ANTHRO 4041 Islam and Politics
Blending history and ethnography, this course covers politics in the Islamic world in historical and contemporary times. Topics include history of Islam, uniformity and diversity in belief and practice (global patterns, local realities), revolution and social change, women and veiling, and the international dimensions of resurgent Islam. Geographical focus extends from Morocco to Indonesia; discussion of other Muslim communities is included (Bosnia, Chechnya, sub-Saharan Africa, U.S.)
Credit 3 units. A&S IQ: LCD, SSC Art: SSC BU: IS
Typical periods offered: Fall

ANTHRO 4044 The Politics of Secularism
Secularism is broadly understood as the separation of religion and politics; the West is thought to be secular, the non-West (and especially the Muslim world) decidedly less so. This course asks what exactly secularism is by examining it both as a political doctrine and a practice of government. Some questions we will consider include: What are the conceptual origins of the doctrine of separation of church and state on which most Western liberal democracies are based? What notion of religion is necessary for secular governance? What is the relationship of the secular to particular discourses of citizenship and practices of political rule? What forms of moral and political inclusion and exclusion does secularism enact? To answer these questions, we will consider a series of historical and contemporary case studies, including the effects of colonial rule on religious and political life in South Asia; Jewish emancipation in Germany and France; secularism in France and the United States; and the recent emergence of and responses to Islamic movements in the Middle East and Europe.
Credit 3 units. A&S IQ: SSC Art: SSC EN: S
Typical periods offered: Spring

ANTHRO 4046 Primate Ecology and Social Structure
Survey of the ecology, individual and social behavior, adaptations, and interactions of the major groups of primates. Emphasis on studies designed to examine the relationships among ecology, morphophysiology, and behavior. Methods used in collecting data on primates in the field. Prerequisite: Anth 150A or one 100-level biology course.
Credit 3 units. A&S IQ: NSM Art: NSM
Typical periods offered: Fall, Spring

ANTHRO 4053 The Archaeology of Politics and the Politics of Archaeology
How we study, interpret, present, and preserve the past is never isolated from broader concerns in society. In the currently polarized environment, the meaning of history and cultural heritage has taken on an unavoidable salience in political discourse. What is at stake is the ability to set the terms of conversations about national identity, cultural patrimony, illicit antiquities, war, and natural resource extraction, among many others. This course therefore addresses three questions: (1) how do archaeologists study politics in the past, (2) how does archaeological knowledge figure into politics (3) how is the creation of knowledge about the past inflected by present-day politics? To answer these questions, we will engage with a range of exemplary case studies that reveal the breadth and depth of the ways that scholars have examined the political in archaeology. Central themes in this course will concern archaeological methods and theory for studying ancient polities and political action in the past, conflict within and between polities, the use and abuse of archaeological knowledge, archaeology and nationalism, colonialism, the political economy of archaeological fieldwork, labor in and as a subject of archaeological research, archaeology and public policy, as well as archaeology as a form of political action. We will confront numerous challenging topics, with the perspective that archaeology is far from a dusty esoteric pursuit, but rather a terrain of meaningful struggle between experts, funders, stakeholders, descendant communities, state bureaucracies, institutions, and a range of publics. Students will gain an in depth understanding of both how archaeologists have valuable knowledge to contribute to the study of politics as such as well as the political issues facing archaeology in the world today.
Credit 3 units. A&S IQ: LCD, SSC, SC Arch: HUM Art: HUM EN: S
Typical periods offered: Spring

ANTHRO 4061 Primate Community Ecology
This class will examine the ecology and evolution of primate communities in Africa, Asia, Madagascar, and the Neotropics. Topics to be discussed include: species coexistence; climatic, evolutionary and anthropogenic effects on community structure; conservation biology; paleoecology and fossils; social behavior; species richness and macroecology; analytical techniques for community, and large-scale ecological data.
Credit 3 units. A&S IQ: NSM Art: NSM
Typical periods offered: Spring

ANTHRO 4081 Evolutionary Human Anatomy
Human anatomy as seen through an evolutionary perspective. The course will discuss the human fossil record concerning major anatomical systems (e.g., evolution of the brain, musculoskeletal system, nervous system, etc.). Prerequisite: Anth 150A, Bio 100A, or permission of instructor.
Credit 3 units. A&S IQ: NSM Art: NSM
Typical periods offered: Fall, Spring

ANTHRO 4082 Origin of Evolutionary Thought
This course provides and in-depth introduction to classic works in evolutionary biology and evolutionary anthropology. Students will read primary as well as some secondary sources and be expected to discuss those materials each week in class. Students should expect a very heavy reading load, and should plan on reading the assignments throughout the week.
Credit 3 units. A&S IQ: NSM
Typical periods offered: Spring

ANTHRO 4092 Vertical Civilization: Andean Archaeology and Andean Environments, From Monte Verde to the Inkas
Western South America is a land of environmental extremes - a realm where the world's driest desert, second-highest mountain chain, and largest rain forest rub shoulders with one another. Yet within this mosaic of diverse landscapes, human societies developed the hemisphere's earliest innovations in agriculture, monumental architecture, and metallurgy - as well as one of the ancient world's greatest empires, the Inka. This course offers an introduction to Andean prehistory, from the peopling of South America circa 13,000 B.P. to the Spanish Invasion of the 16th Century C.E. Throughout, we seek to understand the challenges that Andean environments presented to human societies and the often unique solutions that Andean peoples developed to deal with risk and to make sense of the world around them. Course lectures and discussions focus on recent research and major debates in Andean prehistory. Although our primary geographic focus follows the spine of the Andes from northern Ecuador to Central Chile (mapping out the maximum extent of Inka hegemony), we will frequently visit the Amazonian lowlands, as well as the southern and northern limits of the continent.
Credit 3 units. A&S IQ: LCD, SSC Art: SSC EN: S
Typical periods offered: Spring

ANTHRO 4100 Topics in Anthropology: Humanitarianism
This course offers a critical perspective on the field of humanitarianism-the humanitarian ethos or desire to help those in need as well as the humanitarian norms and practices that guide such interventions. What does it mean to help others, and why (and when) do people choose to do so? When is helping others a moral imperative? Why are some lives saved while others are left to suffer? The course introduces the historical, legal, and political foundations of humanitarian response and investigates into the practices, contexts, and effects of humanitarian intervention. Course content will critically examine humanitarian interventions amid medical, environmental, and conflict contexts and inquire into humanitarian temporalities, spaces, politics, ethics, and care.
Credit 3 units. A&S IQ: LCD, SSC Art: SSC EN: S
Typical periods offered: Fall, Spring

ANTHRO 4102 Latin America and the Rise of the Global South
The rise of the global south - and the reordering of global geopolitics, economics and cultural imaginaries - is characterized by progressive change and intense conflict. Economic growth coincides with the impacts of global warming, the assault on natural resources, the rise of new consumers and the entrenchment of deep inequalities. We also see the emergence of cultural and political formations that range from the horrific to the inspiring. Latin America is a central node of the new global south. Here history takes unpredictable turns in the face of declining U.S. hegemony, the economic growth of Brazil, legacies of militarism and political violence, a feverish attack on nature, resurgent economic nationalism, and defiant anti-globalization movements. Through close reading of contemporary ethnographies of Latin America we explore emergent cultural and political-economic processes in the region, we consider south-south articulations (theoretical, cultural, political-economic) between Latin America, China, Africa, and India, and we reflect on the changing role, meaning, and relationships of the United States in the region.
Credit 3 units. A&S IQ: LCD, SSC Art: SSC EN: S
Typical periods offered: Fall

ANTHRO 4104 Topics in Anthropology:
A course covering topics in one of the three subdisciplines of anthropology
Credit 3 units. A&S IQ: SSC Art: SSC BU: BA EN: S
Typical periods offered: Fall, Spring

ANTHRO 4106 Topics in Anthropology: Biomechanics
Humans, like all organisms, live and evolved in a world that is governed by the rules of physics. Such an engineered world has undoubtedly had a profound impact on the human evolutionary trajectory. Biomechanics is the science of understanding the natural world around us in a mechanistic fashion, and it has become a major pillar in investigating the human form and function. Understanding how humans and our closest relatives behave in and interact with the physical world can lead to novel insights into the evolution of complex traits; such understanding can come from investigating the mechanics of tissues and structures of the human body or understanding the principles of movement and locomotion. Through lectures, discussions, and hands-on experience, this course will explain biomechanical terms and principles to demonstrate how this discipline has contributed to biological anthropology.
Credit 3 units. A&S IQ: NSM Art: NSM BU: SCI
Typical periods offered: Spring

ANTHRO 4107 Topics in Archaeology: Archaeology of the Living World
As anthropologists, archaeologists are familiar with the animate nature of reality as experienced by most people at most times in human history. Guided by such reality, people create material patterns that challenge archaeologists to identify them by attempting to elucidate what the makers might have experienced and intended, not what modern scientists might see through the lens of a clear division between animate and inanimate material. Increasingly, the default position of ignoring this challenge because it is difficult to make convincing arguments regarding the esoteric knowledge generating patterns in an animate world is no longer acceptable, morally or practically. This course explores some of the work archaeologists are undertaking to advance knowledge of past realities experienced by people generating material records we that can study from the perspective of relations between people and things of a mutually constitutive nature.
Credit 3 units. A&S IQ: NSM Art: NSM BU: SCI
Typical periods offered: Fall

ANTHRO 4108 Topics in Anthropology: Representations of Disability
Topics in Anthropology: Representations of Disability
Credit 3 units. A&S IQ: SSC Art: SSC BU: BA EN: S
Typical periods offered: Fall

ANTHRO 4110 Pushing Daisies: The Anthropology of Death and Dying
This course examines the dying process and the ways humans around the world come to terms with their mortality. We will critically analyze controversial issues regarding brain death, suicide, euthanasia, and organ donation. We will survey funerary traditions from a variety of cultures and compare the social, spiritual, and psychological roles that these rituals play for both the living and the dying. We will examine cultural attitudes toward death and how the denial and awareness of human mortality can shape social practices and institutions. Finally, we will consider issues regarding quality of life, the opportunities and challenges of caregiving, and hospice traditions around the world. This course will include readings and films about individuals and groups, both in the United States and around the world, as well as guest speakers (hospice workers, home aides, organ donation facilitators, counselors) who will talk about issues related to end-of-life health and caretaking issues in and around St Louis.
Credit 3 units. A&S IQ: SSC Art: SSC BU: ETH EN: S
Typical periods offered: Spring

ANTHRO 4111 Households and Families in Cross-Cultural Perspective
Examines the social, political and economic implications of various strategies of family and household organization. This course raises questions about the conditions under which members of families and households cooperate with one another and addresses the potential sources of conflict within families and households. Includes discussion of marital relationships,parent-child relationships, adoption and fictive kinship, and relationships among children. Addresses theoretical and methodological debates concerning family and household research.
Credit 3 units. A&S IQ: SSC Art: SSC
Typical periods offered: Fall

ANTHRO 4114 Anthropology and Existentialism
This course examines what it means to be human. Drawing on existentialist philosophy and ethnography, this course is about appreciating the richness, the deep emotional tone, and also the dangers of human experience. Case studies look at profound aspects

of existence, like suffering, healing, mercy, and hope, across diverse cultures. Specific themes covered include the ordinary life, how we perceive the world around us, the feeling of being at home and senses of place, how we experience pain, what makes our bodies powerful or vulnerable, why things really matter, and how communities cope with trauma and violence. This course is especially relevant for students interested in medical anthropology and social dimensions of health and illness. No background in anthropology or philosophy is required.
Credit 3 units. A&S IQ: LCD, SSC Art: SSC BU: ETH EN: S
Typical periods offered: Fall, Spring

ANTHRO 4115 Anthropology of Deviance
This course provides an anthropological perspective on notions of deviance as social, psychological, moral, and medical mechanisms of control and regulation. Students will learn to critically engage and evaluate dominant etiological theories of deviance, local and global contexts of deviance, and social responses to deviance as cultural processes through which communities make (and unmake) meaningful human relationships. Through academic texts, ethnographic accounts, clinical case materials, and first-hand accounts, students will explore multiple dimensions of what it means to be deviant or normal in a given social or cultural context. Sample topics include: historical trajectories of deviance, deviance and criminology, social class and inequality, prison cultures, deviance and resistance, deviant personalities, forensic psychiatry, deviant vs. socially sanctioned violence, and stigma.
Credit 3 units. A&S IQ: SSC, SC Art: SSC EN: S
Typical periods offered: Fall, Spring

ANTHRO 4116 Anthropology and Experiment
In recent years, many cultural anthropologists have described their work as experimental. On the surface, the notion of experimentation leads something of a double life. On the one hand, in its ideal form, it stands for rigidly held methodological tenets aimed at answering questions in rigorous ways. This kind of experimentations is the hallmark of scientific inquiry. On the other hand, experimentation implies something of open-endedness, of tentative and flexible exploration. Through an examination of works on experiments, as well as purportedly experimental ethnographies, we will pursue the question: What is an experimental mode of inquiry in cultural anthropology, and how does it square with the two idealized meanings of experimentation? We will examine the links and resonances between different notions of what experiments do, what they describe in terms of both form and method, how they begin and end, how they are assessed as successes or failures, and what sort of knowledge they produce. This course involves reading across cultural anthropology, science studies and the philosophy of science to better understand different approaches to experiments across domains of research and writing. Can we learn something about what anthropologists do in experimental works from the wealth of thoughtful scholarship on experiments in other fields? Is there something common to experimentation in cultural anthropology and experimentation elsewhere in the social sciences and beyond?
Credit 3 units. A&S IQ: SSC Art: SSC EN: S
Typical periods offered: Spring

ANTHRO 4117 Nature/Culture
What do we mean by nature or by designating something as natural? How do we distinguish nature from culture and where does such a distinction break down, become political or controversial? Is the distinction between nature and culture itself universal, or does it emerge from a particular history and reflect particular preconceptions and understandings? And how do new technologies reconfigure this distinction? In this course, we will explore such questions, paying special attention to the ways anthropology, as a discipline, has relied on, reinforced, and legitimated this great divide.
Credit 3 units. A&S IQ: SSC Art: SSC EN: S
Typical periods offered: Fall

ANTHRO 4118 The Good Cause: Psychological Anthropology of Moral Crusades
Why do people join moral crusades? These are social movements based on powerful moral institutions, ranging from the abolitionist and suffragette movements to witch hunts, insurgency and ethnic riots. Such movements are extremely diverse, yet their unfolding and the dynamics of recruitment show remarkably common properties. We will examine a series of empirical cases, including recent events, and assess the relevance of models based on individual psychological dynamics, intuitive moral capacities, and human motivation for participation in collective action.
Credit 3 units. A&S IQ: LCD, SSC Art: SSC EN: S
Typical periods offered: Spring

ANTHRO 4119 Becoming Clinicians and Healers
A great deal of learning in clinical, caring, and healing professions takes place on the job and through interactions with peers and supervisors. To better understand such subtle and hidden forms of learning, we will examine how clinicians- and healers-in-training experience processes of embodiment and the training of the senses in therapeutic encounters. Pairing theoretical scholarship on apprenticeship, tacit knowledge, and the perfection of one's craft, with rich ethnographic research on training in surgery, psychotherapy, and shamanism, this course will explore the subtle and subjective experiences of learning to become a future therapeutic practitioner.
Credit 3 units. A&S IQ: LCD, SSC BU: BA
Typical periods offered: Spring, Summer

ANTHRO 4121 Language and Power
Language is implicated in the constitution and exercise of social power in a multitude of ways. Researchers have often distinguished between a micro-level of social interaction and the macro-level of larger political formations in order to understand the relationship between language and social power. However, our goal is to focus on the dialectical interplay between the two levels of analysis by looking at topics such as honorification as encoded in language, the role of language in resistance and hegemony, as well as ritual and authority. Further, the class will address the formation of collective identities and the legitimization of political projects such as state-formation on the basis of language.
Credit 3 units. A&S IQ: SSC Art: SSC EN: S
Typical periods offered: Spring

ANTHRO 4122 Language and Gender
Within an overall approach to cultural analysis stressing the mediation of sociocultural phenomena through language, we focus on the particular case of gender. The class will provide an overview of scholarship on language and gender, following the question of how culturally and socially varying constructs of gender are both constituted and expressed in language use. We will also examine how studies of language and power, politics, and stratification can inform our understanding of gender and will also address methodological issues in the field.
Credit 3 units. A&S IQ: SSC Art: SSC EN: S
Typical periods offered: Fall

ANTHRO 4123 Argumentation Through Ethnography
Ethnography is the traditional mainstay of anthropological academic writing. Through ethnography, anthropologists do more than simply describe a culture or a group of people; rather, they organize and present their field materials in particular ways in order to make

intellectual, theoretical, and sometimes even political arguments. This seminar will explore the different ways anthropologists have used ethnography to make intellectual claims and frame theoretical or practical arguments. The aim of the course is to help students develop critical reading skills for engaging ethnographic materials as well as to explore the ways in which ethnography, when done well, can be a persuasive and engaging means of academic argumentation. This course is intended as a sequel to Anthro 472. Prerequisite: Anthro 472 or permission of instructor.

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

Typical periods offered: Fall

ANTHRO 4124 Language and Politics

Language is a constitutive part of political processes. While many agree that language is used to symbolize or express political action, the main focus of this course is on how linguistic practice and ideology contributes to the creation of political stances, events, and spheres. Topics addressed include political rhetoric and ritual, the emergence of public spheres, discrimination, as well as ethnic conflict, nationalism and colonialism.

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

Typical periods offered: Fall, Spring

ANTHRO 4125 Language, Ethnicity, and Nationalism

This course will explore the possible relationships between language, ethnicity, and nationalism, using theoretical readings and a consideration of particular examples. We will first discuss the relationship between language and ethnicity in the development of national languages and cultures, considering the role of factors such as colonialism, language standardization and print media, religious languages, and ideologies of national boundaries. Further topics will include the situations of ethnic and linguistic minorities in nation-states, ethnolinguistic separatist movements, pidgins and creoles, and the spread of world languages. Prerequisite: Anthro 2151 or permission of instructor.

Credit 3 units. Art: SSC

Typical periods offered: Spring

ANTHRO 4126 Endangered Languages and Linguistic Diversity

Although about 6000 languages are spoken in the world today, one estimate predicts that 90% of the world's languages will disappear in the next century. How could this happen, and what are people doing about i? This course will utilize theoretical readings and examples of particular African, American, Asian, and European languages to explore the theoretical issues of languages shift and ethnolinguistic revitalization movements. In the first half of the course, we will explore processes of language shift: how and why languages die, how discourses of language death and endangerment impact languages and speakers, and the structural effects of language obsolescence. In the second half of the course, we will explore the various reasons why groups wish to preserve languages, the potential benefits of language revitalization, and the factors in successful and unsuccessful language revitalization movements, including language policy, education, media, religion, literacy and standardization, economic development, and ethnic prejudice and discrimination.

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

Typical periods offered: Fall

ANTHRO 4127 Language and Medical Expertise

Language plays a constitutive role in the creation and communication of medical expertise in all cultures, as well as across cultures. The goal of this course is to introduce students to the discourse-centered approach to medicine found in sociolinguistics and linguistic anthropology. How is medical authority negotiated in interactions between doctors/healers and patients? How do authoritative narratives and discourses structure cultural understandings of disease, health, wellbeing, and the body? What role does language and its use play in legitimizing certain forms of medicine while delegimizing others, especially in medically-plural societies? Does Western medicine differ from non-Western medicine with respect to the way it is created and communicated? How do ideologies of language and communication shape the way medical representations circulate in society, including across socio-cultural boundaries, as in acts of translation? How are new institutional forms of communication, like mass media and the internet, reshaping medical expertise around the world? We will begin the course with the role of narrative in the construction of medical knowledge and perception, then move to the micro-analyses of authoritative language in the patient-doctor medical encounter, and end the course by turning to the macro-analysis of medical institutions, exploring them in relation to the kinds of expert texts they produce and circulate. The course will draw on theoretical readings and ethnographic research conducted in many places in order to develop a cross-cultural understanding of the issues.

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

Typical periods offered: Spring

ANTHRO 4128 Conspiracies, Cults, and Moral Panics: The Affective Politics of Fear

This course takes an anthropological look at conspiracy theories, cults, and moral panics as manifestations of cultural distress and modes of everyday knowledge and practice. The thread that connects these phenomena is that they are constituted as counterhegemonic pathways to truths that the majority of people cannot (or refuse to) see. As such, they serve as provocative lenses on changing understandings of such issues as the relationship between the individual and the modern state, the contours of civil liberties and responsibilities, and the nature and purpose of human existence. Throughout the semesterwe will explore the evolution and social impact of conspiracies, cults, and moral panics, and examine the historical, cultural, political, and religious dynamics that inform all three using a variety of critical methods. Among other lines of inquiry, we will ask: What is the cultural and psychological work of these phenomena? And what do they suggest about our own experiences-especially of freedom, the exercise of power, and what counts as knowledge?

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

Typical periods offered: Fall, Spring

ANTHRO 4134 The AIDS Epidemic: Inequalities, Ethnography, and Ethics

In the year 2000, HIV became the world's leading infectious cause of adult death. In the next 10 years, AIDS killed more people than all wars of the 20th century combined. As the global epidemic rages on, our greatest enemy in combating HIV/AIDS is not knowledge or resources but rather global inequalities and the conceptual frameworks with which we understand health, human interaction, and sexuality. This course emphasizes the ethnographic approach for the cultural analysis of responses to HIV/AIDS. Students will explore the relationships among local communities, wider historical and economic processes, and theoretical approaches to disease, the body, ethnicity/race, gender, sexuality, risk, addiction, power, and culture. Other topics covered include the cultural construction of AIDS and risk, government responses to HIV/AIDS, origin and transmission debates, ethics and responsibilities, drug testing and marketing, the making of the AIDS industry and risk categories, prevention and education strategies, interactions between biomedicine and alternative healing systems, and medical advances and hopes.

Credit 3 units. A&S IQ: LCD, SSC, SC Art: SSC BU: IS EN: S

Typical periods offered: Fall

ANTHRO 4135 Tobacco: History, Culture, Science, and Policy
Tobacco is the most important public health and medical problem of our time, the leading cause of cancer and other chronic diseases. This course examines tobacco's important role in shaping the modern world and global health over the course of the last five centuries, from indigenous uses of tobacco to plantation slavery to the cigarette boom to the politics of health and smoking in the 21st century. Through in-depth historical and anthropological case studies, tobacco provides a window onto trends in government and law, medicine and public health, business and economics, society and culture, including changing social meanings of gender, race, class, sexuality, advertising, consumerism, risk, responsibility, and health in the United States and worldwide. This course also introduces students to public health approaches to noncommunicable disease prevention, environmental health, and healthy lifestyle promotion. No background in anthropology or public health is required.
Credit 3 units. A&S IQ: SSC Art: SSC BU: ETH EN: S
Typical periods offered: Fall, Spring

ANTHRO 4172 American Indian Sovereignty
The concept of sovereignty is what distinguisher American Indians from all other socalled minority groups in the U.S. American indian definitions of sovereignty include a spiritual, political and ethinic basis. Through three contemporary case studies, we will study the ways in which American Indian activism stresses each of these three perspectives. The dominant non-Native definition is bsed on the ligal relationships established by non-Native governments. This perspective will be examined through an overview of policies enacted by non-Indians to legislate various aspects of Indian existence, from the Papal Bull of 1493 to the Native American Graves Protection and Repatriation Act of 1990. We will also study the responses and reactions of American Indians to those policies. The course will conclude with a discussion of the role of American Indian sovereignty today.
Credit 3 units. A&S IQ: SSC Art: SSC
Typical periods offered: Fall

ANTHRO 4180 On Location: Portland Beyond Portlandia: Creative Cities and the New Economy
Every summer, AMCS travels to a new location to explore fundamental questions of national identity and meaning through the study of the interdependent relationship between culture and place. By visiting landmarks, historic sites, museums, memorials etc.-- sites best understood through direct engagement with consideration of their rich material, historical, political, and social meanings-students become in-the-field observers and learn from local experts and faculty. Past On Location destinations have included: California, Hawaii, New York City, Washington D.C., the Industrial Southwest, and American Indian landmarks. For more information and description of past travel sites, please visit http://amcs.wustl.edu/courses/on_location.
Credit 3 units.
Typical periods offered: Summer

ANTHRO 4181 Comparative Methods in Physical Anthropology
Intensive study of theoretical concepts and statistical methods in research using comparative methods. Major emphasis on scaling (allometry) and phylogenetically independent comparisons and their application to questions of mammalian variation in life history, metabolism, brain size, and dentition. Prerequisite: one semester of statistics, 6 units of physical anthropology or biology, or permission of instructor.
Credit 3 units. A&S IQ: NSM Art: NSM
Typical periods offered: Spring

ANTHRO 4183 History and Methods in Systematics
Historical review of phylogenetic systematics focusing on different approaches to species identification, classification, and phylogenetic inference. We will examine the influence of such competing approaches not only historically, but also on current controversies including character independence and weighting, tree construction, resolution and statistics, consensus techniques, and the uses of phylogenies. Prerequisite: Anthro 150A
Credit 3 units. Art: SSC
Typical periods offered: Fall, Spring

ANTHRO 4190 Primate Behavior
Discussion and analysis of recent research on the social behavior of nonhuman primates. Data from both field and laboratory study. Prerequisite: Anth 406, or permission of instructor.
Credit 3 units. A&S IQ: NSM Art: NSM BU: BA
Typical periods offered: Fall

ANTHRO 4191 Primate Cognition
This course will investigate historical and current views regarding the cognitive capacities of non-human primates, and the extent to which these abilities are shared with humans. Topics for this class will include: social cognition, problem-solving, tool use, culture, communication, theory of mind, deception, self-recognition, imitation, and numerical cognition. The classes will involve discussion and critical evaluation of theory and methods in this challenging and exciting area of primate cognitive research.
Credit 3 units. A&S IQ: NSM Art: NSM
Typical periods offered: Fall

ANTHRO 4192 Comparative Juvenile Behavior
What makes young animals different from adult animals? Throughout this lecture and seminar based course, we will explore the behaviors of young animals and consider what makes juveniles unique, and how behaviors specific to this time period may contribute in the transition to adulthood. Topics will include: play behavior, teasing, rank and dominance, sex-differences, affiliative bonds, adult encounters, and the evolution of the juvenile period.
Credit 3 units. A&S IQ: SSC Art: SSC BU: BA EN: S
Typical periods offered: Spring

ANTHRO 4193 Primate Biogeography
This course focuses on the geographic distribution of living and fossil primates. The first half of the semester will provide an overview of biogeographic theory and methods, including island biogeography theory, geographical ecology, paleogeography, paleoclimatology, cladistic biogeography, and phylogeography. The second half of the semester will apply this knowledge to critically examine the biogeography of primates in the context of their behavior, ecology, morphology, genetics, evolutionary history, and extinction.
Credit 3 units. A&S IQ: NSM Art: NSM
Typical periods offered: Spring

ANTHRO 4194 Primate Ecoimmunology
The ability of an organism to defend itself against infection by viruses, bacteria, and parasites is critical to organismal survival and fitness. The response of the host immune system is vital in this defense, and like any phenotype, we observe variation in immune function between individuals, populations, and species. The field of ecoimmunology seeks to characterize and explain how the environment of the organism contributes to this observed variability in the host immune response. In this class, we will examine the evolution and function of the primate immune system, primarily in non-human primates, within the context of the extensive social and ecological variability in the primate order.

We will take a broad and integrative approach, synthesizing material from diverse fields including immunology, ecology, physiology, behavior, and genetics. Prerequisites: Anthropology 150A or Biology 112

Credit 3 units. A&S IQ: NSM Art: NSM BU: SCI

Typical periods offered: Spring

ANTHRO 4195 Advanced Primate Laboratory Methods

This course provides students with firsthand experience in conducting laboratory work in primatology. This includes laboratory safety, preparing samples, running assays, and analyzing results. Students will learn best practices and the process of validating techniques. In addition to hands-on lab work, students will read peer-reviewed publications that present data generated from the types of techniques we will cover in class. Background reading on of all the methods used and learning about the field techniques used to collect the samples will also be required. Students in this course are expected to have sufficient prior experience in a laboratory setting and to already understand the basics of lab work, such as proper pipetting techniques and laboratory safety practices. With these basic skills already obtained, students will be able to focus on more interesting topics, such as hormonal, microbial, and genetic analysis of samples from wild primates. Students will need to make time to conduct laboratory work outside of class time. Each student will coordinate these times with the instructor.

Credit 3 units. A&S IQ: NSM BU: SCI

Typical periods offered: Fall

ANTHRO 4196 Ethnobotany: Plants and Cultures

Recovery and identification of ancient plant remains, evolution of major crop plants, patterns in cultural and cultigen geography. Prerequisite: Anth 190BP or an introductory course in botany, or permission of instructor.

Credit 3 units.

Typical periods offered: Fall, Spring

ANTHRO 4202 Anthropological Genetics

This course will examine the principles of evolutionary genetics as applied to complex characters such as morphology, behavior, life history, and disease. Mathematical models of quantitative inheritance and evolution will be discussed. Special topics include kin selection, sexual dimorphism and conservation genetics. Prerequisite: Anthro 150A or introductory biology.

Credit 3 units. A&S IQ: NSM Art: NSM

Typical periods offered: Spring

ANTHRO 4211 Ethnobotany

Interrelationships between plants and people, especially in past societies. Recovery and analysis of plant remains from archaeological sites; interpreting subsistence and vegetation changes; medicinal, ritual, and technological uses of plants; plant domestication and agricultural intensification. Modern efforts to understand and preserve threatened traditional ethnobotanical practices. Prerequisite: Anth 190BP or an introductory botany course, or permission of instructor.

Credit 3 units. A&S IQ: SSC, WI Art: SSC EN: S

Typical periods offered: Fall, Spring

ANTHRO 4212 Advanced Methods in Paleoethnobotany

Advanced analytical techniques for the study of archaeological plant remains. Tools and methods for micromorphological recognition, including electron microscopy. Photomicroscopy at low magnification, management, tabulation, and reporting of data. Prerequisite: Anth 4211, or permission of instructor.

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

Typical periods offered: Fall, Spring

ANTHRO 4213 Plants and American People: Past and Present

This interdisciplinary course examines the relationship between plants and the American people. Topics include the natural diversity of plants used by Native Americans for food, fiber, and medicine; the significance of plants in the 'Columbian Exchange' for the history of the U.S. and the economies of the Old World; Native American and Euro-American farming practices; modern agri-business including transgenic crops; and the modern conservation movement in the U.S. Several optional Saturday field trips are planned. Prerequisite: Junior standing or above.

Credit 3 units. A&S IQ: LCD, SSC Art: SSC

Typical periods offered: Spring

ANTHRO 4214 The Archaeology of Food and Drink

Studies of past human diets have moved beyond analyses of animal bones and seeds to encompass new theoretical goals and innovative analytical techniques. In this seminar-style course, students will explore methods of understanding food-related social interactions such as evidence including residues, ancient DNA, isotopes, and trace elements, along with more traditional artifacts and archaeobotanical and zooarchaeological remains. By examining case studies from around the world, we evaluate the current state of research attempting to integrate the biological and cultural aspects of eating and drinking.

Credit 3 units. A&S IQ: LCD, SSC Art: SSC EN: S

Typical periods offered: Spring

ANTHRO 4215 Anthropology of Food

The rising interest in food research crosscuts various academic disciplines. This seminar focuses on aspects of food of particular interest in anthropology. The first 2/3 of the course is reading intensive and discussion-intensive. Each student will write short review/response papers for major readings. For the final third, we will still be reading and discussing, but the reading load will be lighter (and we will have a field trip) as students devote more time to their research paper. The research paper will be a major effort on a topic discussed with and approved by the professor. In most cases it will have to deal with cultural and historical aspects of a food, set of foods, form of consumption or aspect of food production. Papers will be critiqued, assigned a provisional grade, revised and resubmitted.

Credit 3 units. A&S IQ: LCD, SSC Art: SSC EN: S

Typical periods offered: Fall, Spring

ANTHRO 4221 Biological Basis of Human Behavior

Infidelity, marriage customs, inner city violence, infanticide, intelligence...Are the behavioral patterns we see genetically fixed and racially variable? What is the evolutionary and biological basis of human behavior? This course offers a critical evaluation of these from an anthropological perspective.

Credit 3 units. A&S IQ: LCD, NSM Art: NSM BU: BA

Typical periods offered: Fall, Spring

ANTHRO 4222 Human Nature in Minds and Cultures

What is unique about humans? And what is universal among human beings? Is human nature the product of a specific genome, or is it shaped by human cultures? Does it make sense to think of nature as the opposite of nurture? We will consider aspects of human nature in domains such as family and gender, political coalitions, religious extremism, ethnic identity and morality, from the viewpoints of cultural anthropology, philosophy, evolutionary biology and psychology.

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

Typical periods offered: Spring

ANTHRO 4240 The Plundered Past: Archaeology's Challenges in the Modern World

The public imagination thrills at the fantastic adventures of Indiana Jones and Laura Croft, Tomb Raider; but the reality of modern archaeology is more complex, ethically challenging and interesting than a simple treasure hunt. In the U.S. and Canada, our science museums and museums of anthropology still display artifacts that are regarded as sacred and culturally definitive by Indian nations, although such holdings are now subject to negotiation and repatriation. Art museums in Europe and the U.S. are still stocked with looted ancient masterpieces that are revered as vital heritage by the nations from which they were stolen. We display looted art alongside a much smaller number of legitimately excavated artifacts of masterpiece quality, so it is no surprise that our popular images of archaeologists as avid and undiscerning collectors raise little concern. But modern archaeologists are not extractors of art or even of scientific information, from places as passive and inert as the museums' objects ultimately occupy. Archaeologists work with living people inhabiting societies and states that care deeply about their pasts and the relics of it. They are active agents engaged with many other people in the production of knowledge about the past. In our rapidly shrinking world, educated sensitivity to the many ancient cultural legacies that shape the values of modern global society is more than a moral imperative; it is a basic form of collaboration in the common project of survival. Archaeologists are ethically charged to advance that project through education about the complex contemporary arena of artifacts, sites, and information they occupy.

Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: HUM EN: H

Typical periods offered: Spring

ANTHRO 4242 Social Movements

How do people change the world? They organize. Social movements mobilize to change (or defend) cultural meanings and political and economic relations. This course examines movements ranging from jihadists to anti-abortionists to inner-city activists to transnational environmentalists. We compare movement origins, strategies, and effects. We ask how power and meaning are intertwined in political action and in people's understandings of themselves, how violence and other tactics work as meaningful political instruments, and why social movements are challenging formal politics around the world today. Anthropological approaches to global disjunctures between democracy and violence are at the core of our course.

Credit 3 units. A&S IQ: LCD, SSC Art: SSC BU: ETH

Typical periods offered: Fall, Spring

ANTHRO 4243 Terrorism and The Clash of Civilizations

This course is about conflicts in which violent means are deployed and moralistic terms are invoked so as to give legitimacy to such means. The code words in the title are bracketed in order to emphasize they are used in public discourses rhetorically, for political effect. When particular social situations are disputed, each side deploys moralistic claims so as to clothe their actions and viewpoint with an aura of legitimacy and to enlist popular support. But when issues are contested, similar terms can be used by opposing sides with simlar but contrary intents: one person's terrorist is another person's freedom fighter; and note that certain radical Islamist groups specifically embrace Huntington's notion of the clash of civilizations (formulated for western audiences) as grounds for their anti-western posture. Rhetorical formulae such as these are promoted or scorned, embraced or renounced, for essentially strategic reasons. In this course, we examine some notorious situations of conflict in order to identify the particular ways that disputing sides have deployed violence and moralistic forms in their own interest -- as when popular movements arise and clash with state power (e.g., the Tianamen Square incident in China) or when coalitions with radical social agendas take form and brutalize neighbors (as in Yugoslavia in the 19902; Rwanda in 1994) or when widely supported public movements develop seemingly without coordination (the 2006 demonstrations against the King of Nepal), or when movements animated by a shared ambition to establish a non-statal political entity (such as Al Qaeda for the re-institution of the caliphate) form across state boundaries with little coordinated leadership. Our emphasis will fall on the ways that human collectivities deploy cultural forms -- linguistic and rhetorical, artistic and representational -- to give particular readings to social issues and to clothe activities (often brutal) with an appearance of legitimacy.

Credit 3 units. A&S IQ: LCD, SSC Art: SSC EN: S

Typical periods offered: Fall, Spring

ANTHRO 4250 Aging in Cross-Cultural Perspective

Population aging, driven by increasing longevity and decreasing fertility, is a worldwide demographic transformation that is changing societies and social relationships at all levels, from family household interactions to national debates on policies and expenditures. This course, run in a seminar format, investigates global aging through the lenses of demography and cultural anthropology. The objectives are for students to gain an empirical understanding of current population trends and an appreciation for how the aging process differs cross-culturally. The first part of the course introduces basic concepts and theories from social gerontology, demography, and anthropology that focus on aging and provide a toolkit for investigating the phenomenon from interdisciplinary perspectives. The second part introduces students to data sets and analysis techniques that are key to documenting population aging at local, national, and global levels. The third part is devoted to reading and discussing ethnographies of aging from China, India, and elsewhere. Course assessment is based on data analysis exercises and written assignments.

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

Typical periods offered: Spring

ANTHRO 4253 Researching Fertility, Mortality, and Migration

Students will undertake research projects centering on the most fundamental demographic processes -- fertility, mortality, and migration. The first section covers basic demographic methodology so that students understand how population data is generated and demographic statistics analyzed. Course readings will then include seminal theoretical insights by anthropologists on demographic processes. Meanwhile, students will work toward the completion of a term paper in which they are expected to undertake some original research on a topic of their choice (e.g., new reproductive technologies; cross-cultural adoption; ethnicity and migration). Each assignment in this course will be a component of the final term paper. Prerequisite: L48-3612 (Population and Society) or permission of instructor.

Credit 3 units. A&S IQ: LCD, SSC, WI Art: SSC EN: S

Typical periods offered: Fall, Spring

ANTHRO 4254 The Anthropology of Maternal Death

No other commonly-recorded health indicator shows such great disparities between rich and poor nations as does maternal mortality. Over 500,000 women die each year around the world from complications of pregnancy and childbirth, but 99% of these deaths occur in impoverished, non-industrialized countries. This course will examine the reasons for this stunning discrepancy, looking at the biological, social, political, and economic factors involved in maternal death. The course will be conducted as a seminar based on detailed readings of relevant journal articles, group discussion, case studies, and class presentations. Prerequisite: Anthro 3621.

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

Typical periods offered: Spring

ANTHRO 4261 Systems of Inequality
This course examines systems of inequality in a variety of world regions, including the United States, and includes analysis of their causes and effects. Economic class, gender, ethnicity and race are among the types of social stratification discussed. The course will focus on theories of stratification along with case studies, including those focusing on social capital, individual rationality, biological determinism, social construction, cultural capital and social reproduction, and economic globalization. The course will be designed to maximize student participation. This course is not open to students who have taken Anthro 3261, Inequality, Hierarchy and Difference.
Credit 3 units. A&S IQ: SSC Art: SSC BU: IS

ANTHRO 4262 Racialization, Engendering, and Articulation: Theories of Identity Formation
This course is an opportunity for upper level undergraduate and graduate students to explore theoretical and ethnographic texts, which focus on the social categories of race, class and gender. The purpose of this course is to interrogate our understanding of the MEANING of such human variables across time and space. As the course title implies, we will approach race, gender, and class as processes, and this requires that we focus on their historical and cultural peculiarities. This course asks students to move conceptually from the era of European colonialism and the invention of the modern conception of race to the U.S. Civil War period to the ascension of negritude as well as contemporary times. In a complementary fashion, to assert that, in fact, race, gender, and class do matter, requires students to investigate the diversity and complexity in various places, such as Brazil, Argentina, Martinique, South Africa, and the U.S.
Credit 3 units. A&S IQ: SSC Art: SSC EN: S
Typical periods offered: Fall

ANTHRO 4264 The Myth of Race
This course describes the history of the myth of race and racism from the Spanish Inquisition to modern times. Since race is not a biological term but a cultural term, it is important for students to understand the origins and connections of ideas of race and racism from its beginnings in western thought to its current usage. The historical and literature connections can be seen though out the writings and behavior of the Spanish Inquisition, to the Renaissance, though colonization and slavery, to the reconstruction, to the late nineteenth century, to the early twentieth century, to modern times. In fact, the early history of anthropology can be traced through racist history.
Credit 3 units. A&S IQ: SSC Art: SSC EN: S
Typical periods offered: Spring

ANTHRO 4270 Social and Cultural Change
Analysis of political, economic, and social transformations among societies in the developing and developed world. Examples are drawn from many societies throughout the globe.
Credit 3 units. A&S IQ: LCD, SSC, SC BU: IS EN: S
Typical periods offered: Fall, Spring

ANTHRO 4279 Topics in Anthropology
From streets to wifi signals, electricity grids to pipes, infrastructures surround us and shape the society we inhabit. Whether it's brushing your teeth, checking your e-mail, or taking the bus, you use infrastructures regularly. Yet people pay little attention to them-until they break down. From the inconvenience of your bus being late to the emergency of deadly power outages or floods, infrastructures are vital. This seminar is an anthropological study of infrastructure's role in governance, livelihood, sociality, & cultural meaning in urban life. By looking at different forms of and experiences with infrastructure around the world, we will discuss varying understandings of infrastructure, theorize what it does, and analyze its politics. We begin by drawing from anthropology, political theory, and science & technology studies to think about what studying infrastructure entails; thereafter, the course centers on anthropological engagements with infrastructure in the Global South to rethink what infrastructure is and does. Throughout, weekly writing exercises will hone observational, methodological, and writing skills while pushing students to think about infrastructure and daily life in new ways through experiences on campus and in St. Louis.
Credit 3 units.
Typical periods offered: Fall, Spring

ANTHRO 4280 Tourism & Sustainability
This course offers an introduction to the political, cultural, and environmental effects of global tourism (with an emphasis on problematic travel trends, such as ecotourism) and sustainable development discourse. Topics include the history of tourism, tourism studies, critiques of authenticity and aesthetics, virtualism, political economy, island studies, political ecology, and critical social theory. Each student prepares a research paper or podcast on a tourism case study. Readings offer anthropological perspectives on the history of tourism; cultures of consumption; problems of authenticity and aesthetics; political economy and ecology; and the challenge of achieving sustainable tourism development across diverse natural environments. We will explore tourism as both a cause and effect of globalization (and localization movements) by tracking the consumer habits of emerging tourist markets while also considering ethnographic readings of ecotourism and the role that nostalgia plays in influencing domestic and international travel patterns. We will further consider tourism as the production and consumption of tradition, and we will tackle ethically problematic tourist sites.
Credit 3 units. A&S IQ: SSC Art: SSC BU: BA, ETH, IS EN: S
Typical periods offered: Fall

ANTHRO 4281 Ecological Anthropology
The focus is on aspects of human culture and its interaction with the environment. This course will consider contemporary anthropological approaches to understanding the relationship between humans and their environment. These approaches will blend theory and analysis with socio-political awareness and policy implications. Among the key topics that this course will address include climate change and adaptation, political ecology, ecological economics, environmental sustainability, conservation, and indigenous environmental knowledge, with globalization at the center of all the discussions.
Credit 3 units. A&S IQ: SSC
Typical periods offered: Spring

ANTHRO 4282 Political Ecology
An exploration of how the interactions between culture and environment are mediated by local, national, and global politics. Topics include overpopulation, agricultural intensification, Green Revolution, biotechnology, corporate agriculture, green movements, and organic farming. Each student prepares an in-depth research paper that may be presented to the class. Prerequisites: Graduate standing, Anth 361, or permission of instructor.
Credit 3 units. A&S IQ: SSC Art: SSC EN: S
Typical periods offered: Fall

ANTHRO 4284 Intentional Communities: Utopianism, Cooperation, and Culture Change From Essenes to Ecovillages
This class provides an overview and examination of intentional communities over the last 2,000 years and in various regions of the world. Intentional communities are groups of people who have come together to live cooperatively and communally in pursuit of their visions of a better society. We will examine intentional communities past and present, foreign and domestic through the lenses of both scholarly treatments of intentional communities and accounts written

by intentional community members. We will move chronologically through time, beginning with the earliest intentional communities that scholars have identified and ending with a significant section on contemporary ecovillages and other sustainability-oriented intentional community movements. We will also use various theoretical frameworks to guide our growing understanding of intentional communities. The class is seminar format but will include short lectures, occasional videos and at least one required field trip to an intentional community in or near St. Louis. An additional ethnographic internship credit opportunity involving primary research within intentional communities in or near St. Louis will be available to anthropology majors who take the class, pending final budgetary approval.
Credit 3 units. A&S IQ: SSC EN: S
Typical periods offered: Spring

ANTHRO 4285 Environmental Archaeology
This course intends to introduce students to lines of evidence used in the interpretation of past landscapes, to discuss how we can conceptualize changing human ecological relations, and to consider how we can identify the influence that humans have on their environment. Special emphasis is placed on human-animal-plant relations using case studies from around the world. Combining both lecture and seminar sessions, this course aims to ensure that students are aware of several of the basic methods of bioarchaeological and palaeoenvironmental reconstruction as well as the application of these methods to the interpretation of past landscapes and human impacts on them.
Credit 3 units. A&S IQ: SSC Art: SSC EN: S
Typical periods offered: Spring

ANTHRO 4287 Anthropology of Water
This course examines one of the world's largest risks and grandest challenges: water security. By exploring water flows between cultures and landscapes, students will think critically about the challenges faced in different regions and societies of the world which can exacerbate or ameliorate issues of social justice and equity. Topics include cultural notions and values of water, technologies of water purification and conservation, big dam controversies, water as a right or water as a commodity, and how epistemologies of water can drastically impact people and ecosystems. Texts will mainly be anthropological but will also draw from history, political ecology, geography and development economics. These will underscore the importance of multiple contexts (social, religious, economic, political, cultural) to the understanding of the scale and scope of this major problem.
Credit 3 units. A&S IQ: SSC Art: HUM, SSC EN: S
Typical periods offered: Spring

ANTHRO 4288 Being Human: The Food-Energy-Ecosytem-Water Nexus
This course examines a trilogy of resources that are essential to producing human life: food, water and energy. These resources are inextricably linked not only to the most common and necessary of our day-to-day activities, but impact each other in profound ways. Until recently, the study of these resources was fragmented in separate sectors, ultimately leading to lack of institutional coordination, infrastructural lock-in and incomplete modeling systems. These incomplete systems overlook the complex overlaps of natural systems and render sustainability planning more tenuous than it could be. In response, these core resources are being studied together as a nexus to enhance synergies and prevent trade-offs across sectors. However, this nexus further requires astute attention to the all too human questions of resource use, waste and justice. If water, energy and food security are to be simultaneously achieved, social scientists must be at the forefront, contributing holistic research that brings the human back into socio-natural systems.
Credit 3 units. A&S IQ: SSC EN: S
Typical periods offered: Fall

ANTHRO 4289 The Ecological Transition
Ecology viewed as a process of satisfying human needs and wants by technological and social instrumentalities. This course views human behavior as a force in nature and reviews the impact of resource exploitation, from hunting and farming peoples to modern industrial societies and their advanced agriculture, mining and economic development. Social significance of contemporary environmental movements and regulations is also analyzed.
Credit 3 units. A&S IQ: SSC
Typical periods offered: Fall

ANTHRO 4291 The Biological Basis for Human Behavior
Critical consideration of information bearing on current controversies and ideas concerning antecedents of human behavior, examined from biological and evolutionary perspectives. Lectures present comparative information on the behavior and biology of our closest relatives, the nonhuman primates. Prerequisite: 6 units of biology, psychology, or anthropology.
Credit 3 units. A&S IQ: NSM Art: NSM
Typical periods offered: Spring

ANTHRO 4311 Biocultural Perspectives on Obesity and Nutrition
From pink slime to red wine, causes-and treatments-for obesity are constantly in the headlines. With more than 35% of Americans currently obese, this is a tremendous biological and social issue in the United States. Obesity rates are also increasing globally despite billions of dollars spent on diets and public health interventions. Why is this happening and what can be done to change this? Why are humans fat and prone to obesity? How do we interpret appropriate body size? These are some of the questions we will investigate in this class, specifically looking at the important physiological functions of adipose tissue and how both biological and cultural factors shape our perceptions of body image, health, and the obesity epidemic.
Credit 3 units. A&S IQ: SSC Art: SSC EN: S
Typical periods offered: Fall, Spring

ANTHRO 4312 Environmental Interactions and Human Health
This course examines key issues related to human health through the lens of human lifestyle factors and environmental modification. Students will be asked to move beyond identifying the physical manifestations of poor health to recognizing larger evolutionary, social, and ecological factors that shape disease risk across individuals and communities. Throughout the term, we will explore how interactions between humans and their surroundings (and other organisms) have shaped disease patterns over time. We will also consider how the concepts we discuss relate to contemporary health challenges and how these perspectives can be applied to better address these issues going forward. In this course, human health is viewed as the result of biocultural processes. This course therefore uses an interdisciplinary approach, drawing on the methods, theories, and bodies of knowledge from various scientific disciplines, including evolutionary biology, genetics, parasitology, physiology, ecology, and medicine.
Credit 3 units. A&S IQ: SSC BU: BA EN: S
Typical periods offered: Fall

ANTHRO 4314 Archaeology of St. Louis
The Archaeology of St. Louis offers a comprehensive exploration of the rich history and cultural heritage of St. Louis from an archaeological perspective. We will take a deep dive into the archaeological record of the city and its surroundings, beginning from the earliest human occupation of the land that is now St. Louis all the way up to the

present. We will consult a range of archaeological, historical, and artistic sources to uncover the city's past, extending from the lifeways of St. Louis' original Indigenous inhabitants to its time as the capital of Upper Louisiana, to its role as the administrative center of Westward expansion during early American Republic, to its hey-day as one of the United States' largest and wealthiest industrial cities, before its subsequent decline and renewal. The course will examine archaeological sites, artifacts, maps, and documents that contribute to our understanding of the city's past and how its history resonates in the present. This course is primarily a reading- and discussion-focused course, with occasional lectures, guest speakers, museum visits, and fieldtrips to local archaeological and historical sites. Overall, this course aims to provide students with an appreciation for the rich layers of history, material culture, and heritage in St. Louis and a greater knowledge of its Indigenous, European, and Black cultural histories.
Credit 3 units. A&S IQ: LCD, SSC, SC
Typical periods offered: Spring

ANTHRO 4321 History of Biological Anthropology
The history of biological anthropology is traced from Darwin's time to the present. Factors that influenced major theories and subfields of biological anthropology are discussed along with current directions. Topics will include race, primate and fossil hominin tool use, adaptationism, evolution of the brain, and the human-chimp split, among other issues. Prerequisites: 6 units of coursework in Biological Anthropology or permission of instructor.
Credit 3 units. A&S IQ: SSC Art: SSC EN: S
Typical periods offered: Fall, Spring

ANTHRO 4322 Life at the Extremes: A human biology of adaptation to environmental extremes
The Arctic Circle, Mount Everest, the Sahara Desert, poverty, and obesity, and even space! These are all extremes some humans experience. Using primary literature and media resources, this course will explore how humans biologically, culturally, and technologically manage environmental extremes.
Credit 3 units. A&S IQ: NSM

ANTHRO 4323 Life At the Extremes
The Arctic Circle, Mount Everest, the Sahara Desert, poverty, and obesity, and even space! These are all extremes some humans experience. Using primary literature and media resources, this course will explore how humans biologically, culturally, and technologically manage environmental extremes.
Credit 3 units. A&S IQ: NSM
Typical periods offered: Spring

ANTHRO 4330 Archaeology of the Ancient Near East
Cultural development in greater Mesopotamia. Transformation of Paleolithic hunter-gatherers to village agriculturalists; emergence of the literate civilizations of the Bronze Age. Prerequisite: Anth 190BP or 312C, or permission of instructor.
Credit 3 units. A&S IQ: SSC Art: SSC
Typical periods offered: Spring

ANTHRO 4331 Archaic States: Mesopotamia and Egypt
Cultural development in Ancient Mesopotamia and Egypt, focusing upon the emergence of literate civilizations of the Bronze Age. Transformation of Peleolithic hunter-gatherers to village agriculturalists; emergence of the literate civilizations of the Bronze Age. Prerequisite: Anthro 190B(P), Anthro 312C, or permission of instructor.
Credit 3 units. A&S IQ: HUM, LCD BU: HUM EN: H

ANTHRO 4340 Behavioral Research At the St. Louis Zoo
Students conduct research at the St. Louis Zoo. Training in designing of projects and analysis and interpretation of data. May be repeated for credit. Prerequisite: permission of instructor.
Credit 3 units. A&S IQ: NSM, WI Art: NSM BU: BA
Typical periods offered: Fall, Spring

ANTHRO 4341 Behavioral Research At the Duke University Primate Facility
Students will conduct research at the Duke University Primate Facility. Training in designing of projects and analysis and intepretation of data. A $500 fee will be charged to cover room and board in Durham, NC. Prerequisite: Permission of instructor.
Credit 5 units.
Typical periods offered: Summer

ANTHRO 4362 Local Genders, Global Transformations
This course examines the dynamic relationship between gender and other social, economic, biological, and political processes. The course compares a variety of theoretical frameworks proposed by anthropologists, as well as Foucault, Butler, Carby, Laquer, and Engels. Using ethnographic and historical materials, students will explore how shifts in communities' notions of gender, femininity, and masculinity are connected to larger forces, including shifts in the marketplace, global cultural flows, reproductive and sexual technologies, social movements, racial and ethnic hierarchies, international declarations, and HIV/AIDS and STDs. The course also considers ways in which gender studies and feminism have influenced anthropology. Prerequisite: Anthro 160B, or permission of instructor.
Credit 3 units. A&S IQ: SSC
Typical periods offered: Spring

ANTHRO 4364 European Societies
This course examines the anthropology of European societies, including the present concern with the European Union. We will consider ethnographies of various contemporary European societies and of the European Union iteslf, in relationship to issues including ethnic conflict, immigration, religion, nationalism, and regionalism.
Credit 3 units. A&S IQ: SSC EN: S
Typical periods offered: Spring

ANTHRO 4365 Sex, Gender, and Power
This seminar explores various ways anthropologists have conceptualized the intersection of sex, gender, and power in their ethnographies. Key questions revolve around the processes through which biological categories of sex become socially significant, and interact with various regimes of power such as the state, family, religion, medicine, the market, and science in everyday life. We examine how the social processes and regulatory mechanisms associated with gender and sexuality create systems of hierarchy, domination, resistance, meaning, identity, and affection. Course materials are primarily ethnographies, but will be supplemented with articles. The aim of the course is to develop students' critical reading, discussion, and writing skills. Prerequisite: Upper-level Anthro or Women and Gender Studies courses, or permission of instructor.
Credit 3 units. A&S IQ: SSC, SC Art: SSC BU: BA EN: S
Typical periods offered: Fall, Spring

ANTHRO 4366 Europe's New Diversities
Since the late 1980s, three major upheavals have transformed European senses of identity. The demise of the Soviet Union has forced citizens of new post-socialist' nations to forge new senses of belonging and new strategies of survival. The rise of a new public presence of Islam and the growth of children of Muslim immigrants to adulthood

have challenged notions that Europe is a secular or post-Christian space. Finally, the heightened authority of European institutions has challenged the nation-state from above, and the granting of new forms of subnational autonomy to regions and peoples has challenged it from below. The new Europe is increasingly constituted by way of regional identifications, transnational movement(s), and umbrella European legal and political organizations; these new realities occasion new rhetorics of secularism, nationalism, and ethnic loyalties. We examine these forms of diversity, movement, and debate by way of new works in anthropology, sociology and political science.
Credit 3 units. A&S IQ: LCD, SSC Art: SSC BU: IS EN: S
Typical periods offered: Spring

ANTHRO 4367 Culture, Power, Knowledge
We often think of knowledge as universal and objective. But anthropologists have long studied ways in which knowledge varies in different cultural settings. In this course, we will ask: What is knowledge, how does it arise, and what does it do? Is there such a thing as universal validity or is knowledge always tied to specific cultural practices? What happens when knowledge travels and how does knowledge figure in relations of power? We will approach these questions through works in anthropology, philosophy, and science studies.
Credit 3 units. A&S IQ: SSC Art: SSC BU: ETH EN: S
Typical periods offered: Fall

ANTHRO 4390 Economic Anthropology
Production and distribution of economic goods in various societies, comparing theories from economics, sociology, and anthropology. Prerequisite: graduate standing, or Anth 160B and Anth 399BQ.
Credit 3 units. A&S IQ: SSC
Typical periods offered: Fall, Spring, Summer

ANTHRO 4392 Capitalism and Culture
Capitalism is perhaps the most important historical and social phenomenon in the modern world. In tribal settings and major cities alike its complex impacts are evident. Through rich case studies of how capitalism touches down in diverse cultures, this course provides an introduction to anthropological perspectives on the economy and economic development. Themes covered include the history of capitalism and globalization, the cultural meanings of class and taste, the relationship between capitalism and popular culture, major artistic responses to capitalism, social movements such as environmentalism, and the field of international development. No background in anthropology or economics is required.
Credit 3 units. A&S IQ: LCD, SSC Art: SSC EN: S
Typical periods offered: Spring

ANTHRO 4393 The Archaeology of Trade and Exchange
Studies of trade and exchange are fundamental to our past, as cultures in contact result in new imaginings of self, communities, and place in the world. This course engages in archaeological and anthropological discussions about the interconnectedness that results from trade. This seminar concentrates on the discourse of material trade and the mechanisms for exchange, redistribution, dependency, and resistance. It also examines the immaterial exchange of ideas, perceptions, and values that alter concepts of identity, space, and time. Globalization, political economies, and power are also addressed, along with ideas about territory, value, and social and political consequences of trade.
Credit 3 units. A&S IQ: LCD, SSC BU: BA, IS EN: S
Typical periods offered: Spring

ANTHRO 4394 The Connected World: Social Networks in Anthropology
This course will serve two purposes. The first is to introduce students, via a broad interdisciplinary survey, to applications of social network perspectives and methods in the social sciences, especially anthropology. We will accomplish this via case studies each week that are organized by topic. Throughout the course, students will be introduced to network research across all four subdisciplines of anthropology, including the sociocultural, biological (including primatology and medical anthropology), archaeological, and linguistic subfields as well as the emerging fifth subfield of applied anthropology. The second purpose of this course is to expose students to the tools necessary to conduct network research, including collecting relational data, visualizing and analyzing networks, and interpreting the results of network analyses. This exposure will come from weekly demonstrations of relevant software and analyses by the instructor, with each week covering the most popularly employed tools for analyzing social networks.
Credit 3 units. A&S IQ: SSC Art: SSC BU: BA, IS EN: S
Typical periods offered: Spring

ANTHRO 4423 Advanced Seminar in Medicine and Society: Patients, Politics, Policy
This course is designed to build on foundations provided in the First-Year Medicine and Society Seminar. It will interrogate current health-related issues, including gender, sexuality, politics, policy, and economics, and it will also explore how these and many other issues, demographics, and so on impact current health- and healing-related decisions and policies. We will read about and unpack contemporary issues in health care (insurance, big pharma, gender and sexuality, race) and have local experts visit to talk about their practical experience with and in health care. Students will be expected to engage with ethnographic, medical, economic, political and sociological material as well as current journalism to interrogate the topic. Prerequisites: Anthro L48 141 and Anthro L48 142.
Credit 3 units. A&S IQ: SSC Art: SSC BU: BA EN: S
Typical periods offered: Fall

ANTHRO 4442 Culture and Romantic Love
This course delves into the emotional domain of intimate relations to explore romantic love from a cross-cultural perspective. It attempts to address the following questions: What is the nature of romantic love? Is romantic love universal? How do specific cultural practices shape intimate relations? Is romantic love the product of modernization? How is romantic love expressed cross-culturally? Are love and money necessarily opposed? How have the romance industries reshaped romantic experiences? How has gender, racial, and ethnic stratification created unequal experiences of intimate relations? Why does love fail? And finally, how is romantic love expressed, experienced, and imagined in the age of transnationalism and new technologies?
Credit 3 units. A&S IQ: SSC EN: S
Typical periods offered: Spring

ANTHRO 4451 Research Methods in Anthropology
As a critical examination of the nature of evidence and explanation within anthropology, this course provides an introduction to a broad range of methods essential for collecting ethnographic data in a systematic manner. Interviewing skills are developed as a basis for using methodologies such as life histories, free listing, pile sorting, rank ordering, social mapping, and decision tree modeling. Issues of qualitative data analysis are discussed in conjunction with software packages designed for organizing ethnographic information. This course is intended for graduate students only. Undergraduates may be enrolled with permission of the instructor.
Credit 3 units. A&S IQ: SSC EN: S

Typical periods offered: Fall

ANTHRO 4452 In the Field: Ethnographic and Qualitative Methods
This course provides an introduction to ethnographic and qualitative research. Ethnography is the study of culture and social organization primarily through participant observation and interviewing. Ethnographic research provides descriptive and interpretative analyses of the routine practices of everyday life. Ethnographic accounts represent different ways people live and make sense of their experiences; they describe the types of social organization (e.g., gender relations, class systems, racial divisions, cultural contexts) that, in part, serve to structure or pattern social behavior. Students conduct a small-scale qualitative research project; in the process, they gain skills in various qualitative research methods. This course is suitable for both undergraduate and graduate students. One purpose of the course is to help students plan for subsequent thesis research, independent study projects, or dissertation research.
Credit 3 units. A&S IQ: SSC Art: SSC EN: S
Typical periods offered: Fall

ANTHRO 4454 Cultures of Science and Technology
This seminar explores questions of theory, method, and ethics in the anthropology of science and technology. How is biomedicine changing what it is to be human? How can technologies and scientific practices be studied ethnographically? How are the politics of difference linked to the production of scientific knowledge? Through close reading of ethnographic texts and fieldwork experience both on-and off-line, we will investigate how scientific practice and technologcal innovation reorganize various aspects of human life on both global and local scales. Topics include the social construction of knowledge, the reproduction of racial categories in genomics, the cultures of cyberspace, the commidification of bodies in medical science, and the ways in which various technoscientific projects reshape natural and political orders in diverse locales.
Credit 3 units. A&S IQ: SSC, WI Art: SSC EN: S
Typical periods offered: Fall, Spring

ANTHRO 4455 Ethnographic Fieldwork: The Politics of Schooling
This is a practice-based course in ethnographic fieldwork. Using a local case study (the cultural politics of schooling), we examine ethnographic fieldwork as an academic instrument and public social action. The course prepares students for independent research in academic or professional fields developing skills in critical thought, thesis and question development, background and internet research, perspective and empathy, social and political-economic analysis, observation, interviewing, oral histories, note-taking, data analysis, cultural interpretation, and writing. Student work will contribute to the ongoing St. Louis Schools' Ethnographic Documentation Project.
Credit 3 units. A&S IQ: SSC Art: CPSC, SSC EN: S
Typical periods offered: Fall, Spring

ANTHRO 4456 Ethnographic Fieldwork: Energy Politics
This is a practice-based course in ethnographic fieldwork that will focus on the politics of fossil fuels and the renewable energy transition in St. Louis and Missouri. We will situate ourselves as anthropologists with an interest in understanding relationships between global warming, the socio-technical arrangements of energy production, circulation, and use in the city and region, public knowledge, health, and social and cultural practices, and the roles and activities of businesses, political institutions, and elected officials. Through case studies we will work to produce critical knowledge aimed at pushing institutions, the city, and the region toward the transition to renewable energy. Our efforts will produce empirical documentation, case studies, and proposals and may include field trips to resource extraction sites and government offices
Credit 3 units. A&S IQ: SSC EN: S
Typical periods offered: Spring

ANTHRO 4457 I'm NOT a Robot: The Contemporary Politics of Man and Machine
Our lives today are full of smart machines that appear to deliberate, make judgements, and interact socially. Yet unlike humans, they are bound to their programming, unable to improvise, feel, or ethically value- what one pioneering computer scientist called the imperialism of instrumental reason. What role does this rigid computer reason play in real-life projects of imperialism, of racial and class domination, and other forms of social inequality? How does it work with or against existing power structures? We will examine a variety of human-computer encounters across military and government, law and policing, science and medicine, and media and entertainment. Course materials will include ethnographies of computer science and robotics, readings about the history and philosophy of computing, as well as news articles and films related to pop culture and current events.
Credit 3 units.
Typical periods offered: Fall, Spring, Summer

ANTHRO 4464 Religion, Law, and Pluralism
Comparative study of religious and legal pluralism in U.S., Europe and Asia; how laws define or shape cultural and religious differences; theories of pluralism. Prerequisite: Previous work in social sciences or law, or instructor's permission.
Credit 3 units. A&S IQ: SSC
Typical periods offered: Fall, Spring

ANTHRO 4466 Religion and Media
Instead of fading away in a process of modernization, religious traditions remain crucially important in the contemporary world. One key reason for this is the convergence of such traditions with modern systems of mass media. Based on an introduction to anthropological approaches to mass media, this class comparatively examines how modern mass media have become part of religious practice in diverse settings. Special attention will be paid to how the intersection of modern mass mediation and religious traditions shape collective identities and political processes.
Credit 3 units. A&S IQ: SSC EN: S
Typical periods offered: Spring

ANTHRO 4470 Contemporary Issues in Cultural Anthropology
A familiar topic of the modern age, the threatening prospect of a world-wide catastrophe ahead, has become a large and elaborate discussion of the true nature of the contemporary world. Many works have, using various arguments, pointed to the potential collapse of the world as we know it. This course seeks to identify, as best we can, the empirical dangers to the world as it is but also critically examine the arguments that describe the world condition. Our project requires that we confront a fundamental conceptual issue in the study of the human condition: how to distinguish the reality of the world as it is from the rhetorical devices by which it is conceptually grasped.
Credit 3 units. A&S IQ: LCD, SSC Art: SSC EN: S
Typical periods offered: Spring

ANTHRO 4471 Artifact Analysis
Introduction to the analytical methods used on archaeological materials; emphasis on lithics and ceramics. Students apply methods to individual research projects. May be taken with Anth 390. Prerequisite: Anth 190BP, 310CQ, 312C, 314BQ, or 390, or permission of instructor. Three class hours plus laboratory time for individual subject.
Credit 3 units.

Typical periods offered: Fall, Spring

ANTHRO 4480 Anthropology and Creative Writing
Creative writing has much to offer anthropology. This course explores how methods of artistic writing and expression can shape stories and studies of cultural life in the global world. We consider the uses of journalism, fiction, memoir, poetry, and cinema in anthropology's understanding of the richness, the deep emotional tone, and also the dangers of human experience. We look at such issues and themes as the ordinary life and everydayness, coming of age and fitting in, the feeling of being at home and senses of place, narratives of illness and affliction, how people cope with trauma and violence, what makes our bodies powerful or vulnerable, and why things really matter. Although students are actively involved in writing stories, this is not a writing intensive course.
Credit 3 units. A&S IQ: SSC Art: SSC EN: S
Typical periods offered: Fall

ANTHRO 4481 Writing Culture
Different ways of writing about people, culture, and society in past and present times. Readings include anthropological works as well as works of fiction that represent people and the times, places, and circumstances in which they live. Students conduct and write about their own ethnographical observations.
Credit 3 units. A&S IQ: LCD, SSC, WI Art: SSC EN: S
Typical periods offered: Fall, Spring

ANTHRO 4483 Narrating the Self
A major chunk of the data gathered during ethnographic research projects typically consists of stories told by our interlocutors in the field -- our informants. In everyday usage, stories are usually taken to be extended, heavily plotted, and artfully delivered narratives. In this course, we take a broader, more inclusive approach to storytelling that encompasses everything people tell, in many different narrative formats, about themselves and the world they inhabit. Such stories are of immense value to us; through narrative, people give shape to and make sense of their lives and tell us where they position themselves in the moral order. Furthermore, in and through storytelling, people structure, comment on, and assert agency over their lived experiences and, by doing so, construct a self. The subject of much debate in philosophy, psychology, and the social sciences, the notion of the self is still upheld by many, although currently it often emphasizes the fragmented, locally constructed, and culture-specific nature of the self. One of the concerns in this course, therefore, will be to assess the theoretical value of the notion of the self in narrative analysis and in anthropology as a whole. More generally, this course explores the (micro-)politics of storytelling to understand how storytelling works as the interface between the self and society as well as between the subject and social structure. Issues of agency and structure will often take center stage, and we will see that the form and content of narratives, cultural norms and values, and power relations are mutually constitutive.
Credit 3 units. A&S IQ: HUM BU: BA, HUM EN: H
Typical periods offered: Fall

ANTHRO 4492 Anthropology of Nationalism
This class offers an overview of approaches to the study of nationalism from an anthropological perspective. Departing from a discussion of various mainstream theories of nationalism, the course will then critically engage these approaches through confronting them with recent anthropological readings and case studies dealing with this crucial contemporary phenomenon. A main focus will be a reconsideration of the linkages between language and the spread of nationalism.
Credit 3 units. A&S IQ: SSC
Typical periods offered: Spring

ANTHRO 4493 Diasporas and Transnationalism
This class provides an introduction to the study of modern diasporas and the transnational processes in which they are situated from an anthropological perspective. The ethnographic emphasis will be on South Asian diasporas, but the readings will also involve other examples. Topics will include the changing historical conditions and processes responsible for the creation of contemporary diasporas, the issue of identity formation among diasporic populations as well as the question of how diasporic communities challenge as well as contribute to our understanding of culture, nationalism, and globalization.
Credit 3 units. A&S IQ: SSC
Typical periods offered: Fall

ANTHRO 4500 Economic Development: An Interdisciplinary Approach
This course examines economic development from a multi-disciplinary perspective. Economic historians often ask exactly the same questions concerning economic growth that development experts in anthropology address in the modern world. In a non-technical, jargon-free manner, this course will draw together the insights of diverse disciplines as they bear on questions and controversies surrounding economic growth. Prerequisite: Economics 103 or Anthropology 399
Credit 3 units. A&S IQ: SSC BU: BA
Typical periods offered: Fall

ANTHRO 4502 Decolonizing Anthropology
Through books like Linda Tuhiwai Smith's book Decolonizing Methodology, tribal IRB's, and open letters, Indigenous people and tribal governments make clear how they want scientists to conduct research with their communities. How does anthropology reckon with its past ties with colonialism? How do we responsibly use scholarship from the past while working toward decolonization and anti-racism? This class will compare work by Indigenous people and people of color calling for decolonization and anti-racism, studies done using decolonizing methodologies, and widely read works of anthropology throughout the discipline's history. For example, we will read an excerpt from an anthropology textbook assigned at WashU in 2000 about an Eskimo and compare it to Native Alaskan scholar Heather Gordon's participatory research with Native Alaskans. During the last part of the class, we will learn about the roots of global inequality to highlight the structural conditions.
Credit 3 units. A&S IQ: LCD, SSC EN: S
Typical periods offered: Fall

ANTHRO 4513 Contemporary Issues in the Developing World
The idea of development has powerfully shaped the global scene over the last half century. It invokes a world in which certain areas are understood as models of progress, while others are deemed to have stagnated or fallen behind. How has this geography of uneven distribution and unequal resources come into existence? What are the assumptions that have made it possible? What does it actually mean in practice to be third world, underdeveloped, less developed, or developing? This course will engage these questions from a variety of perspectives, ranging from travel narratives and novels to film and social theory.
Credit 3 units. A&S IQ: LCD, SSC EN: S
Typical periods offered: Spring

ANTHRO 4516 The NGO and Civil Society
This course examines the current global resurgence of interest in civil society, a phenomenon that is widely associated with the fall of the Soviet Union. In this context, civil society is loosely defined as a melange of voluntary associations that provide a buffer between citizen and state. Such associations are popularly known as NGOs (Non-Government Organizations). In international development circles, NGOs are seen as a necessary ingredient to both democracy and economic progress. In this course we will trace the history of civil society (especially its role in colonialism), review the current development and academic debates on civil society, and examine the real life practice of NGOs in the developing world. Prerequisite: L48-399BQ, graduate level standing, or permission of instructor.
Credit 3 units. A&S IQ: SSC Art: SSC
Typical periods offered: Spring

ANTHRO 4517 Anthropology and Development
What is 'development'? Economic progress for all? A slow and gradual 'improvement' in the human condition? Helping people with 'projects'? Westernization? Modernization? The sorting out of bodies that are useful and can be put to work from those less useful bodies that must be contained, imprisoned, or killed? The militarized accumulation of capital? The commodification of labor? The exhaustion of nature? In this advanced seminar we will consider how anthropologists - as writers, analysts, and theorists - have engaged the theories, meanings, practices, and consequences of (sometimes externally directed) economic and political change. We focus on issues of the contemporary moment: oil; urban poverty and inequality (sex work, migration, water, debt, and cash transfer programs); and cultures of militarism. The course is designed to provide a graduate-level introduction to theory and ethnography based on intensive reading, discussion, critique, and writing, with revision. It is open to advanced undergraduates and fulfills writing-intensive (WI) requirements, as well as capstone requirements for some majors.
Credit 3 units. A&S IQ: LCD, SSC, SC, WI Art: SSC BU: ETH EN: S
Typical periods offered: Fall, Spring

ANTHRO 4518 Poststructural and Postcolonial Thought
Poststructural and postcolonial theories have been crucial to contemporary trajectories in the social sciences and literary criticism. This course will examine some of the central themes of poststructural and postcolonial thought, such as representation, power, agency, resistance, subject formation, and cultural translation, and their roles in anthropology and history. We will read key theorists such as Foucault, Gramsci, de Certeau, Said, and Spivak alongside contemporary anthropologists and historians who critically engage these writers.
Credit 3 units. A&S IQ: LCD, SSC EN: S
Typical periods offered: Fall

ANTHRO 4519 The Moral Imagination in Social Practice
Everything humans do is framed by assumptions about what is real, important, enduring, etc., assumptions that are already implicit in the language they use. When they assess situations, establish priorities, interpret social settings, identify the significance of their affairs, or conceive of a meaningful past, they employ such assumptions. Sometimes they do so consciously, but often they make these assumptions unthinkingly, uncritically. In this course, we will read recent works -- journal articles as well as monographs -- on the imaginative worlds of people in various social settings, to consider how these worlds are constituted and how they are reiterated and reinforced in social practice. We will also refer back to the classic works in socio-cultural anthropology to remind ourselves of the various ways of approaching the comparative study of social practices. Prerequisite: Junior standing, two social science courses, or permission of instructor.
Credit 3 units. A&S IQ: SSC EN: S
Typical periods offered: Fall

ANTHRO 4522 Applied Anthropology
This course explores the field of applied anthropology and its approach to understanding human social problems. The focus is on the qualitative and quantitative information applied anthropologists use to study practical human social problems. We will examine the four important factors that influence the practical application of theories and methods to social problems: (1) the specific challenges faced by individuals with particular social identities; (2) the coping strategies developed by local groups and the sustainability of their efforts; (3) the interests and objectives of key actors involved; and (4) the goals, identities, and ethics of researchers. Taking a comparative perspective, the course employs an ethnographic, historical, and geographic approach to understand local problems within global contexts. Students will engage in research projects applying anthropological concepts and methods, thereby scrutinizing the contexts in which information is collected, analyzed, disseminated, and utilized by applied anthropologists.
Credit 3 units. A&S IQ: SSC EN: S
Typical periods offered: Spring

ANTHRO 4555 Digital Digging: An Introduction to Archaeological Geophysics
In this class we will be exploring the history, technology, and application of geophysics in archaeology. In doing so, students will be provided with the opportunity to gain hands-on experience collecting, processing, visualizing and interpreting data from a variety of instruments that include ground-penetrating radar (GPR), magnetometry, electromagnetic induction (conductivity), and magnetic susceptibility. Prerequisites: Anthropology 190B
Credit 3 units. A&S IQ: SSC Art: SSC EN: S
Typical periods offered: Spring

ANTHRO 4561 Ceramic Analysis
Methods, techniques, and models for analyzing archaeological ceramics. Students will learn how ceramic artifacts are used by archaeologists to reconstruct social practices in the past, including economics, politics, religion/ritual, migration, social organization, etc. Students will be trained in both qualitative and quantitative methods of analyzing ceramics and ceramic assemblages. While these methods are applicable to the archaeology of societies across the world, students will specifically conduct hands-on analyses of archaeological collections from the St. Louis/Midwestern U.S. region. Prerequisite: at least one archaeology course, graduate standing, or permission of instructor.
Credit 3 units. A&S IQ: SSC Art: SSC EN: S
Typical periods offered: Spring

ANTHRO 4562 Artifact Analysis: Mississippian Cultures
The purpose of this course is to provide students with an introductory, hands-on experience of the methods employed in the analysis of archaeological materials common to the Mississippian culture. Students will conduct class projects based on collections from Cahokia Mounds and the St. Louis region. Prerequisite: Anthro 314 or equivalent, or graduate standing, or permission of instructor.
Credit 3 units. A&S IQ: LCD, SSC Art: SSC EN: S
Typical periods offered: Fall, Spring

ANTHRO 4563 Archaeological Conservation, Curation, and Collections Management: Method and Theory

This course will provide information on archaeological curation and collections management method and theory, and will introduce students to the basic principles of archaeological conservation in the field and lab environments. The multiple processes affecting study and preservation of archaeological remains and associated records will be thoroughly reviewed. Students will become equipped with necessary and practical tools to allocate resources for archaeological conservation in the field and lab, and to provide for and comply with state and federal standards for curation of archaeological resources.

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

Typical periods offered: Spring

ANTHRO 4564 Archaeobotanical Analysis

Advanced laboratory and analytical techniques. Prerequisite: Anthro 4211 or permission of instructor.

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

Typical periods offered: Fall

ANTHRO 4565 Biomolecular Archaeology: Are You What You Eat?

A revolution is underway in archaeology. Working at the cutting edge of isotopic and genetic technologies, researchers have been probing the building blocks of ancient proteins, life-DNA, fats and microfossils - to rewrite our understanding of the past. Their discoveries and analyses have helped revise the human genealogical tree and answer such questions as: Are you what you eat? How different are we from the Neanderthals? Who first domesticated plants and animals? What was life like for our ancestors? In this class, we will address those fundamental issues to understanding human nature. Here is science at its most engaging.

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

Typical periods offered: Fall

ANTHRO 4571 Monographs in Social and Cultural Anthropology

Focus on the major ethnographical works as they reflect changing issues and contexts. Classic as well as recent ethnographs; seminal theoretical works that shaped the ethnographical tradition. Prerequisite: 3 advanced units in anthropology, or permission of instructor.

Credit 3 units. A&S IQ: SSC

Typical periods offered: Spring

ANTHRO 4580 Craniofacial Biology

Growth, morphology, and function of craniofacial structures in primates. Emphasis on biological background of current research problems concerning variation among living primates and the evolution of primates. Topics include the biomechanics of mastication; relationship between dental histology and life history; and relative effects of size, function, and phylogeny on variation. Prerequisite: Anth 150A and one additional course in physical anthropology.

Credit 3 units. A&S IQ: NSM Art: NSM

Typical periods offered: Spring

ANTHRO 4581 Principles of Human Anatomy and Development

This course will discuss the anatomy of most of the functional systems of the human body. Topics covered will include the peripheral nervous system, respiration, circulation, the skeletal system, the gastro-intestinal tract, the urogenital system, the male and female reproductive systems, locomotion, manipulation, mastication, vocalization, the visual system, the auditory system and the olfactory system. Selected topics in human embryology will also be introduced. The course provides valuable preparation for any student interested in human biology, anthropology, medicine or the health sciences.

Credit 3 units. A&S IQ: NSM Art: NSM BU: SCI

Typical periods offered: Fall, Summer

ANTHRO 4582 Human Life History Theory

Life history theory postulates that organisms must allocate finite time and finite resources between growth, maintenance, and reproductive effort. This balance will necessitate trade-offs in specific traits related to body size and energy allocation between competing functions across the life of the organism. In this class, we will start from this broad theory and look at the specific application of life history theory within anthropology. Humans, in particular, present unique and unusual life history characteristics, which we will discuss in depth.

Credit 3 units. A&S IQ: NSM Art: NSM

Typical periods offered: Spring

ANTHRO 4590 Human Osteology

Analysis of skeletal material recovered in human paleontological and archaeological excavations. The development of bone and major diseases that affect skeletal structure. Prerequisite: permission of instructor.

Credit 3 units. A&S IQ: NSM Art: NSM

Typical periods offered: Fall, Spring

ANTHRO 4591 Human Functional Morphology

A detailed consideration of the functional correlates of muscle-skeletal form in recent and ancient humans and our close primate relatives, as a means for understanding the behaviors responsible for driving the evolution of human anatomy. Emphasis is placed on the structure and development of bones, joints and teeth, the soft tissues which impinge upon individual bones, and the biomechanical demands affecting bone and joint structures.

Credit 3 units. A&S IQ: NSM Art: NSM

Typical periods offered: Fall, Spring

ANTHRO 4592 Geometric Morphometrics

This course focuses on the collection, visualization, analysis and presentation of morphometric data in physical anthropology, emphasizing recently developed techniques for studying size and shape. Explores theoretical and practical aspects of landmark-based techniques such as Procrustes superimposition, Euclidean Distance Matrix Analysis, Finite Element Scaling Analysis, and thin-plate splines; outline techniques such as Fourier Analysis and semi--landmarks; and multivariate statistics with geometric morphometric applications, such as principal coordinates and discriminant analyses. A practical lab component covers the use of available geometric morphometric software for addressing biomechanical and physical anthropolgical questions.

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

Typical periods offered: Spring

ANTHRO 4593 The Living Machine: Biomechanics in Terrestrial Animals

A survey of how animals -- particularly humans and other primates -- interact with their physical world. How do terrestrial animals move, see, breathe, and hear? We will examine the anatomy and mechanics involved in these and other behaviors, and will investigate their evolution. Prerequisite: Anthro 150A or permission of instructor.

Credit 3 units. A&S IQ: NSM Art: NSM

Typical periods offered: Fall

ANTHRO 4594 Experimental Methods in Animal Biomechanics
The first portion of this lab-based course will cover basic concepts in biomechanics and training in the equipment and non-invasive experimental techniques used to investigate locomotion, energetics, and other biomechanics questions in terrestrial animals, including humans. In the second portion, students conduct their own research projects, developing questions and hypotheses, collecting and analyzing data, and using results to test predictions. Prerequisite: Anthro 4593 or permission of instructor.
Credit 3 units. A&S IQ: NSM Art: NSM
Typical periods offered: Spring

ANTHRO 4595 Developmental Plasticity and Human Health
A look at how early life - gestation plus infancy and childhood - contributes to the establishment of long-term physiology, variation, and individual health from an anthropological perspective. The course will include current disease models of developmental origins, combined with evolutionary and adaptive perspectives on developmental plasticity and the construction of human health.
Credit 3 units. A&S IQ: NSM Art: NSM
Typical periods offered: Spring

ANTHRO 4597 The Archaeology of Life and Death
The study of human remains in archaeological contexts offers us a rich perspective on human life and society in the past. Our bodies are shaped by genetics, environmental factors, subsistence, disease, and physical activities over the life course. At the same time, social organization, inequality, and ideologies also shape the human experience; they often become reflected in the built environments of tombs and cemeteries, the grave offerings, and interment styles that surround human remains in archaeological contexts. This course offers an introduction to bioarchaeology and mortuary archaeology as complementary approaches to the study of life in the past. The goal of the course is to understand how activities, norms and beliefs, and environments shaped bodies in life and death, and the different ways in which archaeologists can gain insight into the past through the study of human remains and burials. Course lectures and discussions focus on recent advances in research and ongoing debates in the two fields with examples from prehistory and history around the world, from North and South America, to Europe, Asia and Africa. Although this course will provide a basic overview of human skeletal anatomy, it is strongly recommended that students have taken an introductory course on the subject prior to enrolling in the class.
Credit 3 units. A&S IQ: LCD, SSC EN: S
Typical periods offered: Fall

ANTHRO 4598 Biomarkers: Measuring Population Health, Reproductive, and Social Endocrinology
How do we study contemporary human biology and population level health? How do we investigate individual differences in health within a larger population? In this course, we will specifically address these questions by looking at how anthropologists, nutritionists, and public health workers investigate individual and population level health. This will be done through the study of biomarkers collected from individuals. In this class, we will discuss the theory behind the use of biomarkers, the underlying biology and physiology of the human body reflected in these data, and the methods used in collection and analyses of biomarkers. Finally, we will discuss how biomarkers can be integrated into studies of population and individual level health.
Credit 3 units. A&S IQ: NSM Art: NSM
Typical periods offered: Fall

ANTHRO 4610 Queer Medicine: Theories, Methods, Provocations
This seminar explores the intersections of queer and medical anthropology to consider: How do queer experiences challenge medical authority and its influence on the cultural construction of bodies, productivity, and life itself? What theories and methods might characterize a queer medical anthropology? Attending to historical accounts of queerness in medicine, we will center ethnographic studies of queer lives in medical contexts. We will discuss topics including diverse forms of reproduction and kinship, medical constructions of sex and gender, and interventions in queer healthcare. Drawing from intersectional literature in crip theory and Black studies, we will further examine how disability and race are entangles in queer medical encounters. Students will critically reflect on and propose theories and methods for a queer medical anthropology as they work on final papers, presentations, and zines for an end-of-semester symposium.
Credit 3 units. A&S IQ: SSC, SC
Typical periods offered: Fall, Spring

ANTHRO 4622 Anthropological Demography: Theories, Methods, and Applications
Anthropological Demography is an interdisciplinary endeavor that developed in response to the need to incorporate cultural context into the analysis of population data. The course introduces some fundamental demographic concepts (e.g., vital rates, natural fertility, and demographic transition theory) and provides students with the foundations for demographic literacy through an exploration of basic quantitative methods and means of presentation. The course then deals with an anthropological critique of demographic assumptions, then shifts to a demographic critique on the applicability of anthropological knowledge. The final and most substantial part of the course will be devoted to an intensive reading of seminal works in the field.
Credit 3 units. A&S IQ: SSC EN: S
Typical periods offered: Spring

ANTHRO 4623 Art and Science of Inferential Statistics
This course examines the historical roots, the scholarly development, and the current applications of inferential statistics in a research context. The emphasis is on how social and natural variables are distributed, framing testable research questions, and choosing appropriate statistical tests. This course will cover the testing of univariate, bivariate and multivariate hypotheses using parametric, non-parametric, and re-sampling methods. Requires students to undertake statistical analyses of their own on real data sets. Familiarity with descriptive statistics is assumed. Designed for graduate students and advanced undergraduates. Permission of instructor is required for undergraduate enrollment.
Credit 3 units. A&S IQ: SSC, AN Art: NSM EN: S
Typical periods offered: Fall, Spring

ANTHRO 4655 New Advances in Archaeology
Archaeological research is moving at an increasingly rapid pace, with advances in archaeological methods and theory propelling new interpretations and understandings of archaeological findings. This course we will focus on contemporary developments in archaeology, with an emphasis on current trends in theory, method, and discovery. The objectives of the course are to place emerging trends in archaeological research in a historical context, to understand new methods, and to explore how various theoretical approaches influence the conduct of archaeological research around the globe.
Credit 3 units. A&S IQ: SSC Art: SSC EN: S
Typical periods offered: Spring

ANTHRO 4661 Historical Archaeology
This course focuses upon the methods and techniques employed in historical archaeology. We will include method of integration of written records through contextual studies, discussion of specific artifact type identification techniques, and seminar type treatments of other aspects of the field. The class will include some hands-on lab work, working primarily with materials from the first American fort west of the Mississippi (Fort Belle Fontaine) and two Civil War period mansions. Prerequisite: 3 credits of archaeology or permission of instructor.
Credit 3 units. A&S IQ: HUM, LCD, WI Art: HUM BU: HUM
Typical periods offered: Fall, Spring

ANTHRO 4682 Ethnoarchaeology
Ethnoarchaeologists use studies of aspects of the present to strengthen archaeological interpretation. Since archaeologists don't usually study words, we need to understand relations between human actions and the material record. In this class we will explore ethnoarchaeological studies of a wide range of topics from how things are made, to what they mean, or how we might think differently about the past. Student presentations, class reading, and discussion will examine topics that might include whether reindeer herders think of their animals as domestic or wild, how Australian Aboriginal peoples have or have not used dingoes for hunting, the role of feasts in society or how to make and find beer, ceramics, stone tools, beads or smelt iron. Ways that decoration and construction of pots signify ethnic boundaries or what a mother-in-law teaches a new bride have seen famous ethnoarchaeological studies. We can discuss any aspect of archaeology and will pick topics that fit your interests and the questions that you would like to pursue in your papers and presentations. There are no prerequisites for this class.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall

ANTHRO 4690 The Work and Ideas of Great Anthropologists
A survey of major theories and paradigms in anthropology; emphasis is on approaches taken by sociocultural anthropologists in analyzing and explaining features of societies and cultures, including evolutionary theories, comparative methods, interpretive approaches and ecological accounts. Required of all majors. Students considering a junior year abroad should enroll sophomore year.
Credit 3 units. A&S IQ: SSC
Typical periods offered: Fall, Spring

ANTHRO 4710 Issues in Social and Cultural Anthropology
Analysis of major theoretical issues in the comparative study of societies and cultures, emphasizing works in anthropology. Includes discussion of theories of personality, economic change, social structure, history, ideology, and power. Prerequisite: Anth 470 or another course in social theory, or permission of instructor.
Credit 3 units. A&S IQ: SSC
Typical periods offered: Spring

ANTHRO 4740 National Narratives and Collective Memory
This course examines how national narratives shape the ideas of nation-states about themselves and others. It considers cultural, psychological, and political aspects of narratives used to interpret the past and understand the present. In addition to reviewing conceptual foundations from the humanities and social sciences, particular national narratives are considered as case studies.
Credit 3 units. A&S IQ: SSC Art: SSC EN: S
Typical periods offered: Spring

ANTHRO 4751 Cultural Resource Management and Contract Archaeology
Topics covered will include discussing the impact of the new Native American Grave Protection and Repatriation Act regulations, developing a proposal or contract, problems of compliance, and other practical matters of contract archaeology. Class will execute and complete a small CRM archaeological project as 'hands-on' training. Prerequisites: Anthro 314BP or equivalent, or permission of instructor.
Credit 3 units. A&S IQ: SSC
Typical periods offered: Fall

ANTHRO 4761 The Pleistocene Peopling of Eurasia
The paleolithic archaeology, human paleobiology, and paleoecology of the geographical expansions and adaptations of Eurasian humans through the Pleistocene. Prerequisite: Anthro 150A or 190B.
Credit 3 units. A&S IQ: LCD, SSC Art: SSC
Typical periods offered: Fall, Spring

ANTHRO 4762 The Neandertal Legacy
A detailed consideration of the Middle and Late Pleistocene patterns of human biological evolution relating to the origins and evolution of late archaic humans (including the Neandertals) and the emergence of modern humans. Prerequisite: Anthro 367 or permission of instructor.
Credit 3 units. A&S IQ: NSM, WI Art: NSM
Typical periods offered: Fall, Spring

ANTHRO 4770 African Prehistory
Pathways to food production in Africa: Late hunter-gatherers and early pastoralists, their interactions and intersections with complex societies of the Nile. A survey designed for juniors and seniors in a seminar setting.
Credit 3 units. A&S IQ: SSC EN: S
Typical periods offered: Fall

ANTHRO 4771 Out of the Wild: Domestication and Socioeconomic Diversity in Africa
The reason for the beginnings and spread of food production during the early Holocene in so many parts of the world is one of the most interesting questions in archaeology. It now seems likely that there are many different pathways to domestication. In Africa, there is a record of up to several million years of human existence as hunter-gatherers before some human populations adopted food production. Domestication of plants and animals about 10,000 years ago resulted in fundamental changes in human societies. It provided the basis for the increase in settlement densities, specialization and social stratification, and general decrease in mobility and dietary diversity, characteristic of non-hunter-gatherer societies in the modern world. In this seminar, the class will explore the phenomenon of domestication, and the spread of food production, surveying the evidence for manipulation and domestication of plant and animal species by prehistoric peoples in Africa. We will focus on how and why domestication occurred, and factors that influenced its spread, and interactions between late hunter-gatherers and early pastoralists, and intersections with complex societies of the Nile. We will also look at the contributions of Africa to understanding pathways to food production world wide.
Credit 3 units. A&S IQ: LCD, SSC, WI Art: SSC EN: S
Typical periods offered: Spring

ANTHRO 4772 Social Theory and Anthropology
A seminar on social theory and its ethnographic implications. Course combines major works of modern social theory, including Marx, Weber, and Durkheim, with current work by contemporary anthropologists, such as Clifford Geertz, Eric Wolf, Marshall Sahlins, and Fredrik Barth, and ethnographers from related disciplines, such as Pierre Bourdieu and Paul Willis. Prerequisite: Previous anthropology coursework or permission of instructor.
Credit 3 units. A&S IQ: SSC, SC Art: SSC EN: S
Typical periods offered: Fall

ANTHRO 4792 The Many Paths Leading Toward the Creation of the Ancient City
The purpose of this class is to examine the emergence of the Ancient City across the globe. We want to begin with the concepts of urbanism, city, and metropolis. These are words whose derivation are to be found in the classical languages of the Mediterranean. Is there any means to reach an understanding of how other civilizations and societies characterized these special places on the landscape? In the past many scholars have argued that market economies and state level societies are essential to their existence. Such arguments reflect issues of sustainability in terms of the economy and the effective control of large populations through state level institutions. While we want to understand the role of the economy and the level(s) of political integration involved in the process of urbanism, are there other cultural institutions such as religion that play a much larger and more significant role? Do these places reflect the citizens perception of the cosmos?
Credit 3 units. A&S IQ: LCD, SSC Art: SSC EN: S
Typical periods offered: Spring

ANTHRO 4793 Archaeological Study of Social Complexity
A hallmark of anthropological theory is the idea that human societies evolve toward greater complexity or higher levels of organization through time. Yet accurately defining complexity or organization is such a difficult and frustrating undertaking that many people give up and fall back on an intuitive understanding, similar to Supreme Court Justice Potter Stewart's famous definition of pornography: I know it when I see it. But what exactly does it mean to be socially complex? How does complexity in human societies emerge and how is it perpetuated? How can we infer social complexity from the archaeological record? In this seminar we will examine theoretical and methodological aspects of social complexity as investigated by archaeologists. By means of case studies drawn from around the globe and ranging from the earliest humans to the recent past, we will seek to define, describe, and understand the concept of social complexity and its manifestations in diverse societies at different times.
Credit 3 units. A&S IQ: LCD, SSC Art: SSC EN: S
Typical periods offered: Fall, Spring

ANTHRO 4802 Theories and Practice of Landscape Archaeology
The study of landscapes as a particular framework for understanding the archaeological record has become increasingly widespread in the discipline today. Yet the theoretical background for defining landscapes is commonly disconnected with the actual practical application of landscape archaeology. What exactly do we mean by landscape archaeology, what is its utility, and how do contemporary methods of analysis and interpretation change the way we consider archaeology through this conceptual paradigm? This course will explore the theoretical basis and current archaeological approaches to landscape and address its distinction to, and overlap with, other prevalent concepts such as environment, ecology, place, and space. The course will also place focus on concrete methodological and practical approaches that differentiate Landscape Archaeology from other approaches -- as well as illustrate their points of convergence.
Credit 3 units. A&S IQ: SSC EN: S
Typical periods offered: Fall

ANTHRO 4803 Advanced GIS Modeling and Landscape Analysis
The aim of this course is to learn to analyze archaeological data in terms of its spatial layout, geography, ecology, and temporal dynamics, using Geographic Information Systems and associated computer modeling techniques. A focus is placed on the relationship between natural environments, cultural geography, and the mapping of archaeological landscapes, and on the archaeologist's ability to accurately recover, reconstruct, and analyze this relationship in a virtual environment.
Credit 3 units. A&S IQ: SSC Art: SSC EN: S
Typical periods offered: Spring

ANTHRO 4810 Zooarchaeology
Archaeologists use ancient objects or material culture to study all of the human past, in its length and diversity. To do this, we have to reconstruct human actions from the things people made and used and the impacts that they had on the environment. Since the 1960's archaeologists have turned in an increasingly systematic way to aspects of the way people relate to material culture in the present, as sources for analogies for interpreting aspects of the past. Ethnographic field studies designed with archaeological problems in mind have become more common, and have contributed substantially to archaeological interpretation. Questions such as how archaeological sites form, and interpretation of changing human diets, human adaptations to challenging environments, how people domesticated plants and animals, the nature of human foodways, gender roles, the spread of food production or ritual and burial practices have all been informed by ethnoarchaeological studies We will look at ethnoarcheological approaches to the interpretation of many different categories of archeological data including: lithics, ceramics, house structures, and rock art and discuss a wide variety of archaeological topics to which ethnoarchaeological approaches have been applied. The areas that we focus on will depend on the topics in which the class is most interested.
Credit 3 units. A&S IQ: NSM Art: NSM
Typical periods offered: Fall, Spring

ANTHRO 4834 Health, Healing, and Ethics: Comparative Perspectives on Sickness and Society
A cross-cultural exploration of cultures and social organizations of medical systems, the global exportation of biomedicine, and ethical dilemmas associated with medical technologies and global disparities in health.
Credit 3 units. A&S IQ: SSC EN: S
Typical periods offered: Fall

ANTHRO 4881 Medicine and Anthropology
Explores the fundamental relationship of anthropology to the art and science of medicine. Emphasis on impact of anthropology on current modes of biomedical research; alternative systems of health and healing; role of anthropologist in biomedicine and public health; critical medical anthropology; anthropology and epidemiology. Prerequisite: Junior standing.
Credit 3 units. A&S IQ: SSC Art: SSC
Typical periods offered: Fall, Spring

ANTHRO 4882 Anthropology and Public Health
Anthropological approaches to public health practice and research; role of anthropology in public health systems; cross-cultural public health research; community vs. institutional bases of public health advocacy.
Credit 3 units. A&S IQ: LCD, SSC Art: SSC BU: ETH EN: S

Typical periods offered: Fall, Spring

ANTHRO 4883 The Political Economy of Health
This course reviews social science contributions to understanding health as a function of political and economies influences. Considers the ways in which personal health is affected by macrosocial processes. Examines effects of globization, international development and political instability on the health of individuals. Examples drawn from the U.S. and international contexts. Prerequisite: Junior standing or above.
Credit 3 units. A&S IQ: SSC Art: SSC BU: BA EN: S
Typical periods offered: Spring

ANTHRO 4892 Hunter-Gatherer Socioeconomic Variation
This class will explore the nature and extent of variation in hunter-gatherer socio-economic systems as documented in the literature on recent hunter-gatherers, and in the archaeological record of the last 20,000 years. We will discuss Woodburn's concept of delayed return hunter-gatherers, Testart's writing on hunter-gatherer socio-economic organization, and archaeological concepts of simple and complex hunter-gatherers. We will examine case studies of both delayed and immediate return hunter-gatherers from the Americas, Asia, Africa, and Australia, and emphasize understanding underlying reasons for differences between groups, and implications of differences for patterns of cultural change, including the adoption of food production.
Credit 3 units. A&S IQ: LCD, SSC Art: SSC EN: S
Typical periods offered: Fall, Spring

ANTHRO 4893 Pastoral Nomads of the Past
The archaeology of nomadic herders or pastoralists of Africa, Asia, and South America is the focus of this seminar. Cattle herders of Africa, horse and camel-based nomads of Asia, and llama herders of the Andes, are famous for their mobility, effective use of arid and mountainous lands, and distinctive and varied social organization and material culture. Nomads are known in many regions for long distance trade, warfare, and as agents of widespread political and religious change. We will examine issues such as the ecological background to mobility, nomads as early food producers, the environmental impact of nomadic societies, nomads and resilience, factors that pattern settlement structure and material culture of nomads, rock art, archaeological recovery, ancient nomadic states, and gender issues in recent pastoral societies.
Credit 3 units. A&S IQ: SSC EN: S
Typical periods offered: Fall

ANTHRO 4898 Seminar: Pathways to Domestication
Survey of the evidence of the domestication of plants and animals, focusing on processes leading to domestication, and on the recognition of pristine features of domestication in the archaeological record. Prerequisite: one 300- or 400-level course in archaeology.
Credit 3 units. A&S IQ: SSC Art: SSC EN: S
Typical periods offered: Fall

ANTHRO 4899 Seminar: Pathways to Domestication
The origins of agriculture led to one of the most important transitions in human history, continuing to fascinate anthropologists and all who depend on farmers for food. We examine evidence for the development and spread of settled and mobile farming systems in diverse regions of the world. We discuss old and new theoretical approaches and apply increasingly sophisticated methods for recovering and interpreting the evidence. Recent research puts us in a better position than ever before to understand the preconditions, processes, and possibly the causes of domestication and the spread of food production. This course is the WI version of L48 489 Seminar: Pathways to Domestication.
Credit 3 units. A&S IQ: SSC, WI EN: S
Typical periods offered: Spring

ANTHRO 4911 Methods in Molecular Anthropology
We will learn techniques used in molecular genetics and their application to studying the evolution and adaptation of human and non-human primates. This course will cover DNA extraction from biological materials (e.g. buccal cells from cheek swabs, potentially also fecal samples from the primates at the zoo), primer design and polymerase chain reaction (PCR) to amplify a region of interest (student lead, with guidance) from isolated DNA. Use of gel electrophoresis to visualize and purify PCR products and sequencing reactions to view nucleic acid structure will also be conducted. Finally, will also have a lecture on introductory bioinformatics. Throughout the course, we will discuss the mechanisms underlying these techniques, why they work and how to trouble-shoot problems. Students will be expected to submit lab reports and to engage in peer review of others' lab reports. Finally we will discuss how molecular methods inform anthropological research. Students will be also expected to take on-line safety training modules through EH&S.
Credit 3 units. A&S IQ: NSM
Typical periods offered: Spring

ANTHRO 4952 Senior Honors Research
Limited to students who have qualified for the Anthropology honors program, and who are conducting research for an honors thesis. Prerequisite: permission of the Anthropology faculty member supervising the honors research, and concurrent filing of notification with the Anthropology senior honors coordinator.
Credit 3 units.
Typical periods offered: Fall

ANTHRO 4960 Senior Honors Research
This course is limited to students who have qualified for the Anthropology honors program and who are conducting research for an honors thesis. Prerequisites: Permission of the Anthropology faculty member supervising the honors research and concurrent filing of notification with the Anthropology senior honors coordinator.
Credit 3 units. A&S IQ: WI
Typical periods offered: Fall

ANTHRO 4961 Senior Honors Thesis
Limited to students who have qualified for the Anthropology honors program, and who are actively engaged in writing a senior honors thesis. Prerequisite: permission of the Anthropology senior honors coordinator.
Credit 3 units.
Typical periods offered: Spring

ANTHRO 4986 Original Research in Environmental Anthropology
In this course, we will focus our ethnographic lens on environmental issues in Saint Louis. Through readings and original research, this advanced course in anthropology closely engages discussion and debates about methods, ethics and representation in qualitative environmental studies. Students will identify and undertake qualitative, ethnographic research regarding a local environmental issue. The central goal of this class is to provide a forum for students to grapple with the practical and ethical considerations of anthropological research. The class will be segmented into the following three units: ethics in research, data gathering and analysis, and continuing conversations
Credit 3 units. A&S IQ: SSC EN: S
Typical periods offered: Spring

ANTHRO 4987 Original Research in Environmental Anthropology
In this course, we will focus our ethnographic lens on environmental issues in Saint Louis. Through readings and original research, this advanced course in anthropology closely engages discussion and debates about methods, ethics and representation in qualitative environmental studies. Students will identify and undertake qualitative, ethnographic research regarding a local environmental issue. The central goal of this class is to provide a forum for students to grapple with the practical and ethical considerations of anthropological research. The class will be segmented into the following three units: ethics in research, data gathering and analysis, and continuing conversations
Credit 3 units. A&S IQ: SSC, WI Art: CPSC, SSC EN: S
Typical periods offered: Spring

ANTHRO 4988 Advanced Directed Anthropological Research I
Designed to give undergraduates research experience in various subdisciplines of Anthropology. May be taken more than once for credit. Prerequisite: Permission of faculty member under whom the research will be done.
Credit 3 units. A&S IQ: SSC EN: S
Typical periods offered: Fall, Spring

ANTHRO 4989 Advanced Directed Anthropological Research II
Limited to those students who have successfully completed L48-490, and have a qualifying continuing research project. Prerequisite: Anthro 490 and permission of the faculty member who will supervise the continuing research project.
Credit 3 units. A&S IQ: SSC EN: S
Typical periods offered: Fall, Spring

ANTHRO 4990 Undergraduate Teaching Assistant
Open to advanced undergraduates only. Usual duties of teaching assistant in laboratory or other selected courses. Prerequisite: permission of instructor.
Credit 3 units. A&S IQ: SSC EN: S
Typical periods offered: Fall, Spring

ANTHRO 4992 Field Methods in Paleoanthropology
This course will be 06/09/24-06/30/24 Monday-Sunday from 7:00AM-8:00PM. Run as a field school, provides a practical, hands-on introduction to the methods of paleoanthropological fieldwork. Instruction will take place at Drimolen Cave, one of the iconic paleoanthropological sites relevant to human evolution in South Africa. The objective of the field school is to give students an introduction to everything they need to know about paleoanthropology in South Africa. This includes practical exposure to excavation and survey methods, nightly lectures on a variety of topics covering paleoanthropology, geology, and archaeology delivered by some of the leading scholars in those disciplines as well as younger researchers in the process of getting their doctoral degrees. Lectures and practical training will be supplemented by four excursions meant to be both educational and entertaining (see below). Students will be expected to keep a daily log of their activities and observations, including details of their excavation records, to be handed in for grading at the end of the season. There will also be three weekly quizzes.
Credit 3 units. A&S IQ: NSM BU: IS
Typical periods offered: Summer

ANTHRO 4995 Anthropology Coursework Completed Abroad
Study Abroad Coursework
Credit 12 units.
Typical periods offered: Fall, Spring

ANTHRO 4996 Anthropology Elective: 400-Level
External transfer credit
Credit 3 units. EN: S
Typical periods offered: Fall, Spring

ANTHRO 4997 Anthropology Environment Study Abroad Coursework
Anthropology Environment Study Abroad Coursework
Credit 0 units.
Typical periods offered: Fall, Spring

ANTHRO 4998 Anthropology Global Health Study Abroad Coursework
Anthropology Global Health Study Abroad Coursework
Credit 0 units.
Typical periods offered: Fall, Spring

ANTHRO 4999 Capstone Experience
The Department of Anthropology offers serveral options for completing a capstone experience, which is recommended by the College of Arts and Sciences. One option is for students in any 400-level course in the department, to secure permission of the instructor to simultaneously enroll in Anthropology 4999. The instructor and student will develop an individualized plan for expanding the normal content of the selected 400-level course into a capstone experience. Prerequisite: junior or senior standing. Enrollment requires permission of the department and the instructor.
Credit 1 unit.
Typical periods offered: Fall, Spring

Anthropology Major

Program Requirements

- **Total Units Required:** 33 units
- **Grade Requirement:** C- or better; Pass/No Pass grades do not count for the major.

Required Courses

Code	Title	Units
ANTHRO 1510	Introduction to Human Evolution	3
ANTHRO 1520	Introduction to Cultural Anthropology	3
ANTHRO 1530	Introduction to Archaeology	3
Total Units		**9**

Elective Courses

Students must complete 24 advanced units (3000 level or higher) of elective courses, of which 9 units must be at the 4000 level.

Courses with anthropological themes and content can be counted toward the Anthropology/GHE major and minor. Examples of such courses include the following:

Code	Title	Units
AFAS 1130	Introduction to Race	3
AFAS 4160	Engineering Authority: Design, Architecture & Power in Africa	3
AMCS 2270	Topics in Native American Culture: Introduction to Native American & Indigenous Studies	3
AMCS 4456	Ethnographic Field Work: Energy Politics	3
ANTHRO 3384	Language in Society	3
ANTHRO 4700	Interdisciplinary Topics: Modeling Cultural Systems	3
ARTARCH 4975	Collecting Cultures	3
ENST 3710	Introduction to GIS	3
GS 3006	Global Health & Language	3
JIMES 4850	Topics in Jewish Studies	3
LATAM 3160	Cultures of Health in Latin America	3
RELPOL 3070	Islam, Gender, Sexuality	3

Students should consult with the program coordinator or Director of Undergraduate Studies to make sure a course offered outside of Anthropology will count toward their major/minor.

Additional Information

- Students should register for any courses listed under Anthropology in the Bulletin to have the credit units count toward the Anthropology major. Courses that are housed in other departments can be counted towards the Anthropology major. **Note:** Advanced courses used to satisfy the requirements of one program cannot also be counted toward another major/minor per Arts & Sciences policy.
- Courses taken Pass/No Pass and courses in which a student earns less than a C- do not fulfill the major requirements.
- A maximum of 12 units of nontraditional courses — including School of Continuing & Professional Studies, study abroad, transfer (non-study abroad), honors, and directed-research courses — may be counted toward the advanced electives in the major. For details, please see below.

School of Continuing & Professional Studies

Anthropology courses taken in person through the School of Continuing & Professional Studies (CAPS) may be counted toward the major or minor. Courses listed as electives for the GHE specialization that are offered in the School of Continuing & Professional Studies may be counted toward the GHE specialization major or minor. A maximum of 6 units of credit from School of Continuing & Professional Studies courses may be counted toward the electives. Required introductory courses taken through the School of Continuing & Professional Studies do not count toward the maximum number. Enrollment in CAPS courses requires approval from the Program Coordinator or Director of Undergraduate Studies.

Study Abroad

The department recognizes and accepts courses from a number of semester and year abroad programs. Specific information about study abroad policies is available on the Anthropology Department website or by consultation with the department study abroad coordinator. Students may petition to count up to 9 units of study abroad elective credit toward the general Anthropology major or up to 6 units of study abroad elective credit toward the GHE specialization of the major. Students should contact the Anthropology study abroad coordinator to discuss the requirements for study abroad credit and to gain approval for the transfer of credit.

Transfer Credit

Students who wish to transfer credits from other institutions (non-study abroad units) for use toward the major in Anthropology must have approval from the Director of Undergraduate Studies. With approval, students may transfer a total of 9 units of credit from other U.S. institutions. Students who completed the Anthropology subject test for the International Baccalaureate with a score of 5 or higher can count the corresponding credit hours toward their general degree credit hours but not toward the Anthropology major/minor or GHE major/minor.

Senior Honors

Anthropology majors in the College of Arts & Sciences who wish to conduct a research project for Latin Honors, who have a minimum grade point average of 3.65, and who have received the approval of a faculty advisor and the department honors coordinator may be enrolled in the honors program. Latin Honors involves both the demonstration of acquired knowledge (based in part on GPA) and a report on an original research project. Two courses, ANTHRO 4960 (fall semester) and ANTHRO 4961 (spring semester), are available to allow students to receive credit for the extra research involved in the honors thesis. Students may count one of these courses toward their 4000-level course requirement for the major.

Research

Many Anthropology courses include research components and final projects. Majors can also take part in research at the beginning, intermediate, or advanced level in any subdiscipline and gain credit through approved directed research with faculty who have ongoing research projects. Research opportunities in anthropology labs include projects in archaeology, paleoethnobotany, geoarchaeology, zooarchaeology, genetic studies, geographic information systems, human ecology, paleoanthropology, stable isotopic analyses, and primate studies. Students may count a maximum of 3 units of directed research credit (ANTHRO 2900, ANTHRO 3900, ANTHRO 4988, ANTHRO 4989) with any individual faculty member toward the major.

Internships

Anthropology majors may gain pre-professional experience by taking part in supervised internships in businesses, cultural institutions, and community agencies. Students must have department approval for an internship and must work with an anthropology faculty sponsor during the fall or spring semester. Internships (ANTHRO 3000) may only be taken for Pass/No Pass credit and do not count toward the major requirements.

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Anthropology Major, Global Health and Environment Specialization

Program Requirements

- **Total Units Required:** 33 units

  Anthropology majors may choose an optional specialization within the major called Global Health and Environment (GHE) if the students' interests lie primarily within this area of anthropology. Students enrolled in the GHE specialization must complete the anthropology major required courses and the GHE required and elective courses as outlined below.

- **Grade Requirement:** C- or better; Pass/No Pass grades do not count for the major.

Required Courses

- **Departmental requirements:** 9 units

Code	Title	Units
ANTHRO 1510	Introduction to Human Evolution	3
ANTHRO 1520	Introduction to Cultural Anthropology	3
ANTHRO 1530	Introduction to Archaeology	3
Total Units		**9**

- **Global Health and Environment Specialization requirements:** 6 units

Code	Title	Units
ANTHRO 3610	Culture and Environment	3
ANTHRO 3283	Introduction to Global Health	3
Total Units		**6**

Elective Courses

Students must complete 18 advanced units (3000 level or higher) of elective courses, of which 9 units must be at the 4000 level, chosen from the approved list of GHE electives available on the Department of Anthropology website. GHE electives consist of approved courses listed under the Global Health heading and courses listed under the Environment heading. Students may take no fewer than 6 units from either list, with the remaining 12 units to come from the other list.

Courses with anthropological themes and content can be counted toward the Anthropology/GHE major and minor. Examples of such courses include the following:

Code	Title	Units
AFAS 1130	Introduction to Race	3
AFAS 4160	Engineering Authority: Design, Architecture & Power in Africa	3
AMCS 2270	Topics in Native American Culture: Introduction to Native American & Indigenous Studies	3
AMCS 4456	Ethnographic Field Work: Energy Politics	3
ANTHRO 3384	Language in Society	3
ANTHRO 4700	Interdisciplinary Topics: Modeling Cultural Systems	3
ARTARCH 4975	Collecting Cultures	3
ENST 3710	Introduction to GIS	3
GS 3006	Global Health & Language	3
JIMES 4850	Topics in Jewish Studies	3
LATAM 3160	Cultures of Health in Latin America	3
RELPOL 3070	Islam, Gender, Sexuality	3

Students should consult with the program coordinator or Director of Undergraduate Studies to make sure a course offered outside of Anthropology will count toward their major/minor.

Additional Information

- Students should register for any courses listed under Anthropology in the Bulletin to have the credit units count toward the Anthropology major. Courses that are housed in other departments can be counted towards the Anthropology major. **Note:** Advanced courses used to satisfy the requirements of one program cannot also be counted toward another major/minor per Arts & Sciences policy.
- Courses taken Pass/No Pass and courses in which a student earns less than a C- do not fulfill the major requirements.
- A maximum of 12 units of nontraditional courses — including School of Continuing & Professional Studies, study abroad, transfer (non-study abroad), honors, and directed-research courses — may be counted toward the advanced electives in the major. For details, please see below.

School of Continuing & Professional Studies

Anthropology courses taken in person through the School of Continuing & Professional Studies (CAPS) may be counted toward the major or minor. Courses listed as electives for the GHE specialization that are offered in the School of Continuing & Professional Studies may be counted toward the GHE specialization major or minor. A maximum of 6 units of credit from School of Continuing & Professional Studies courses may be counted toward the electives. Required introductory courses taken through the School of Continuing & Professional Studies do not count toward the maximum number. Enrollment in CAPS courses requires approval from the Program Coordinator or Director of Undergraduate Studies.

Study Abroad

The department recognizes and accepts courses from a number of semester and year abroad programs. Specific information about study abroad policies is available on the Anthropology Department website or by consultation with the department study abroad coordinator. Students may petition to count up to 9 units of study abroad elective credit toward the general Anthropology major or up to 6 units of study abroad elective credit toward the GHE specialization of the major. Students should contact the Anthropology study abroad coordinator to discuss the requirements for study abroad credit and to gain approval for the transfer of credit.

Transfer Credit

Students who wish to transfer credits from other institutions (non-study abroad units) for use toward the major in Anthropology must have approval from the Director of Undergraduate Studies. With approval, students may transfer a total of 9 units of credit from other U.S. institutions. Students who completed the Anthropology subject test for the International Baccalaureate with a score of 5 or higher can count the corresponding credit hours toward their general degree credit hours but not toward the Anthropology major/minor or GHE major/minor.

Senior Honors

Anthropology majors in the College of Arts & Sciences who wish to conduct a research project for Latin Honors, who have a minimum grade point average of 3.65, and who have received the approval of a faculty advisor and the department honors coordinator may be enrolled in the honors program. Latin Honors involves both the demonstration of acquired knowledge (based in part on GPA) and a report on an original research project. Two courses, ANTHRO 4960 (fall semester) and ANTHRO 4961 (spring semester), are available to allow students to receive credit for the extra research involved in the honors thesis. Students may count one of these courses toward their 4000-level course requirement for the major.

Research

Many Anthropology courses include research components and final projects. Majors can also take part in research at the beginning, intermediate, or advanced level in any subdiscipline and gain credit through approved directed research with faculty who have ongoing research projects. Research opportunities in anthropology labs include projects in archaeology, paleoethnobotany, geoarchaeology, zooarchaeology, genetic studies, geographic information systems, human ecology, paleoanthropology, stable isotopic analyses, and primate studies. Students may count a maximum of 3 units of directed research credit (ANTHRO 2900, ANTHRO 3900, ANTHRO 4988, ANTHRO 4989) with any individual faculty member toward the major.

Internships

Anthropology majors may gain pre-professional experience by taking part in supervised internships in businesses, cultural institutions, and community agencies. Students must have department approval for an internship and must work with an anthropology faculty sponsor during the fall or spring semester. Internships (ANTHRO 3000) may only be taken for Pass/No Pass credit and do not count toward the major requirements.

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Anthropology Minor

Program Requirements

- **Total Units Required:** 18 units
- **Grade Requirement:** C- or better; Pass/No Pass grades do not count for the minor.

Required Courses

Two of the following three courses must be taken for a total of 6 units, and it is recommended that all three be taken:

Code	Title	Units
ANTHRO 1510	Introduction to Human Evolution	3
ANTHRO 1520	Introduction to Cultural Anthropology	3
ANTHRO 1530	Introduction to Archaeology	3

Elective Courses

Students must complete 12 additional units, at least 9 of which must be at the 3000 level or higher.

Courses with anthropological themes and content can be counted toward the Anthropology/GHE major and minor. Examples of such courses include the following:

Code	Title	Units
AFAS 1130	Introduction to Race	3
AFAS 4160	Engineering Authority: Design, Architecture & Power in Africa	3
AMCS 2270	Topics in Native American Culture: Introduction to Native American & Indigenous Studies	3
AMCS 4456	Ethnographic Field Work: Energy Politics	3
ANTHRO 3384	Language in Society	3
ANTHRO 4700	Interdisciplinary Topics: Modeling Cultural Systems	3
ARTARCH 4975	Collecting Cultures	3
ENST 3710	Introduction to GIS	3
GS 3006	Global Health & Language	3
JIMES 4850	Topics in Jewish Studies	3
LATAM 3160	Cultures of Health in Latin America	3
RELPOL 3070	Islam, Gender, Sexuality	3

Students should consult with the program coordinator or Director of Undergraduate Studies to make sure a course offered outside of Anthropology will count toward their major/minor.

Additional Information

- Students should register for any courses listed under Anthropology in the Bulletin to have the credit units count toward the Anthropology minor. Courses that are housed in other departments can be counted towards the Anthropology minor; however, advanced courses used to satisfy program requirements cannot also be counted toward another major/minor per Arts & Sciences policy.
- Courses taken Pass/No Pass and courses in which a student earns less than a C- do not fulfill the minor requirements.
- A maximum of 3 units of course work taken in the School of Continuing & Professional Studies (CAPS) may be counted toward the minor. Online courses taken through the School of Continuing & Professional Studies do not count toward the minor.
- A maximum of 6 units of nontraditional courses — including School of Continuing & Professional Studies, study abroad, honors, and directed-research courses — may be counted toward the advanced electives in the minor. For details, please see below.

Research

Many anthropology courses include research components and final projects. Minors can also take part in research at the beginning, intermediate, or advanced level in any subdiscipline and gain credit through approved directed research with faculty who have ongoing research projects. Research opportunities in anthropology labs include projects in archaeology, paleoethnobotany, geoarchaeology, zooarchaeology, genetic studies, geographic information systems, human ecology, paleoanthropology, stable isotopic analyses, and primate studies. Students may count a maximum of 3 units of directed research credit (ANTHRO 2900, ANTHRO 3900, ANTHRO 4988, ANTHRO 4989) with any individual faculty member toward the major.

Study Abroad

The department recognizes and accepts courses from a number of semester and year abroad programs. Specific information about study abroad policies is available on the anthropology department website or by consultation with the study abroad coordinator. Students may petition to count up to 6 units of study abroad elective credit toward the general anthropology minor or up to 3 units of study abroad elective credit toward the GHE specialization of the minor. Students should contact the anthropology study abroad coordinator to discuss the requirements for study abroad credit and to gain approval for the transfer of credit.

Transfer Credit

Students who wish to transfer credits from other institutions, including those abroad, must have approval from the Director of Undergraduate Studies.

Internships

Anthropology minors may gain pre-professional experience by taking part in supervised internships in businesses, cultural institutions, and community agencies. Students must have department approval for an internship and must work with an anthropology faculty sponsor during the fall or spring semester. Internships (ANTHRO 3000) may only be taken for Pass/No Pass credit and do not count toward the minor requirements.

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Anthropology Minor, Global Health and Environment Specialization

Program Requirements

- **Total Units Required:** 18

  Anthropology minors may choose an optional specialization called Global Health and Environment (GHE) if the student's interests lie primarily within this area of anthropology. Students in the GHE specialization of the anthropology minor must take the departmental, specialization, and elective requirements as outlined below.

- **Grade Requirement:** C- or better; Pass/No Pass grades do not count for the minor.

Required Courses

Departmental Requirements: 3 units

Any 1000-level introductory anthropology course from the following list:

Code	Title	Units
ANTHRO 1510	Introduction to Human Evolution	3
ANTHRO 1520	Introduction to Cultural Anthropology	3
ANTHRO 1530	Introduction to Archaeology	3

Global Health and Environment Specialization Requirements: 6 units

Code	Title	Units
ANTHRO 3610	Culture and Environment	3
ANTHRO 3283	Introduction to Global Health	3
Total Units		**6**

Elective Courses

Students must select 9 units of courses from the approved list of GHE electives available on the Department of Anthropology website. GHE electives consist of approved courses listed under the Global Health heading and courses listed under the Environment heading. Students may take no fewer than 3 units from either list, with the remaining 6 units to come from the other list.

Courses with anthropological themes and content can be counted toward the Anthropology/GHE major and minor. Examples of such courses include the following:

Code	Title	Units
AFAS 1130	Introduction to Race	3
AFAS 4160	Engineering Authority: Design, Architecture & Power in Africa	3
AMCS 2270	Topics in Native American Culture: Introduction to Native American & Indigenous Studies	3
AMCS 4456	Ethnographic Field Work: Energy Politics	3
ANTHRO 3384	Language in Society	3
ANTHRO 4700	Interdisciplinary Topics: Modeling Cultural Systems	3
ARTARCH 4975	Collecting Cultures	3
ENST 3710	Introduction to GIS	3
GS 3006	Global Health & Language	3
JIMES 4850	Topics in Jewish Studies	3
LATAM 3160	Cultures of Health in Latin America	3
RELPOL 3070	Islam, Gender, Sexuality	3

Students should consult with the program coordinator or Director of Undergraduate Studies to make sure a course offered outside of Anthropology will count toward their major/minor.

Additional Information

- Students should register for any courses listed under Anthropology in the Bulletin to have the credit units count toward the Anthropology minor. Courses that are housed in other departments can be counted towards the Anthropology minor; however, advanced courses used to satisfy program requirements cannot also be counted toward another major/minor per Arts & Sciences policy.
- Courses taken Pass/No Pass and courses in which a student earns less than a C- do not fulfill the minor requirements.
- A maximum of 3 units of course work taken in the School of Continuing & Professional Studies (CAPS) may be counted toward the minor. Online courses taken through the School of Continuing & Professional Studies do not count toward the minor.
- A maximum of 6 units of nontraditional courses — including School of Continuing & Professional Studies, study abroad, honors, and directed-research courses — may be counted toward the advanced electives in the minor. For details, please see below.

Research

Many anthropology courses include research components and final projects. Minors can also take part in research at the beginning, intermediate, or advanced level in any subdiscipline and gain credit through approved directed research with faculty who have ongoing research projects. Research opportunities in anthropology labs include projects in archaeology, paleoethnobotany, geoarchaeology, zooarchaeology, genetic studies, geographic information systems, human ecology, paleoanthropology, stable isotopic analyses, and primate studies. Students may count a maximum of 3 units of directed research credit (ANTHRO 2900, ANTHRO 3900, ANTHRO 4988, ANTHRO 4989) with any individual faculty member toward the major.

Study Abroad

The department recognizes and accepts courses from a number of semester and year abroad programs. Specific information about study abroad policies is available on the anthropology department website or by consultation with the study abroad coordinator. Students may petition to count up to 6 units of study abroad elective credit toward the general anthropology minor or up to 3 units of study abroad elective credit toward the GHE specialization of the minor. Students should contact the anthropology study abroad coordinator to discuss the requirements for study abroad credit and to gain approval for the transfer of credit.

Transfer Credit

Students who wish to transfer credits from other institutions, including those abroad, must have approval from the Director of Undergraduate Studies.

Internships

Anthropology minors may gain pre-professional experience by taking part in supervised internships in businesses, cultural institutions, and community agencies. Students must have department approval for an internship and must work with an anthropology faculty sponsor during the fall or spring semester. Internships (ANTHRO 3000) may only be taken for Pass/No Pass credit and do not count toward the minor requirements.

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Applied Linguistics

The minor in Applied Linguistics emphasizes language acquisition and language use in foreign and second-language settings. Applied Linguistics is concerned with increasing the understanding of the role of language in human affairs and, thereby, with providing the knowledge necessary for those who are responsible for making language-related decisions, whether the need arises in the health care setting, courtroom, classroom, or laboratory. Students learn to evaluate theory and research in different areas of the field, including second-language studies and sociolinguistics. Required introductory courses provide the necessary foundation for advanced classes. Courses at all levels include the critical analysis of different theories, conceptual models, and research methodologies. Students of Applied Linguistics may engage in international or domestic studies that involve research projects with faculty members from Public Health, Global Studies, Law, Business, Anthropology, Education, and Engineering.

Specifically, the minor in Applied Linguistics at Washington University meets the increasing domestic and international demand for positions that involve linguistically and culturally diverse people in the United States and around the world. The minor is suitable for students who wish to pursue graduate studies or advanced degrees in Public Health, Medicine, Law, Business, Engineering, Applied Linguistics, Global Studies, Psychological & Brain Sciences, Education, and more.

The Applied Linguistics minor is an independent minor administered by Global Studies.

Contact:	Cindy Brantmeier
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Website:	https://artsci.wustl.edu/applied-linguistics-minor

Faculty

Director

Cindy Brantmeier
Professor of Applied Linguistics, Global Studies, Psychological & Brain Sciences (by courtesy), and Romance Languages and Literatures (by courtesy)
Director and Advisor of Applied Linguistics
Faculty Fellow of International Research, Office of the Vice Chancellor for Research
Faculty Scholar, Institute for Public Health
PhD, Indiana University

Faculty

Joe Barcroft
Professor of Spanish and Second Language Acquisition
Director of Undergraduate Studies in Spanish
PhD, University of Illinois at Urbana-Champaign

Linling Gao-Miles
Senior Lecturer in Global Studies
Affiliated faculty for the Asian American Studies minor
PhD, Nagoya University, Japan

Katherine Kerschen
Lecturer in German
PhD, Pennsylvania State University

Lori Markson
Professor of Psychological & Brain Sciences
PhD, University of Arizona

Mungai Mutonya
Teaching Professor in African and African-American Studies
Kenya Summer Program Coordinator
PhD, Michigan State University

Mitchell Sommers
Professor of Psychological & Brain Sciences
PhD, University of Michigan

Michael Strube
Professor of Psychological & Brain Sciences and Education
Professor of Physical Therapy (School of Medicine)
PhD, University of Utah

Rebecca Treiman
Professor Emeritas
Burke & Elizabeth High Baker Professor of Child Development in Arts & Sciences
PhD, University of Pennsylvania

Majors

There are no major programs in Applied Linguistics.

Minors

- Applied Linguistics Minor (p. 278)

Courses

APL 3388 Multilingualism in Society
Although this is an introductory course, students who have taken Linguistics 170D "Introduction to Linguistics" will benefit from familiarity with phonology, morphology, syntax and semantics. The primary content of this course explores the relationship between (multilingual) linguistic practices and other social and cultural processes. Anthropological linguistics, including alternative approaches to fieldwork and date collection are introduced, along with various studies of language usage in social and cultural contexts that consider language and thought, language and identity, language and gender, as well as multilingualism and other forms of language contact. The ethnography of speaking and communication are central to this course, as are conversation analyses. We will also consider a combination of qualitative and quantitative linguistic research methods. While this course will have important historical orientations, your own experiences with language usage within the culture (s) you know best will also be great interest. The linguistic evolution of human language usage is at the core of our foci, including ways that technology has influenced "language," "culture," and the "societies" that embraced alternative forms of communicative technology at different stages in history. The creation of writing systems and the invention of the printing press are illustrative. So too is the invention of the telegraph and morse code, as well as the invention and modernization of telephone usage. Other examples abound and will illustrate how human evolution intersects with alternative forms of human communication under different circumstances.
Credit 3 units. A&S IQ: SSC
Typical periods offered: Fall

APL 3900 Independent Research Study
Prerequisite: permission of the director of the applied linguistics program.
Credit 3 units.
Typical periods offered: Fall, Spring

APL 3995 Applied Linguistics Coursework Completed Abroad
Credit 3 units.
Typical periods offered: Fall, Spring

APL 4023 Second-Language Acquisition and Technology
This seminar for undergraduate and graduate students will transform research and theory about second-language acquisition into practice while focusing on technology-driven applications. The course fosters professional development as participants formulate critical skills for evaluating, creating, and integrating technology into the language classroom and other language learning contexts, including business, engineering, and law. Course formats include readings, discussions, and demonstrations with technologies. The course counts for the minor in applied linguistics, the PhD in applied linguistics, and the graduate certificate in language instruction. This course carries the Social and Behavioral Sciences attribute and can be taken for different majors.
Credit 3 units. A&S IQ: SSC EN: S
Typical periods offered: Spring

APL 4111 Linguistics and Language Learning
This course, taught in English, is a foundation for students who will work with linguistically and culturally diverse people in the USA and around the world, whether this work is in the courtroom, hospital, classroom, office and more. The class will help prepare students for the diverse range of twenty-first century occupations that have language and linguistics at their center, including machine learning and translation studies. The class utilizes a survey format and covers both internal and external factors related to language acquisition and language use, such as language and the brain, language aptitude, age, gender, memory, prior knowledge, etc. Theoretical and research dimensions of both linguistics and foreign / second language learning are treated. Corresponding implications of the readings focus on action- on making decisions for language policies and debates around the world that are informed by linguistic and language knowledge. The course is required for the minor in applied linguistics, the PhD in Applied Linguistics, and the graduate certificate in language instruction. This course carries the Social and Behavioral Sciences attribute and can be taken for different majors such as Global Studies and Educational Studies.
Credit 3 units. A&S IQ: SSC BU: BA, ETH EN: S
Typical periods offered: Spring

APL 4692 Reading Across Languages and Cultures: Theory, Research and Practice
The United Nations has declared that literacy is a fundamental human right. This course, which is taught in English, connects to the mission of UNESCO and examines the wide range of theoretical and research issues -- both historical and current -- related to reading and writing across languages and cultures. Literacy acquisition among second-language learners involves a number of variables, including both cognitive and social factors. Topics to be discussed include universal cognitive operations, individual learner differences, text types and literary forms, literacy and social power, and the extent to which reading and writing are interrelated. Students will discuss how to bridge scientific research in the laboratory to practice, and they will be involved in St. Louis community outreach projects with refugees and immigrants at the International Institute, where they will create and implement reading and writing activities driven by theory and empirical investigations. Students will take the theory and research they learn, and they will help meet the local reading and writing needs of a changing population with a variety of backgrounds, values, and educational preparations. The course is required for the minor in applied linguistics, the PhD in applied linguistics, and the graduate certificate in language instruction. This course carries the Social and Behavioral Sciences attribute and can be taken for different majors, such as Global Studies and Educational Studies.
Credit 3 units. A&S IQ: SSC EN: S
Typical periods offered: Fall

APL 4900 Independent Research Study
Prerequisite: permission of the director of the applied linguistics program.
Credit 3 units.
Typical periods offered: Fall, Spring

Applied Linguistics Minor

Program Requirements

- **Total Units Required:** 15
- **Grade Requirement:** All participating students must have a declared primary major. Minors must receive a grade of C+ or higher in all Applied Linguistics courses; all courses taken for Applied Linguistics credit must be taken for a letter grade, including language courses.

Required Courses

Note: These courses are taught in English unless otherwise indicated.

- The following courses:

Code	Title	Units
APL 4111	Linguistics and Language Learning	3
LING 1600	Introduction to Linguistics	3

- One of the following courses focused on language acquisition:

Code	Title	Units
APL 4023	Second Language Acquisition and Technology	3
APL 4692	Reading Across Languages and Cultures: Theory, Research and Practice	3
GLOBAL 3006	Global Health and Language	3
LING 4062	Second-Language Acquisition	3
SPAN 3202	Debating Cultures: How Spanish Works	3
SPAN 3700	Introduction to Hispanic Linguistics	3
SPAN 4110	Spanish Grammar and Syntax	3
SPAN 4670	Grammar and Vocabulary Acquisition	3

- One of the following courses focused on language use:

Code	Title	Units
AFAS 2050	The Linguistic Legacy of the African Slave Trade in Interdisciplinary Perspective	3
AFAS 3385	Emerging Africa: Language, Identity, and Social Change	3
ANTHRO 3386	Language, Culture and Society	3
COMPLITTHT 3203	World-Wide Translation: Language, Culture, Technology	3
GLOBAL 3006	Global Health and Language	3
GLOBAL 3248	Intercultural Communication	3
GLOBAL 4036	Children of Immigrants: Identity and Acculturation	3
LING 2225	Linguistics for Legal Purposes	3
LING 3075	Introduction to Sociolinguistics	3
LING 3185	Linguistic Diversity in the United States	3

Elective Courses

- One of the following:

Code	Title	Units
APL 3900	Independent Research Study	3
APL 4900	Independent Research Study	3
EDUC 3040	Educational Psychology	3
EDUC 4450	History of Education in the United States	3
ELIT 4154	History of the English Language	3
GLOBAL 3512	"Model Minority": The Asian American Experience	3
LING 3050	Phonetics	3
LING 3250	Introduction to Computational Linguistics	3
LING 3450	Introduction to Semantics	3
PSYCH 3150	Introduction to Social Psychology	3
PSYCH 3580	Language Acquisition	3
PSYCH 4302	Cognitive Psychology Applied to Education	3
PSYCH 4330	Psychology of Language	3
PSYCH 4591	The Development of Social Cognition	3
SPAN 4170	Spanish Phonetics, Phonology, and Dialectology	3

Under certain circumstances, students may count a limited number of relevant courses not listed above toward their minor in Applied Linguistics. Such circumstances include study abroad. Students are required to complete both LING 1600 Introduction to Linguistics and APL 4111 Linguistics and Language Learning prior to applying for study abroad. Select study abroad programs are approved for the Applied Linguistics minor. A specific plan of study must be worked out in advance with the advisor in the Applied Linguistics program.

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Art History and Archaeology

Art history provides the opportunity to explore the fine arts, architecture, and visual culture as well as the social, aesthetic, and personal values that helped to shape these disciplines.

Students are introduced to the study of art history and archaeology through general introductory courses that focus on American, Asian, and European art as well as world archaeology. In more advanced courses, students enjoy studying original works of art owned by Washington University's Mildred Lane Kemper Art Museum, the Saint Louis Art Museum, the Pulitzer Arts Foundation, and local private collectors. Students are also invited on annual field trips organized by the faculty to visit cities with major museum collections.

A variety of career paths are available to majors in art history and archaeology. Many graduates earn advanced degrees in both related and unrelated fields and work in museums or academia or for art publishers, commercial art galleries, auction houses, nonprofit organizations, and other arts-related organizations.

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Faculty

Chair

William E. Wallace
Barbara Murphy Bryant Distinguished Professor of Art History
PhD, Columbia University

Director of Graduate Studies

Claudia Swan
Associate Director of Graduate Studies
Mark Steinberg Weil Professor in Art History & Archaeology
PhD, Columbia University

Associate Director of Graduate Studies

Tomos Evans
Assistant Professor
PhD, College of William & Mary

Director of Undergraduate Studies

Kristina Kleutghen
David W. Mesker Associate Professor
PhD, Harvard University

Department Faculty

Nicola Aravecchia
Associate Professor
PhD, University of Minnesota

Elizabeth C. Childs
Etta and Mark Steinberg Professor of Art History
PhD, Columbia University

Esther Gabel
Lecturer
PhD, University of Cambridge

Nathaniel Jones
Director of Graduate Studies
Associate Professor
PhD, Yale University

John Klein
Professor
PhD, Columbia University

Angela Miller
Professor
PhD, Yale University

Ila Sheren
Associate Professor
PhD, Massachusetts Institute of Technology

Affiliated Faculty

Rebecca Messbarger
Professor of Italian; History; and Women, Gender and Sexuality Studies
PhD, University of Chicago

Eric Mumford
Rebecca and John Voyles Professor of Architecture
PhD, Princeton University

Sarah Weston
Assistant Professor of English
PhD, Yale University

Emeritus Faculty

David Freidel
Professor Emeritus of Archaeology, Department of Anthropology
PhD, Harvard University

Susan Rotroff
Jarvis Thurston & Mona Van Duyn Professor Emerita
PhD, Princeton University

Sarantis Symeonoglou
Professor Emeritus
PhD, Columbia University

Affiliated Directors and Curators, Mildred Lane Kemper Art Museum, Washington University

Sabine Eckmann
Director and Chief Curator
PhD, University of Erlangen–Nürnberg

Meredith Malone
Curator
PhD, University of Pennsylvania

Dana Ostrander
Assistant Curator
PhD, University of Illinois Urbana-Champaign

Affiliated Curators, Saint Louis Art Museum

Nichole Bridges
PhD, University of Wisconsin–Madison

David Conradsen
MA, University of Delaware

Philip Hu
MA, Institute of Fine Arts, New York University

Simon Kelly
PhD, University of Oxford

Clare Kobasa
PhD, Columbia University

Eric Lutz
PhD, University of California, Santa Barbara

Judith Mann
PhD, Washington University in St. Louis

Alexander Brier Marr
PhD, University of Rochester

Amy Torbert
PhD, University of Delaware

Melissa Venator
PhD, Rice University

Melissa Wolfe
PhD, Ohio State University

Affiliated Directors and Curators, Pulitzer Arts Foundation

Cara Starke
Director
MA, Williams College

Tamara Schenkenberg
Curator
PhD, University of Wisconsin–Madison

Stephanie Weissberg
Curator
MA, New York University

Majors

- Art History and Archaeology Major (p. 313)

Minors

- Art History and Archaeology Minor (p. 315)

Courses

ARTARCH 1061 First Year Seminar: Pleasure and Pain: European Fashion as (Art) History
In the words of Louis XIV, fashion is the mirror of history. This first-year seminar will explore what fashion in (art) history can tell us about gender, sexuality, class, race, and revolution. Incorporating a global perspective (although concentrating primarily on the West), further themes to be considered include the textile trade, commerce and empire, identity politics and nation-building. From the chopine to the corset, the pannier to the Pompadour pump, we will incorporate surviving examples of material culture as we explore the art and history of European fashion from the 15th to the 19th century. Course is for first-year, non-transfer students only.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall

ARTARCH 1100 First-Year Seminar: The Trojan War in Myth, Art, and Reality
The Trojan War was one of the most significant events in the history of the world. It was also, almost certainly, fictional. The goal of this class will be to examine the wide-ranging and varied evidence for the story of the Trojan War and its long-lasting cultural influence, from antiquity to the present day. Ultimately, we will seek to understand how every reflection on the Trojan War as a past event - whether poetic, artistic, or archaeological - has also been a reflection of a contemporary society - Iron Age Greece, Imperial Rome, Modern Europe - and an attempt to situate that society within a global history. In doing so, the class will also address questions of pressing contemporary relevance: including how civilizations form and collapse, how fact and fiction are intertwined in the construction of civic and ethnic identities, and how certain kinds of evidence may be alternately privileged or suppressed in the creation of historical narratives. Prerequisites: none
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: AH, HUM BU: HUM, IS EN: H
Typical periods offered: Fall

ARTARCH 1101 First-Year Seminar: Topics in Art History: Islamic Art
Credit 3 units.

ARTARCH 1102 First-Year Seminar: van Gogh and the Avant Garde
This first-year seminar focuses on the art and career of Vincent Van Gogh and his relationship to artists of the 1880s in France. We explore his art in connection with the movements of Immpressionism, Japonism and Symbolism. We examine the avant-garde world of Paris as well as Van Gogh's relationship to such figures as Gauguin, Bernard, and Toulouse-Lautrec. The larger current of fin-de-siecle nostalgia for the countryside informs our study of Van Gogh's work in the south of France. Van Gogh's life and the critical reception of his art offer an excellent opportunity to study how the legends of modern art are formed. Visits to the Saint Louis Art Museum will complement our study. Readings include the artist's letters, critical studies, and biographies of Van Gogh and key figures in his circle. There are no prerequisites for this course, but completion of L01 113 or co-enrollment in L01 215 is recommended.
Credit 3 units. Arch: HUM Art: AH

ARTARCH 1103 First Year Seminar: Public Art/Art and Its Publics in St. Louis
The course will consider the history and functions of public art, with special attention to public art in St. Louis. Part of our investigation will be to inquire into the conditions that seem to be necessary for visual art to be considered public. So we'll consider not only the obvious forms of public art in urban sculpture and murals, but also less traditional intersections of art and public in such sites as video and the internet. We'll also examine the operations of institutions--national and local arts agencies, international exhibitions, non-profit centers and the like--that foster a public engagement with contemporary art. After studying aspects of the history of public art, we'll proceed to selected case studies today, many of them in St. Louis, including projects for Arts in Transit (the Metrolink), the Regional Arts Commission, Grand Center, and Missouri SOS (Save Outdoor Sculpture). This will lead us, finally, to theorize the function of public art in a variety of contemporary forms.

Local field trips to study important public art; visiting speakers from arts agencies; student projects proposing a work of public art in St. Louis, which will acquaint students with procedures in arts administration. 3 units.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH BU: HUM EN: H

ARTARCH 1104 First-Year Seminar: Whose Art is IT Anyway?: St. Louis Art Museums and Their Audiences
Art museums in the United States today face a daunting set of challenges: budget shortfalls, a lack of diversity with regard to both staff and collections, and maintaining visibility in an inundated, ever-changing virtual world. These struggles are undoubtedly unique to an era defined by COVID-19 and Black Lives Matter, but at their core they are long-standing debates about audience, accessibility, and function. What is a museum's mission? To preserve art or serve the community? Which communities does the museum serve? What is the museum's relationship to power and nationhood? What are the politics and ethics of collecting objects of art, culture, and nature? How is a museum's mission reflected in its architecture? This first-year seminar offers an opportunity to consider such issues within the context of art museums across St. Louis. Through weekly discussions and in-person visits, students will become acquainted with foundational texts in museum theory and history, then apply those ideas to local art institutions. Although art museums are our particular focus, the ideas and issues are relevant to a variety of collecting institutions, from history to the biological sciences. This course is therefore useful to any student interested in art history and museums, as well as those seeking a better understanding of the St. Louis region.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH, HUM BU: HUM EN: H
Typical periods offered: Fall

ARTARCH 1105 First-Year Seminar: What's New? Contemporary Art in St. Louis and Beyond
This course will introduce a broad range of practices within the field of contemporary art (i.e., art of the last two to three decades), paying particular attention to museum collections and exhibitions in St. Louis at the Kemper Art Museum, the Saint Louis Art Museum, the Contemporary Art Museum, the Pulitzer Foundation for the Arts, and the Museum of Contemporary Religious Art. Works in both new and traditional media will be discussed and will range from photography and sculpture to installation, performance, film, and mixed media. Readings will include artist statements, theoretical texts, art criticism, and art historical essays. Students with little or no background in art history are encouraged to register. Class meetings will be complemented by local field trips and visits to the studios of local artists.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH, HUM BU: HUM EN: H
Typical periods offered: Spring

ARTARCH 1106 First-Year Seminar: Art in the Golden Age of Venice
The art and architecture of Venice are inextricably linked to the city's distinct socio-political structure, cultural past and geography. This freshman seminar will consider the arts in Renaissance Venice within the city's unique context. Exploring the influence of the Myth of Venice, we will examine the styles of painting, sculpture and architecture that were specific to Venice - and very different from contemporaneous developments in Rome or Florence. We will also study the unique physical characteristics of Venice, its economy and society, its political and religious life and cultural culture. We'll also learn about its food and music while we study the magnificent works of its most celebrated artists, Titian, Tintoretto and Veronese, to name a few. The course will address issues such as the family workshop, the introduction of oil paint, the role of Antiquity in a city without ancient ruins, domesticity and the ceiling painting. From the private patronage of its confraternities, or scuole, to public programs sponsored by the Great Council, the course will examine the reflections of the ideal state in the art and architecture of the Serenissima, the most serene Republic. Course is for first-year, non-transfer students only.
Credit 3 units. A&S IQ: HUM, LCD Art: AH BU: HUM, IS EN: H
Typical periods offered: Fall

ARTARCH 1107 First-Year Seminar: Spectacle! Popular Entertainment in Ancient Greece and Rome
The grand spectacles of the Greco-Roman world still resonate today as some of the most familiar and celebrated images of antiquity, including Athenian tragedy, the Olympic Games, chariot-racing, and gladiatorial combat, among many other forms of visually arresting rituals staged before public audiences. In this seminar students will analyze a range of paintings, mosaics, sculpture, coins, graffiti and other media depicting these spectacular performances, as well as their specific archaeological and cultural contexts, in order to reach a better understanding of how each society defined themselves through such complex and ephemeral phenomena. Drawing on recent work in history, media studies, and political theory, we will also explore together scholarly debates about the function of spectacles in each society, from moral instruction or expressions of communal identity to social control or negotiations for power. By the end of the semester students will be equipped to compare the highly artificial and theatrical aesthetics characteristic of Julio-Claudian Rome with spectacular modes of expression in our own age of mass production and global telecommunications, including modern protest movements and blockbuster films such as Ben-Hur and Gladiator.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: AH, HUM BU: HUM, IS EN: H
Typical periods offered: Fall

ARTARCH 1108 First-Year Seminar: Body Images in the Ancient Americas
In this seminar, students will examine how the human body was understood, manipulated, and represented in a variety of ancient American cultures, including the Olmec, Maya, Aztec, Moche, and Inka. Through analysis of various arts (e.g., stone sculpture, ceramics, murals, metalwork, textiles, architecture) and archaeological evidence, we will explore the physical body as locus for culturally specific ideals, political ideologies, and the maintenance of social order. Discussion and scholarly readings will cover topics including facial piercing, cranial modification, bloodletting, costume, gender, and disease. Assignments and class meetings will incorporate multisensory, digital, and active learning methods in recognition of the diverse ways that individuals and ancient cultures accumulated knowledge. The course includes an in-depth research project of an object of the student's choice on view at the Saint Louis Art Museum.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: AH, HUM BU: BA, HUM EN: H
Typical periods offered: Fall

ARTARCH 1109 FYS: Collecting Art/Excluding People: The Contradictions of Chinese Art in U.S. Museums
Tomb raiders, curators, archaeologists, politicians, dealers, and collectors all contributed to the arrival of Chinese art in the United States since the late nineteenth century. But at the same time as Chinese objects arrived in great quantities, Chinese people were actively excluded from the U.S. In this course we consider the contradiction between U.S. enthusiasm for collecting Chinese art and negative U.S. responses to Chinese immigrants, from the 1882 Chinese Exclusion Act to contemporary anti-Asian racism. Through the lens of

museums, private collections, and public exhibitions, we study what the movement of Chinese art into the United States says about changes in U.S.-China relations from the nineteenth century through today. No prerequisite: enrollment limited to first-year students.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: AH, HUM BU: BA, HUM EN: H
Typical periods offered: Spring

ARTARCH 1110 First Year Seminar: Creating the Universe: Ritual and Science in Buddhist Art
Art in Buddhist cultures is frequently created to express well-known ideologies and fill specific, prescribed ritual and religious functions. This class will examine the science behind the creation of such artworks as a kind of ritual technology, which both determines their forms and makes them effective tools for the spread and practice of Buddhism. The course will focus on a few major conceptual areas behind Buddhist art and ritual, especially topics of cosmology and biology, including the Buddhist model of the cosmos, the cycles of life and death of various types of beings, and the construction of sacred space. By the end of the course, students will have developed an ability not just to see, but to interpret artworks in a specific cultural context, thereby gaining tools to understand a variety of other cultures and their artistic forms. The course will involve works of art from the past 2000 years of history in regions of South Asia including northern India, Nepal, and Tibet.
Credit 3 units. A&S IQ: HUM, LCD Art: AH BU: BA, HUM EN: H

ARTARCH 1111 First Year Seminar: Beijing and the Forbidden City
The Forbidden City has been the heart of Beijing for nearly six hundred years, and continues to influence both China and its capital today. Through art, architecture, and urban design, this seminar examines the intertwined relationship of the palace and its surrounding city: their origins and constructions, the coded symbolisms of their plans, their most influential characters, their modern identities as the backdrops to major political events, and their roles in contemporary art and the Olympics. This discussion-based seminar also aims to help students develop their skills in writing and critical analysis as a foundation for future classes. No previous experience with Art History or Asian Studies required. Course is for first-year students only.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: AH BU: HUM, IS EN: H
Typical periods offered: Fall

ARTARCH 1112 Freshman Seminar: Understanding Oceanic Art
The Pacific Ocean covers one third of the earth's surface and is home to hundreds of different island groups and cultures. The diversity of geographies and peoples has resulted in a remarkable diversity of cultural traditions, languages, art forms and material culture. This array of cultures and material culture may initially prove bewildering and challenging to in order to understand what we are looking at. However, through closer examination of objects, materials, and themes embodied in Oceanic art, we can identify points of entry to allow us understand the indigenous significance of the works in increased detail and, in doing so, can find points of comparison with ideas, themes, and art styles that may be more familiar. The course will commence with investigation into what we are looking at, what materials are used and what does the iconography represent. We will then consider particular themes, including carving traditions, body ornamentation/ modification, animal iconography, trade and exchange of objects, warfare, funerary/ mortuary displays, manifestations of power and religious/ritual objects. The course will end with a look at the vibrant and engaging contemporary arts of the Pacific Islands, looking at how history and issues such as climate change and rising sea levels influence Pacific artists. No prerequisites.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: AH BU: HUM, IS EN: H

ARTARCH 1113 Imagining the Pacific: From Captain Cook to Disney's Moana
This freshman seminar will use a variety of materials to consider the ways in which Pacific Islanders and their culture have been viewed, construed, and (mis)understood by Westerners since the eighteenth century. Using objects, photographs, paintings and drawings, film, songs and dance, we will explore the ways in which artists and explorers responded to Oceanic culture while learning about the rich and diverse cultures of Pacific peoples. This is a two-way analysis, however, as we will further consider the ways in which Pacific Islanders have responded to Western enforced social change, their collecting of Pacific material culture, and documentation of their culture, both historically and in contemporary society. As such, we will examine and explore a variety of media to facilitate our considerations of Western and Pacific views of each other. The Oceanic collection of The Saint Louis Art Museum will help ground our understandings of Pacific art and culture, supported by Oceanic related works in the archives and other museum departments. Works by artists including Henri Matisse, Paul Gauguin, Emile Nolde, Pablo Picasso, and John la Farge will be examined to understand the influence of Pacific art in the early twentieth century. Films will include Whale Rider and Mutiny on the Bounty.
Credit 3 units. A&S IQ: HUM, LCD Art: AH BU: BA, HUM EN: H

ARTARCH 1114 Freshman Seminar: The American Landscape in Painting and Practice
The art of landscape, including painting, gardening, and contemporary land art, has been particularly bound up with issues of national identity in the United States. For this reason, there has been a rich body of writing about the landscape that provides the source material for this course. By analyzing major examples by artists like Thomas Cole, Frederick Law Olmsted, and Nancy Holt and the works of landscape writers like Nathaniel Parker Willis, Susan Fenimore Cooper, and William Cronon, participants in this freshman seminar will learn to analyze not only texts and images but also the messages that the physical landscapes around us convey. Regular use of museum collections and the eloquent built landscapes of St. Louis will provide a chance to apply these skills beyond the classroom's walls. No prerequisites.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH BU: HUM EN: H

ARTARCH 1115 First-Year Seminar: American Monuments: Memory, Identity, and Ideology
This seminar examines public monuments in the United States through the lenses of collective memory, identity, and ideology. It surveys an evolving tradition from Americans' early and short-lived reluctance to fund public monuments -- John Quincy Adams famously declared that democracy has no monuments -- up to the recent controversies over Confederate monuments. The course defines monument broadly to encompass a range of commemorative forms, including traditional structures like statues, arches, and obelisks; utilitarian living memorials like parks and libraries; and countermonuments that challenge core premises of the monument, such as its fixed meaning and permanence. Readings and class discussions will explore how these projects have shaped Americans' cultural beliefs and social relations as well as how they failed to achieve consensus or to reconcile the diverse and competing points of view of varied groups and individuals. We will interrogate the impact of monuments on the nation's historically disempowered communities, including those of African Americans, Native Americans, women, immigrants, and the poor. We will also consider more inclusive modern memorials and evaluate strategies for grappling with outmoded monuments in changing times. This course is for first-year, non-transfer students only.
Credit 3 units. A&S IQ: HUM BU: HUM EN: H
Typical periods offered: Fall

ARTARCH 1116 Topics in African-American Art. From Revolution to Renaissance
Selected Topics. Varies from semester to semester
Credit 0 units.

ARTARCH 1171 First Year Seminar: Beethoven and van Gogh: Myths of Creativity, Genius and Madness
This course draws into dialogue the creative ambitions, artistic production, critical reception and the historical construction of personae and oeuvres of two exceptionally productive and iconic artists who worked in different media: Ludwig von Beethoven (1770-1827) in music and Vincent van Gogh (1853-1890) in painting. We will introduce students to methods of musical and art historical analysis, and then build on those skills to examine the historical contexts within which these artists worked, as well as the ways in which their reputations were established. This course will also consider how Beethoven and Van Gogh became exemplars of creativity and genius for later audiences and artists, leading us to explore fundamental and provocative questions in the humanities. Course is for first-year, non-transfer students only.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall

ARTARCH 1505 Colloquium: How to Work With Art
This course offers an introduction to the many different ways we interact with art in our daily lives, and explores a spectrum of ways in which we all work with art, whether as a student on campus or as a career. Learn to articulate an argument based on visual evidence, with case studies drawn from around the world and across millennia. Issues examined will include public art and monument removal, looting and repatriation, Nazi-era provenance, conservation and curatorial practices, legal issues, art investment, and more. Very light course preparation such as short videos, blog posts, podcasts, and newspaper articles provided the basis for weekly discussion. Biweekly guest speakers will offer professional insights from different fields in conversation with students. This discussed-based class is aimed at students who want to learn more about how to look at and think about art in the twenty-first century globalized world, and learn how to apply those skills to diverse careers including business, law, medicine, academia, museums, and more. Prerequisite: none.
Credit 1 unit. Art: AH
Typical periods offered: Spring

ARTARCH 1510 Introduction to Asian Art
Beginning with the birth of the Buddha and continuing through the present, this course introduces the most influential art and architecture from all across Asia. Each class covers both historic and modern works to emphasize the continuing dialogue between past and present in Asian art today. Classroom lectures; smaller, bi-weekly discussion sections. NO PRE-REQUISITE.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: AH, HUM BU: HUM, IS EN: H UColl: CD
Typical periods offered: Spring, Summer

ARTARCH 1515 History of Western Art, Architecture & Design
This course presents a history of the visual arts -- including architecture, sculpture, painting, and design -- from the ancient world to the present, with emphasis on the relationship of art to society and to political and cultural events. Classroom lectures and smaller, biweekly discussion sections.
Credit 3 units. A&S IQ: HUM Art: AH BU: HUM, IS EN: H
Typical periods offered: Fall, Summer

ARTARCH 1516 Introduction to Illuminated Manuscripts
Illuminated manuscripts are some of the most complex, intriguing, and beautiful works of art to survive from the medieval period. Not only were they often hugely expensive and highly prized by their owners, but they are also some of the most illuminating (pun intended) documents regarding artist production, patronage, devotion, and transmission of knowledge in the period we roughly define as the Middle Ages. The goal of this course is to investigate the history of illuminated manuscript production between the years 800 and 1500. However, this course intentionally takes a non-chronological approach to the study of these objects, to more comprehensively explore connections across time, geography, technical practices, and patronage circles. It similarly aims to look broadly across Christian, Jewish, and Islamic traditions. This course will investigate this material through engagement with primary sources, workshops on the physical aspects of making manuscripts, visits to Special Collections and the Saint Louis Art Museum's Print Study Room. The overarching goal is to foster strong critical reading and thinking skills, while also developing specialized knowledge in the field of manuscript studies. No prerequisite. Note: this course is for first-year non-transfer students only
Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH, HUM BU: HUM EN: H
Typical periods offered: Spring

ARTARCH 1520 From Hercules to Harry Potter: Picturing Heroes in Ancient Greece, Rome, and Beyond
Societal celebration of influential people, mythical or real, raises them above others in public esteem and endows them with a high degree of fame, honor, and symbolic significance. Such heroic figures are often elevated and admired not only for their individual accomplishments, but also for the moral and ethical values and virtues that they embody as examples to others. Yet, the functions of heroes (and anti-heroes) may be controversial and their meanings contested. An exploration of the role of images and other forms of visual culture in the conception of heroism, and by extension virtue (character traits that are in some deep or fundamental way connected with being a morally good or admirable person), will present the opportunity to examine, among others, the following questions: What is the role of the visual arts in establishing and sustaining heroic status through which societies define and articulate their values? How do images shape an understanding of heroic significance? What are some of the religious and political uses of heroic images? What is the relationship between the historical person (if there is one) and the imaginative construction of the hero, or put another way, the relationship between history and memory? How do images of heroes shape the narratives of communal identity of which they are a part? Together we will first explore objects and texts from ancient Greece and Rome that address these questions from a variety of thematic and methodological perspectives. We will then examine the survival and transformation of ancient conceptions of the hero in representations of America's founding fathers, American frontiersmen, comic book superheroes, and the characters of the Harry Potter Series.
Credit 3 units. A&S IQ: HUM, LCD Art: AH BU: HUM EN: H

ARTARCH 1525 Majors' Colloquium
This one-credit course provides students the chance to explore opportunities available to majors in the history of art and archaeology both during their time at Washington University and post-graduation. It was developed in response to the suggestion of past graduating seniors, who requested more formal guidance in professional development. Topics to be discussed will include, among others: securing internship and fieldwork experience; preparing for an honors thesis; applying to graduate school in art history and archaeology; preparing for careers in museum, gallery, and academic fields; and transferring the undergraduate degree to graduate programs in business, law, and medicine. Guest speakers from the University and from the St. Louis community will attend various sessions to

provide current professional perspective on relevant topics. PREREQ: A declared major in the Art History and Archaeology. Other students with a strong interest in Art History and Archaeology will be admitted at the discretion of the instructor.
Credit 1 unit. A&S IQ: HUM Arch: HUM Art: AH BU: HUM EN: H

ARTARCH 1545 Mythologies of Modern Art: Fact, Fiction and Film
The history of art -- and its translation into other media -- has celebrated the cutting-edge, the experimental, and the controversial, especially in its examination of modern artists and their work. This course introduces students to the life and work of modern artists Paul Gauguin, Vincent van Gogh, Paul Cézanne, Henri Matisse, and Pablo Picasso. From this introduction, students will then interrogate the representation of these artists' lives and works in multiple media, including fiction literature and film. This course includes visits to the Saint Louis Art Museum and required film screenings. Students will work to collaboratively transform their research into a dramatization of two artists' lives and works as part of their final project.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH, HUM BU: HUM EN: H

ARTARCH 1996 Art History and Archaeology Elective: 100-Level
This course is for transfer credits.
Credit 3 units. EN: H

ARTARCH 2009 World Archaeology
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM, IS EN: H

ARTARCH 2010 French Language Colloquium: French Art and Politics in the Belle Epoque
This one-credit course is an optional supplement to the seminar French Art and Politics in the Belle Epoque (L01 485 and L22 4510), taught in English in Spring 2011 by Professors Elizabeth Childs (Art History and Archaeology) and Steven Hause (History). This class, open only to those students also taking the seminar, will be taught entirely in French, with discussion centering around primary documents chosen to co-ordinate with the seminar's weekly topics, such as nationalism, imperialism, women's right, the history of the avant-garde in Paris, café culture in Montmartre, etc. Students may have varying skill levels in French, so assigned readings will vary in length and difficulty. At least half of class time will be devoted to discussion of subjects from the seminar, and another portion dedicated to language study, such as vocabulary. Prerequisite: at least one semester of college French or permission of the instructor.
Credit 1 unit. A&S IQ: HUM Art: AH BU: HUM EN: H

ARTARCH 2015 American Art and Material Culture of the Gilded Age
This sophomore seminar explores American art and material culture from the aftermath of the Civil War to the dawn of the 20th century. Readings and classroom discussions consider the interplay between artworks and complex cultural and historical developments of the period, including the rise of international travel and trade, rapid industrialization and urbanization, mass consumerism, growing income inequality, immigration, the crisis of faith, the closing of the West, and the changing status of women and African Americans. Key artists to be considered include James McNeill Whistler, John Singer Sargent, William Merritt Chase, Thomas Eakins, Mary Cassatt, and Henry Ossawa Tanner. We will end the semester with a sustained consideration of the work of Winslow Homer, in which major concerns of the Gilded Age -- about truth and falsehood, the boundaries of citizenship, and the power of art -- converge.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH, HUM BU: HUM EN: H
Typical periods offered: Spring

ARTARCH 2020 Introduction to Modern Art, Architecture and Design
This course provides an introduction to major developments in modern art, architecture and design in Europe, the Americas, and across the globe, from the mid-19th century to the present. Focus will be on the history and theories of modernism and its international legacies as well as the relationship of the visual arts, architecture and visual culture more generally to the social, cultural and political contexts of the modern era. Although the precise topics covered may vary from one instructor to another, foundational movements and trends to be discussed will typically include the Beaux-Arts style, the Arts and Crafts Movement, Impressionism, Symbolism, Art Nouveau, Cubism, Dada, Surrealism, Purism, Art Deco, the Bauhaus, the International Style, Abstract Expressionism, Pop Art, Minimalism and Post-Modernism. Cross-currents in various media will be emphasized as we seek to understand the origins and complexity of modern visual forms in relation to political and cultural history and to critical theory. Students will engage a wide range of readings in historical sources; theories composed by artists, architects and designers; critical responses to the arts; and secondary critical literature. Classroom lectures; smaller biweekly discussion sections.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: AH BU: HUM EN: H
Typical periods offered: Spring, Summer

ARTARCH 2030 Matisse and Picasso
Matisse and Picasso will be considered individually as well as in relation to such artistic movements as Cubism, Fauvism, and Surrealism. This course examines their work in all media (painting, sculpture, decorative arts, theater, and printmaking) and explores their response to the political environment of modern France, including the two World Wars. The course is timed to coincide with a major exhibition at the Saint Louis Art Museum in the spring of 1999, which will include key works by Picasso and Matisse. Weekly class meetings plus several required visits to the exhibit and to special lectures at the Saint Louis Art Museum. Class size limited to 10. Prerequisites: L01 113, Intro to Western Art; or L01 215, Intro to Modern Art; or permission of instructor.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH BU: HUM

ARTARCH 2031 Innovation, Motion, and Assemblage: The Art, Architectural, and Landscape History of West and Central Africa
Across millennia, the peoples of West and Central Africa developed, curated, and innovated the conceptual and material worlds they inhabited through a multitude of creative and inventive practices. From the creation and use of masks, to the building and maintenance of grand palaces, to the construction of entire monumental landscapes, these groups explored and made sense of life, reality, and being within a wider cosmos, via inventive engagement across multiple material and intangible media, and through exploration of various aesthetic, spiritual, and social philosophies mediated by the production of art, architecture, and landscape. As people worked with clays, metals, stone, textiles, ivories, and other materials, they navigated social realities such as political hierarchy and gender divisions, connected with religious notions such as the continued role of ancestors and deities in daily life, and shaped, explored, and represented their very notions of being. Especially prevalent across many of the arts of these regions were evolving notions of motion, change, innovation, and assemblage that underpinned artistic and architectural engagement. Art, architecture, and landscape manifested and reified these concepts and philosophies in a number of ways, regularly designed to be used and conceived of in motion (e.g., masks and masquerade costumes), centering individual and group innovation and improvisation in their composition (e.g., in distinctive styles of figurative arts), and often combining and interacting with other parts to form larger assemblages or composites that were seen to act upon the world in new ways (e.g., shrines and sacred grove sites)
Credit 3 units. A&S IQ: HUM BU: HUM

Typical periods offered: Fall

ARTARCH 2035 Myths and Monuments of Antiquity
An introduction to the ancient world (circa 3500 B.C. to A.D. 400) based on masterpieces of art and architecture from Mesopotamia, Egypt, Greece, and the Roman Empire. The monuments are accompanied by a selection of myths and documents representing the cultural life of these ancient societies and constituting their legacy to our modern world.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: AH, HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

ARTARCH 2040 Cities and Towns of the Ancient World
This course is an introduction to ancient urbanism in the Mediterranean region, the Near East, and the Indus Valley. The chronological span is wide, ranging from the Neolithic era to the Late Roman/Early Byzantine period. The archaeological evidence of some of the earliest known cities will be presented and discussed, with the aim of understanding the formation process of urban centers and how these shaped and influenced their sociopolitical, economic, and cultural life. Broad issues that will be considered in class concern the origin of urban life and its different manifestations; the relationship between the natural landscape and the built environment and how the former affected the development of the latter; and the ways in which ancient civilizations constructed and used space in order to shape social relations. The course will also highlight the available evidence of monuments and artworks in context as integral parts of the urban landscape of ancient cities and towns. When available, ancient documentary sources will be introduced in order to present a more comprehensive picture of those urban centers and of the communities that created and inhabited them. The readings assigned for each session (and discussed in class) will also provide a broad sample of primary and secondary sources, the latter consisting of relevant scholarship on the topic of ancient urbanism.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: AH, HUM BU: HUM, IS EN: H
Typical periods offered: Spring

ARTARCH 2045 Gothic Art: Patronage, Piety, and Power
In the twelfth century, a new style of art and architecture flourished in Europe. Known since the sixteenth century as the Gothic, this aesthetic pervaded visual culture from towering architecture to stained glass, monumental sculpture, panel paintings, and jewelry. Primarily focusing on art made in Northern Europe, this course explores the making of images in the period 1200 to 1500 and how issues of patronage, devotion, political power, and collaboration were part of this process. In addition to serving as a foundation in the history of medieval art, this course also functions as an introduction to art-historical method. Attention will be paid to the cultivation of visual analysis skills and academic writing, as well as the synthesis of course themes through the final Virtual Exhibition project. Prerequisites: none
Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH, HUM BU: HUM, IS EN: H
Typical periods offered: Fall, Spring

ARTARCH 2050 African Art: From Traditional to the Contemporary
This course is designed to engage the broad diversity of art in Africa and African artistic consciousness and aesthetics from early rock paintings of the San Art Movement to the present. However, the organizing principle is not a time-bound system of development in the Western sense, but instead hinges on an engagement of particular aesthetic trajectories that embody specific cultural concerns. The goals of the course are to expand students' understanding of African Art in the context of African history and cultural values; to introduce students to non-western concepts of time, metaphysics and the notion of art itself; to explore the notion of the Classical in a non-western context; to relate artistic movements in Africa to movements in other parts of the world; and to gain a comprehensive understanding of artistic production in conversation with historic cycles and events. No prerequisites.
Credit 3 units. A&S IQ: HUM, LCD Art: AH BU: HUM, IS EN: H

ARTARCH 2055 Introduction to the Arts of Oceania
Covering one third of the earth's surface, the Pacific Ocean is home to hundreds of different island groups and cultures. The diversity of these islands and their peoples has resulted in an astounding array of cultural traditions, languages, art forms and material culture. This lecture course offers an introduction to the arts of Oceania, which includes Polynesia, Melanesia, Micronesia and Australia. We will consider the initial settlement of the Pacific followed by the Western discovery of these islands. Art forms and cultural practices from Polynesia and Micronesia will be considered, followed by Melanesia, and finally Australia. Each section will survey artistic and cultural practices of the material culture of island groups. Thematic considerations will include carving traditions, body ornamentation/wrapping, animal iconography, trade and exchange of objects, warfare, funerary/ mortuary displays, manifestations of power and religious/ritual objects and displays.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: AH BU: HUM, IS EN: H
UColl: CD

ARTARCH 2060 Women, Art and Culture: Early Modern to Contemporary
In this lecture and discussion course, we will analyze the broad theme of women in the arts-as architects, artists, designers and patrons-in order to expand our ideas of what art can be and who can make it. Setting the stage with medieval craftswomen, we will begin in earnest with female artists during the Renaissance and Baroque periods, when the idea of the male artist-genius emerged. As we survey periods leading up to the contemporary art of the present, we will examine a wide range of creative production by diverse women. Artists include: Artemisia Gentileschi, Judith Leyster, Elisabeth Vigée-Lebrun, Rosa Bonheur, Mary Cassatt, Paul Modersohn-Becker, Georgia O'Keeffe, Frida Kahlo, Faith Ringgold, Lorna Simpson, Cindy Sherman and Shirin Neshat. Of particular interest will be how women have responded to and reinvented stereotypical images of women in art and in the media.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH BU: HUM EN: H

ARTARCH 2065 Picturing Race
This course offers an introduction to the cultural roots of cultural roots of modern Western conceptions of race and of racism. It traces a history of visual constructions of race and ethnicity in Europe and America- by way of paintings, sculpture, prints, caricature, photography, public art, maps, and other forms of visual depiction of racial difference. Together we analyze visual representations of race and racial difference from their origins in the classical Mediterranean world to the present. How have images of racial difference been produced, circulated, and understood in different historical periods and according to western notions of beauty and the ideal? How does visualization relate to concepts and practices and politics? Readings, discussion, and visual and critical analyses are formulated to consider how visual cultures of race have been shaped by the histories of colonization, enslavement, nation-building, and immigration. From the fine arts to popular imagery and public monuments, we aim to trace how the visual construction of race has translated human difference into hierarchies of power. Prerequisites: none
Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: AH, HUM BU: BA, HUM EN: H
Typical periods offered: Spring

ARTARCH 2070 Latinx Art
What is Latinx art? This seemingly simple question holds a number of complicated, contradictory answers. Latinx art is art created by (and often for) Latinx communities in the United States, but who determines the scope of representation? Is Jean-Michel Basquiat, the famed Haitian-Puerto Rican-American of 1980s NYC, a Latino artist? How about the Cuban-born Ana Mendieta, who lived and worked primarily in the United States? This course will consider who gets counted as Latinx in the art world and why. Topics covered include the Chicano/ a movement in the 1970s, the Border Art movement in the 1980s and 1990s, the rise of multiculturalist rhetoric in the United States, and the contemporary global art market and its relationship to the category Latinx. We will also consider issues of gender, sexuality and race, as they pertain to Latinx artists. This is an introductory course, and requires no prior knowledge of Art History or Latinx Studies. Prerequisites: none
Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: AH, HUM BU: ETH, HUM, IS EN: H
Typical periods offered: Fall

ARTARCH 2071 Nationalism(s): Nation-Building and Art in Europe and the United States during the Nineteenth Century
This course explores the development and visual expression of nationalist sentiment in the United States, Britain, France, and Germany during the Long Nineteenth Century (1789- 1914). Students will analyze key artworks from each nation to understand the role of the arts in shaping and reflecting nationalism during this period.
Credit 3 units. A&S IQ: HUM, SC BU: HUM
Typical periods offered: Fall

ARTARCH 2396 The Orient: Europe and Islamic Art From 1851 to Today
In the 19th century, the expansion of British and French colonial rule in North Africa, the Middle East, and India facilitated a variety of cultural exchanges, including the movement of Islamic carpets, textiles, manuscripts, ceramics, metalwork, and other artforms to European collections. These collections, both public and private, presented a new repertoire of forms, motifs, and techniques that dramatically transformed cultural production in the west. Taking the Great Exhibition of 1851 in London as its starting point, this course explores the relationships between Islamic art, European modernism, and the artistic currents that traverse the globe today by examining the ways in which Islamic art has been circulated, acquired, understood, appreciated, utilized, and imitated in the west. As a result, students will gain a better understanding of the particular relationship between modern cultural production, museology, and colonialism, and obtain a good overall grasp of the artistic phenomena associated with the interaction between Islam and the West from the Modern Era to the present day. Prerequisite
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: AH, HUM BU: HUM, IS EN: H
Typical periods offered: Spring

ARTARCH 2397 Art, Agency, and the Arab World: From Decolonization to the War On Terror
TBD
Credit 3 units. A&S IQ: HUM, LCD BU: HUM

ARTARCH 2510 Africa's Struggle for Its Art: Debating Critical Topics in Museology, Art History, and Cultural Heri
TBD
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: AH, HUM BU: HUM

ARTARCH 2900 Directed Research in Art History and Archaeology
Introduces first-years and sophomores to research by engaging them in ongoing faculty research projects within the department. Under the direction of a faculty mentor, students take part in tasks that contribute to the mentor's research. Through this hands-on experience, students learn about the research process and build foundational research skills that can benefit their future academic experience and development. Faculty mentors provide regular guidance, training, and feedback to support students' understanding and growth. Students are registered by the department after approval from the faculty member leading the research project. The course may be taken for 1-3 credit hours based on the weekly hours required. Credit/No Credit only
Credit 3 units.

ARTARCH 2990 Internship in the Art Community
Prerequisite, a major or minor in Art History; permission of the undergraduate advisor requested in advance; and a letter from the sponsoring institution stating the nature of the internship. Variable credit, 1-3 units.
Credit 3 units.
Typical periods offered: Fall, Spring

ARTARCH 2996 Art History and Archaeology Elective: 200-Level
course is used for transcribing ARTARCH 2000- level electives
Credit 3 units. EN: H
Typical periods offered: Fall, Spring, Summer

ARTARCH 3000 Writing Intensive Topics
TBD
Credit 3 units. A&S IQ: HUM, LCD, LS, WI Arch: HUM Art: AH, HUM BU: HUM, IS EN: H
Typical periods offered: Fall, Spring

ARTARCH 3004 Writing Intensive Topics in Art History and Archaeology
Selected Topics in Art History and Archaeology. Writing Intensive Course -- topics will vary. See current semester listings. PREREQ: PERMISSION OF THE INSTRUCTOR.
Credit 3 units. A&S IQ: HUM, WI Art: AH BU: HUM EN: H

ARTARCH 3015 Survey of Roman Art
Ben Hur? I Claudius? Caligula? You know their stories, now learn about the art of their times! This lecture class will focus on the course of Roman art from the period of the Roman Kings (8th C. B.C.) through the Republican Period to the reign of Constantine (4th C. A.D.). We will look at developments in sculpture, wall painting, mosaics and architecture and how they relate to the culture and dynamic politics of this period. Along with the arts of the capital, Rome, we will examine a few of the provincial imperial cities to see how local tastes transform Roman style. Special class themes will include the Image of Republican Rome and Romans, the arts under Augustus, Life and Death of Pompeii, The Rise of the Empire, Games, The Fall of the Empire, and Constantine's Hope.
Credit 3 units. A&S IQ: HUM Art: AH BU: HUM, IS

ARTARCH 3025 Art of the Italian Renaissance Courts
This course examines the art and architecture of the Italian Renaissance courts during the fifteenth and sixteenth centuries. Concentrating primarily on the dynastic centers of Milan, Mantua, Ferrara, and Urbino, the course explores the ways in which Renaissance art operated in the service of the court as a powerful tool of statecraft. We will consider the union of art and politics by examining the patronage of the secular princes, while also analyzing how the visual identity of the state intersected with presentations of gender and religious

difference in the Italian Renaissance city-states. The course will provide new insights into famous masterworks by artists such as Leonardo da Vinci and Andrea Mantegna and place their work within a larger discourse that incorporates less well-know local art by painters including Garofalo and Dosso Dossi. This course is grounded in a close engagement with primary sources-both visual and textual, evoking through such documents the multiple contexts in which art and power were produced, received, and experienced. To this end, we will study in-depth the art and architecture executed in the Italian courts through lectures and through readings such as Cole's small survey book and selected articles and essays exploring Italian court art from a variety of different methodological perspectives. In addition, we will study the monument's relationship to contemporary writings, particularly Alberti's writings on the art of building: Castiglione's description of the customs, tastes, and culture of Renaissance court life in the Book of the Courtier; and Vasari's Lives of the Artists.
Credit 3 units. A&S IQ: HUM Art: AH BU: HUM, IS

ARTARCH 3030 Pilgrimage and Renaissance Art
Tourism of today has its antecedents in the medieval and Renaissance practice of pilgrimage. Not usually associated with the Renaissance, pilgrimage was nevertheless an entrenched component of Renaissance life. It stimulated the development of art, particularly with relationship to the churches, which profited considerably, along with their respective towns and cities. This course will look at the practice of pilgrimage as a major catalyst in the development of Renaissance art. Covering works at St. Peter's in Rome, San Francesco in Assisi, il Santo in Padua, and the Basilica of Loreto, for example, we will go on our modern day pilgrimage to see and experience the major monuments and art works of such artists as Giotto, Donatello, and Michelangelo. We will also visit the Saint Louis Art Museum.
Credit 3 units. Art: AH

ARTARCH 3031 Northern Renaissance Art
A survey of the major artistic developments in Northern Europe, c. 1400-1575. The course looks at the production of painting, sculpture, printmaking, drawing, manuscript illumination and architecture in social, political, and religious contexts. The major artists to be covered include Jan van Eyck, Rogier van der Weyden, Albrecht Durer, Hans Holbein, Hieronymus Bosch, and Pieter Bruegel the Elder.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH BU: HUM, IS EN: H

ARTARCH 3050 Art Restoration: Issues and Techniques
Focues on the history, concepts, and methods of art restoration and conservation. Focuses on construction techniques and the applied science of modern restoration. Emphasis on importance of photographic documentation and restoration reports. Discussion of ethics. Includes visits to museums and restoration workshops. Final paper related to piece of art chosen during a museum or workshop visit, using acquired knowledge and insight. 3 units. This course is part of the Art History Program in Florence and is taken in Florence, Italy.
Credit 3 units. A&S IQ: HUM Art: AH BU: HUM EN: H

ARTARCH 3055 Special Topics in Printmaking: History and Practice of Printmaking
This course focuses on the history and creation of prints. We will examine the specificities of the medium, historically and in the present, that contribute to its particular meaning, and that render it distinct from other forms of visual culture. Ideas of expression, interpretation, and ideological investment are seen on the continuum that ranges from the highly personal relationship of a print to its maker, to the commodification of the print within popular culture. Weekly lectures on the history of prints will complement the studio sessions, as will field trips to studios of St. Louis artists, and visits to local museums. We will look at prints in their historical role as reproductions in a pre-photographic age, as representations of shared religious and social values, and as vehicles of social or political critique. Artists to be discussed include, among others, Durer, Rembrandt, Daumier, Degas, Gauguin, Kirchner, Kollwitz, Warhol, Spero, Rauschenberg, Gonzales-Torres and Kiki Smith. All students will make prints, and all will write critical and historical analyses. Prerequisite: L01 112 or L01 113. Credit 3 units.
Credit 3 units. A&S IQ: HUM Art: AH BU: HUM EN: H

ARTARCH 3060 Studies in Medieval Art
Following its emergence in Paris during the mid-twelfth century, the Gothic style revolutionized church architecture, transforming ecclesiastical art and design throughout Europe. This course examines Gothic buildings from diverse perspectives in order to understand their achievements in engineering and aesthetics, their relationship to social and intellectual developments in medieval society, and their impact on subsequent eras of art. The Gothic cathedral is explored as a site of social union and division; as a space which aimed to mirror the divine realm of Heaven; as a frame to support political and religious ideologies; and as the realization of technological advancements in geometry, design, and construction. We trace the spread of the Gothic style from thirteenth-century France, through England, Germany, Bohemia, Italy, and the Levant. Gothic revivals in nineteenth- to twentieth-century Europe and the United States are also addressed, with special attention paid to the tradition of Collegiate Gothic architecture on the campus of Washington University.
Credit 3 units. A&S IQ: HUM Art: AH BU: HUM

ARTARCH 3066 Art & Archaeology of Cleopatra's Egypt
This course is an introduction to the art and archaeology of Egypt from its conquest by Alexander the Great (332 BCE) to the early fourth century CE. It will examine the rich and multi-faceted history and artistic legacy of Egypt under the Ptolemies and their last queen Cleopatra, followed by the Roman conquest under Emperor Augustus up to the flourishing of Egyptian Christianity. Students will become familiar with a wide range of ancient sources, including documentary and literary texts, coins, architecture, paintings and sculpture. Prerequisites: Intro to Western Art (L01 113) or Intro to Modern Art (L01 215), or permission of instructor.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH, HUM BU: HUM, IS EN: H
Typical periods offered: Fall

ARTARCH 3075 Pompeii: Cultural Mosaic of the Ancient Mediterranean
This course will provide an in-depth survey of artistic, architectural, and archaeological material from the ancient town of Pompeii, a river port of middling size and importance in southern Italy with remains that were remarkably well preserved by the ash and pumice stones of Mt. Vesuvius during the eruption of 79 CE. Starting with an overview of its development -- an Oscan settlement under Greek and Etruscan influence that expanded after the conquest of the Samnite and then Roman armies -- students will explore all aspects of urban life through Pompeii's uniquely rich archaeological record, with a particular focus on the social, cultural, and ethnic diversity that can be difficult to detect and appreciate even in the much larger, wealthier, and more cosmopolitan capitals of the Roman Empire. Over the course of the semester, students will learn various methods for applying different types of material evidence (including wall paintings, sculpture, architecture, furniture, and graffiti) to a series of scholarly questions about key points of conflict and tension within society, such as local attitudes toward foreign cultures, resistance to imperialism, the marginalization of women and slaves, opportunities for social mobility, and religious censorship. By the end of the course, a dynamic and colorful mosaic of Pompeii will have emerged, far removed from the image of a static Roman town supposedly frozen in time. Prerequisite: L01 113 or permission of instructor.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: AH, HUM BU: HUM, IS EN: H
Typical periods offered: Spring

ARTARCH 3080 Archaeology of Roman Slavery
Slavery was a fundamental part of the ancient Roman world. In this course, we will survey various ways in which the institution of slavery played a critical role in shaping Roman society. Through an exploration of social, economic, legal, and cultural aspects of Roman slavery, we will pose questions of what it means to be a slave society, how the ubiquity of forced labor impacted the lives of ancient Romans, and the extent to which we can recover the experiences and subjectivities of enslaved people. Throughout the course, we will confront the interpretive problems posed by biased and/or scarce evidence and by assumptions we may carry as the inheritors of modern slaveries. A recurring theme we will explore is the extent to which evidence of slavery and the material traces of enslaved people's lives are visible in the archaeological record. At the end of the term, we will contextualize Roman slavery by comparing it with modern examples and by considering the legacy of ancient slavery in modern visual culture and representations of enslaved people. Prerequisites: Any 100- or 200-level course in art history or archaeology; or permission of instructor.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH, HUM BU: HUM, IS EN: H
Typical periods offered: Spring

ARTARCH 3091 African Art in Context: Patronage, Globalisms, and Inventiveness
This course offers an introduction to principal visual arts from Africa, pre-historic to contemporary. It explores traditions-based and contemporary arts made by African artists from across the continent in conjunction with their various contexts of creation, use, understanding, and social history. Theoretical perspectives on the collection, appropriation, and exhibition of African arts in Europe and North America will be examined. Coursework will be complemented by visits as a group or independent assignments at the Saint Louis Museum, the Pulitzer Arts Foundation, and possibly a local private collection.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: AH BU: HUM, IS EN: H
UColl: CD

ARTARCH 3100 Greek Art and Archaeology
A survey of the artistic achievements and material culture of the Greeks in the first millenium BCE (Iron Age through the Hellenistic period). Development of architecture, sculpture, and painting, as well as minor arts and utilitarian objects, with emphasis on the insights they offer into Greek society and interactions with the wider Mediterranean world.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH, HUM BU: HUM, IS EN: H
Typical periods offered: Spring

ARTARCH 3105 Greek and Roman Painting
This course provides a survey of the major achievements of ancient Greek and Roman painting, broadly understood and encompassing wall painting, panel painting, painted pottery, and mosaic. We will study monuments ranging over a millennium in time and located throughout the ancient Mediterranean. Particular attention will be paid to the social, political, and religious aspects of ancient Greco-Roman painting and to questions of innovation in artistic practice. Special emphasis will be placed on students' cultivation of the tools of art-historical analysis and of the presentation of that analysis in written form. Prerequisite: Intro to Western Art (L01 113) or Intro to Modern Art (L01 215) or permission of instructor.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH, CPSC, FAAM, HUM BU: HUM, IS EN: H
Typical periods offered: Fall

ARTARCH 3120 From Parthenon to Pantheon: The Archtitecture of Ancient Greece and Rome
Classical architecture, defined as the architecture of the cultures of ancient Greece and Rome, forms a major part of the foundation of western architecture. Consistently updated, responded to, rejected, revived, dismissed, and revived again, classical architecture has been a touchstone for architects for over two and a half millennia. This course examines the invention of classical forms in Greece and their subsequent development and spread throughout the Mediterranean region by the cultures of Greece and Rome. We will study form, function, style, and construction techniques, and we will see how these characteristics interact and influence one another over the course of time. We will see how different cities and cultures appropriated and interpreted canonical forms to create distinct regional styles. In the Roman period, we will see how emperors used architecture as a form of communication and propaganda to interact with their subjects. At the end of the class, we will briefly chart the course of classical architecture in later periods, to see how it has been accepted and rejected at different times. Prerequisites: L01 112, L01 113, L01 211, or L01 215, or permission of instructor.
Credit 3 units. A&S IQ: HUM Art: AH BU: HUM EN: H

ARTARCH 3135 Introduction to Modern Art
This course will examine major developments in European and American art from the mid-nineteenth century through 1945. The focus will be on both the aesthetics of modernism and its evolving cultural and political context. Topics will include Realism, Impressionism, Post-Impressionism, Symbolism, Fauvism, Expressionism, Cubism, Futurism, Suprematism, the Stieglitz Circle, Dada, the Harlem Renaissance, Social Realism, Surrealism, and the Bauhaus.
Credit 3 units. A&S IQ: HUM Art: AH BU: HUM, IS

ARTARCH 3145 Arts of China, India, and Japan
Surveying the arts of China, India and Japan from prehistory to present, this course focuses especially on early modern, modern, and contemporary art. Emphasizing painting, sculpture, architecture, and print culture, the course will also explore the tea ceremony, fashion, calligraphy, garden design, and ceramics.
Credit 3 units. A&S IQ: HUM Art: AH BU: HUM, IS EN: H

ARTARCH 3150 The Arts in Japanese Society
A contextual investigation of the arts of Japan, focusing on issues of patronage and social function. This class deliberately discards imported Eurocentric concepts of fine art, great artist, style, masterpiece, and influence as well as Japanese constructions of uniqueness. Topics will range from the 3rd to the 20th centuries, and will focus on the following environments: tombs, cities, palaces, shrines, temples, residences, castles, teahouses, brothels, shops, museums and exhibitions. No prerequisite.
Credit 3 units. A&S IQ: HUM, LCD Art: AH BU: HUM, IS

ARTARCH 3155 Japanese Art
Surveying the arts of Japan from prehistory to present, this course focuses especially on early modern, modern, and contemporary art. Emphasizing painting, sculpture, architecture, and print culture, the course will also explore the tea ceremony, fashion, calligraphy, garden design, and ceramics. Major course themes include collectors and collecting, relationships between artists and patrons, the role of political and military culture or art, contact with China, artistic responses to the West, and the effects of gender and social status on art.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: AH BU: HUM, IS EN: H

ARTARCH 3160 Early Chinese Art: From Human Sacrifice to the Silk Road

How does ancient and medieval Chinese art inspire contemporary artists? This course examines Chinese art, architecture, and material culture from the prehistoric period through the end of the medieval Tang dynasty to demonstrate how the past continues to affect contemporary Chinese art and the art of its future. Topics covered include Neolithic ceramics and jades, the early bronzecasting tradition, the Terracotta Army and its predecessors, early brush arts and Buddhist sites, and the varied exotica of the Silk Road. Each class teaches early and contemporary works side by side to demonstrate how artists today continue to look to the past as they create the art of the future. Prerequisite: One course in Art History at the 100 or 200 level or permission of instructor.

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

Typical periods offered: Fall

ARTARCH 3165 The Archaeology of Ancient China

This course will examine the development of Chinese civilization from its beginnings in the many regional village-level societies that developed around the country early in the Neolithic period to the emergence of politically unified states in the Bronze Age. The archaeological evidence for this transition, inluding the evidence for regional interaction and conflict, technologicall innovation, urbanization, ceremony and ritual will be examined. Various theoreticval perspectives will also be introduced to give students a framework for interpreting this evidence. NO PRE-REQUISITES FOR THIS COURSE, AND STUDENTS FROM ALL BACKGROUNDS ARE WELCOMED FOR THE DIVERSITY OF PERSPECTIVES THEY WILL BE ABLE TO PROVIDE. READINGS USED FOR THIS CLASS WILL BE IN ENGLISH, AND WILL CONSIST OF MATERIALS FROM A VARIETY OF DICIPLINES (PRIMARILY ARCHAEOLOGY, ANTHROPOLOGY, ART HISTORY AND HISTORY).

Credit 3 units. A&S IQ: HUM Art: AH BU: HUM, IS

ARTARCH 3170 Art of the Islamic World

This course surveys the art and architecture of societies in which Muslims were dominant or in which they formed significant minorities from the seventh through the 20th centuries. It examines the form and function of architecture and works of art as well as the social, historical, and cultural contexts; patterns of use; and evolving meanings attributed to art by the users. The course follows a chronological order, and selected visual materials are treated along chosen themes. Themes include the creation of a distinctive visual culture in the emerging Islamic polity; the development of urban institutions; key architectural types such as the mosque, madrasa, caravanserai, palace, and mausoleum; art objects and the art of the illustrated book; cultural interconnections along trade and pilgrimage routes; and Westernization and modernization in art and architecture.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: AH, HUM BU: HUM, IS EN: H UColl: CD

Typical periods offered: Fall, Spring

ARTARCH 3180 Classical to Contemporary Chinese Art

Surveying Chinese art and architecture from the 10th century through today, this course examines classical and imperial works as the foundation for modern and contemporary art. By engaging with the theoretical issues in art history, we will also pay particular attention to questions of gender, social identity, cultural politics, and government control of art.

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

ARTARCH 3181 Modern & Contemporary Chinese Art

This course will explore the ways in which Chinese artists of the 19th, 20th, and 21st centuries have defined modernity and tradition against the complex background of China's history. By examining art works in different media along with other documentary materials, we will also engage with theoretical issues in art history, such as modernity, cultural politics, and government control of art.

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

Typical periods offered: Spring

ARTARCH 3185 Buddhas, Gods, Emperors, and Conquerors: Indian Painting From the 6th Century to Present

This course aims to provide students with considerable knowledge about specific paintings and artistic trends in South Asia, as well as basic knowledge of South Asian religion and history. The course engages in critical analyses of the painting traditions of a range of sacred (Buddhist, Jain, Hindu, Islamic) and secular (courtly and popular) South Asian cultures from the sixth century AD to present. The course utilizes paintings to investigate the cultures that produced them, paying special attention to the religious, historical, political, and philosophical contexts in which they were created.

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

ARTARCH 3190 Lofty Mountains: Painting of the Sung

An introduction to Sung-period painting (ca. 950-1300) of all formats and subjects. Indoctrination in methods for authenticating and attributing that body of painting (traditional and modern connoisseurship), and an immersion in the literature of Sung painting (translated texts and modern-day scholarly writings). Prerequisite, Art-Arch 111E or permission of instructor.

Credit 3 units. A&S IQ: HUM Art: AH BU: HUM

ARTARCH 3200 Chinese Painting, Then and Now

Tracing the unbroken history of Chinese painting from the 1st through 21st centuries, we explore the full evolution of its traditions and innovations through representative works, artists, genres, and critical issues. From its ancient origins to its current practice, we will cover topics such as classical landscapes by scholar painters, the effects of Western contact on modern painting, the contemporary iconography of power and dissent, and theoretical issues such as authenticity, gender, and global art history. Prerequisites: Intro to Asian Art (L01 111) or one course in East Asian Studies recommended.

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

ARTARCH 3205 Origins of Chinese Civilization

The emergence of the first proto-historic states, ca. 2000-1000 BCE, in modern-day China. Focus on the Shang culture and on its most well-known archaeological site, the ruins of Yin near Anyang. Topics include: oracle-bone divination, the royal cult, human sacrifice, and ritual bronzes and jades. Prerequisite: Art-Arch 111E(Q) or permission of instructor.

Credit 3 units. A&S IQ: HUM Art: AH BU: HUM

ARTARCH 3210 The Archaeology of Death

An archaeological investigation of the material culture of death in ancient China from the Warring States era through the two Han dynasties (ca. 500 B.C. to 200 C.E.). Concepts of the soul, death, and the afterlife; social and ritual norms governing the treatment of the dead; specialized industries that served the dead. PREREQUISITE: ART-ARCH 111EQ.

Credit 3 units. A&S IQ: HUM Art: AH BU: BA, HUM

ARTARCH 3215 Buddhist Art in Asia: Interactions in Faith and Form

This course emphasizes Chinese Buddhist art and its transmission to and interaction with the visual traditions of India, Central Asian, China, Korea, Japan, Tibet and Southeast Asia. We trace the development of Buddhist art from its origins in India to other parts of Asia by analyzing the transregional and transcultural dissemination of religious ideas and forms. A focus on Buddhist architecture, paintings, sculptures and objects allows us to rethink traditional notions of the religious, cultural and artistic basis of changes in Buddhist art across Asia. Readings and discussions will cover Buddhist grottos, monasteries, sculpture, mural, scrolls, and wood-block printed books, as well as scriptural sources (all readings will be in English). The development of specific iconographies and issues of patronage will also be discussed, based on dynastic, geographic, and media-based divisions. Prereqs: Introduction to Asian Art or one course in East Asian Studies recommended.

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

ARTARCH 3220 Buddhist Art in China

The relationship between Buddhism and the arts (architecture, sculpture, painting and ritual implements) from the introduction of the Dharma until late imperial times. Topics include: early image making, imperial patronage, pure land cults (Amitabha, Maitreya), the cult of relics, esotericism (Mandala), popular devotional cults (Avalokitesvara, Ksitigarbha, Arhats), and Himalayan Buddhism in the Yuan, Ming and Qing periods. Prerequisite, Art-Arch 111EQ or permission of instructor.

Credit 3 units. A&S IQ: HUM Art: AH BU: ETH, HUM

ARTARCH 3225 Visualizing Buddhism: Art, Religion and Philosophy

One of the most powerful ways that a religion can realize its central beliefs and practices is through art and material culture. Rather than focusing on the historical development of Buddhist artwork itself, this course will be organized around conceptual themes concerning the evolution of key philosophies and rituals. By the end of the course, students will have a good understanding of the basic religious ideas and history of Himalayan Buddhism, much as they might gain from a standard introductory course on religion. However, students in this class will also understand the inestimable role of art and material culture in Himalayan Buddhism, as well as the ways in which artworks can express philosophical ideas, epitomize esoteric practices, aid in the transmission/propagation of religion, and in short be one of the most meaningful ways to explore and understand another culture. The course will involve works of art from the past 2000 years of history in regions of South Asia including northern India, Nepal, and Tibet.

Credit 3 units. A&S IQ: HUM, LCD Art: AH BU: ETH, HUM EN: H

ARTARCH 3230 Peking and the Forbidden City

The life history of China's imperial capital from the 13th-century Khanbaliq visited by Marco Polo to the Peking of the last emperor, Pu Yi. Topics include Chinese city planning and symbolism, timber-frame architecture, ceremonial and mortuary sites, domestic architecture and gardens. Readings in primary sources. Prerequisite: permission of instructor.

Credit 3 units. A&S IQ: HUM Art: AH BU: HUM, IS

ARTARCH 3235 The Floating World of Japanese Prints

The relationship between Japanese printmaking and popular culture from 1600 to 1900. Woodblock and copperplate printmaking techniques, key masters, kabuki drama, pleasure quarters, fiction, travel, modernization will be explored. Prerequisite: L01 111, Intro to Asian Art, or background in printmaking or Japanese culture.

Credit 3 units. A&S IQ: HUM, LCD Art: AH BU: HUM EN: H

Typical periods offered: Spring

ARTARCH 3245 Japanese Painting and Prints

The history of Japanese painting from the 11th to the 19th centuries with special emphasis on the artistic problems of the formats of Japanese painting (picture scrolls, hanging scrolls, folding screens, and sliding doors); the relationship between painting and literature; the role and status of artist and patron within Japanese society; and Japan's relationship with the outside world, especially China. Prerequisite: Art-Arch 111EQ.

Credit 3 units. A&S IQ: HUM Art: AH BU: HUM

ARTARCH 3250 Romanesque and Gothic Art: The Rebirth of Architecture

The 11th 12th centuries witnessed the creation of stone architecture and sculpture in western Europe on a scale not seen since the Roman Empire. This course will track the development of monumental art from ca. 1050 to 1400. Important issues to be discussed include invention in structures and techniques, the development of stained glass windows, the role of patronage, form as carrier of meaning, art and ideology. Prerequisite, Permission of department.

Credit 3 units. A&S IQ: HUM Art: AH BU: HUM

ARTARCH 3265 Medieval Icons: Painting Before the Renaissance

Portable painting is commonly perceived as an art form of the Renaissance, when artists to an unprecedented degree utilized the surface of canvas or wood panels to create virtual windows onto the world. But Renaissance painting developed in large part from medieval icons, which functioned as objects of religious devotion and veneration. This course traces the evolution of Christian portable paintings from their origins in the late antique and Byzantine worlds to the earliest decades of the European Renaissance. Special attention is paid to the impact of eastern icons on western devotional images in the twelfth to thirteenth centuries. We will be concerned with the function of paintings as much as their aesthetics, examining how the emphasis on their cultic versus artistic value shifted for the medieval to Renaissance periods. Cross-cultural interaction in the Mediterranean world is of particular importance to our discussion, with historical phenomena like the Crusades and the proselytizing efforts of European Mendicant Orders receiving special attention.

Credit 3 units. A&S IQ: HUM Art: AH BU: HUM EN: H

ARTARCH 3270 History of Ancient Architecture

A survey of architectural history in ancient Greece and Italy. Selected groups of monuments illustrate the development of religious and secular buildings during the Minoan-Mycenaean, classical, Hellenistic, and Roman periods. Prerequisite: Art-Arch 112 or 113, or permission of the department.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH BU: HUM

ARTARCH 3275 Courts of the Medieval World

Medieval kings, caliphs, and courtiers often buttressed their power through cultural production. By sponsoring the creation of regalia, the construction of palaces, and the illumination of manuscripts these patrons shaped the way audiences perceived them. In this class we will compare the varied courts from the seventh to the fourteenth centuries in places such as Córdoba, Paris, Constantinople, Damascus, and Jerusalem. A primary focus will be on the ways that objects, ideas, and styles spread across Europe and the Mediterranean via these influential court cultures. Prerequisites: Intro to Western Art (L01 113) or permission of instructor.

Credit 3 units. A&S IQ: HUM BU: HUM, IS EN: H

ARTARCH 3280 Pilgrimage and the Medieval City
In this course we will explore one of the primary ways people traversed Europe and beyond: pilgrimage: Specifically, this course will explore the material culture of pilgrimage in the context of the urban environment, considering the role of art in guiding, encouraging, and visualizing pilgrimage to and through some of the important religious centers in the medieval Christian world. We will begin in Jerusalem and move outwards to Constantinople as a gateway to holy sites across the Byzantine Empire. We will then move to Paris and London to explore the different ways that pilgrimage could be undertaken, both physically and in the mind's eye. Finally, we will move to the conceptual, considering how the Heavenly Jerusalem was manifested in art and architecture across the medieval world. This course will investigate this subject through engagement with primary sources, object-focused study, and visits to the Saint Louis Art Museum. The overarching goal is to foster strong critical reading and thinking skills, while also developing specialized knowledge in the history of medieval art. Emphasis will lie in critical interpretation and analysis, in engaging in rigorous class discussion, and in writing coherently at a high academic level. Prerequisite: any 100- or 200-level course in art history
Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH, HUM BU: HUM, IS EN: H
Typical periods offered: Spring

ARTARCH 3285 Byzantine Icons in Byzantine Life
The contemporary eye commonly sees the Byzantine icon as a static and unreal image of foreboding religiosity. But Byzantines saw their icons as full of life and believed these objects provided access to the divine figures pictured there within. Produced before the modern phenomenon of the display object, Byzantine icons were touched, kissed, held, and even eaten, all in an effort to gain assistance from the holy persons they represented. This course introduces the history of Byzantine icons, addressing their function in religious and secular life of the private and the public realms. It focuses on the anthropology of the icon, examining ways in which these objects were used in personal and public rituals and how these works of art reflected shifts in Byzantine religious doctrine and social ideology. Beginning with the emergence of icons in the first centuries of Christianity, we follow their zenith in popularity through pilgrimage and monastic cults of the sixth and seventh centuries. We then consider the period of Iconoclasm (720s-840s), and its effects on the production, alteration, and function of images in Byzantium. The post-Iconoclastic reintroduction of religious imagery is examined with particular attention to the role of miraculous icons in the promotion of imperial and civic authority and the function of monumental and portable images in the middle Byzantine liturgy. Tracing the trajectory of Byzantine icons into the late Byzantine and modern eras, we address parallels and differences in the use and ideology of images in Byzantium and western medieval Europe; the contribution of Byzantine icons and image theory to the development of Renaissance art; and the possible impact of the Byzantine icon on modern artists, including the Impressionists, the Bloomsbury Group, and Andy Warhol.
Credit 3 units. A&S IQ: HUM Art: AH BU: HUM EN: H

ARTARCH 3290 The Art and Architecture of Ancient Mesoamerica: Objects of Ritual, Places of Power
This course will examine the artistic and architectural achievements of the civilizations of ancient Mesoamerica, a cultural region that covers most of modern-day Mexico, Guatemala, Belize, and Honduras. From the emergence of complex societies during the second millennium BC through the rise of the spectacular cities of the Maya and ending with the violent fall of the Aztec Empire in the 16th century AD, rulers of ancient Mesoamerica relied on a consistent set of themes, images, and media to proclaim their religious and political authority. This course will explore how artists, farmers, priests, elites, kings, and other community members created a vast array of images and objects that expressed cultural ideals, political and religious narratives, and distinct ethnic and civic identities. Prerequisites: L01 113; A46 200; L48 335; or permission of instructor.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH BU: HUM EN: H

ARTARCH 3292 Art & Archaeology of Ancient Mesoamerica
This course surveys the arts and archaeology of Mesoamerica (present-day Mexico, Guatemala, Belize, and parts of Central America) from 1500 BCE to 1521 CE. Beginning with early advanced civilizations and ending with the Spanish conquest, we will examine the material culture of selected cultures as our point of entry into the understanding of ancient social, political, and religious life. Visual analysis of sculpture, painting, ceramics, architecture, and other art forms will be supplemented by archaeological evidence, Colonial documents, theory of religions, epigraphy, and the natural sciences. We will also critically read contemporary scholarship in order to address class themes of ideology, regional interaction, sacred landscape, writing, and materiality. Prerequisites: L01 113 or L01 215
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: AH, HUM BU: HUM, IS EN: H UColl: CD

ARTARCH 3305 The Art of Mexico: From Aztec to Contemporary
This survey course draws from selected examples of art and architecture to tell the changing story of Mexico. Beginning with the Aztec and ending with contemporary works, this course chronologically traces artistic manifestations of beliefs, politics, and placemaking. Through movements, revolutionary moments, individuals, and trends, the course creates a portrait of Mexico that is multicultural, dynamic, and creative. Course themes include international relationships, diversity, identity, and politics. Prerequisites: L01 113, Intro to Western Art; L01 215, Intro to Modern Art; L45 165; or permission of instructor.
Credit 3 units. A&S IQ: HUM, LCD Art: AH BU: HUM, IS EN: H
Typical periods offered: Fall

ARTARCH 3310 Dutch 17th Century Painting
This course surveys the major developments in history, portrait, landscape, still-life and genre painting in the Northern Netherlands in the seventeenth century. A variety of interpretive strategies and methods of inquiry will be employed. The major artists to be discussed include Frans Hals, Rembrandt, and Vermeer.
Credit 3 units. A&S IQ: HUM Art: AH BU: HUM, IS

ARTARCH 3316 Renaissance Architecture
The modern concept of the architect as creator and genius began with Filippo Brunelleschi, the great innovator of fifteenth-century Florentine art. The course explores the spread of architecture and architectural theory as it begins in the hands of the innovator and is expressed and changed by other men of genius such as Leon Battista Alberti, Donato Bramante, Michelangelo Buonarroti and Andrea Palladio.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH BU: HUM

ARTARCH 3325 Art of the Early Italian Renaissance
This course is a survey of Italian Renaissance art, from its origins to the end of the 15th century. It includes an examination of artists such as Giotto, Masaccio, Donatello, Botticelli, and Leonardo da Vinci. Prerequisite: L01 113.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH, HUM BU: HUM EN: H
Typical periods offered: Spring

ARTARCH 3335 Rome in the Renaissance
Renaissance Rome, called by many the Caput Mundi or capital of the world, was the cultural capitol of Europe. It was a tumultuous, vibrant city characterized by ancient structures, medieval foundations and new artistic and architectural projects that were bigger and more luxurious than anywhere else in Europe. These new structures and masterpieces were incorporated into, and built on top of, the extant classical and medieval city. We will take a journey through the Renaissance city, using Andrea Palladio's two guidebooks of Rome, written in the 1550s. Maps, guides and artists' renderings of the city will contribute to the journey. We will discuss chapels, churches, palaces, monuments and piazzas as we encounter them. In addition to works of art and architecture, we will encounter legends (ranging from feasible to preposterous) and popular traditions associated with specific sites. Prerequisites: L01 113, Intro to Western Art; L01 215, Intro to Modern Art; or permission of instructor.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH, HUM BU: HUM, IS EN: H

ARTARCH 3336 High Renaissance Art
A general survey focusing on such outstanding figures of the period as Leonardo da Vinci, Michelangelo, and Raphael. Prerequisites: Intro to Western Art (L01 113) or permission of instructor.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH, HUM BU: HUM EN: H
Typical periods offered: Fall

ARTARCH 3350 Art and Court Society in the 17th Century: Italy, France, Spain
This course examines the artistic production of the major courts of Southern Europe during the Baroque. Painting, sculpture, architecture, and urbanism, as well as courtly and musical spectacle, are considered. While works by Bernini, Borromini, Reni, Cortona, Velasquez, Rubens, Poussin, Le Brun, Le Vau, and Mansart are studied in depth, the major objective is to situate the artist in the political and social networks of court society. Of central importance are the patronage and cultural policies of Urban VIII and his Cardinals, Philip IV of Spain, and Richelieu, Mazarin, and Colbert under Louis XIII and XIV. The course also engages larger issues of social anthropology of court culture, the role of art in the construction and ligitimization of power, and the fundamental relationship of artd and ideology.
Credit 3 units. A&S IQ: HUM Art: AH BU: HUM

ARTARCH 3360 High Renaissance Art
A general survey focusing on such outstanding figures of the period as Botticelli, Leonardo da Vinci, Michelangelo, Bellini, Giorgione, Titian. 3 units
Credit 3 units. A&S IQ: HUM Art: AH BU: HUM

ARTARCH 3364 Global Renaissance
This course provides an overview of transcultural encounters within and beyond Europe circa 1450 to 1650. During this period, visual forms and artistic practices linked places in disparate corners of the world, such as Venice and Istanbul, Mexico City and Florence, Manila and Acapulco, Amsterdam and Agra. Focusing on cities as cosmopolitan centers of artistic production, the course will consider the mercantile networks, imperial strategies, and artistic technologies that heightened the mobility of art, as well as the local manifestations and native traditions that continually reshaped it. Students will gain a deeper understanding of the diversity of art and architecture during this period of increased cultural exchange, cultivate tools of art-historical analysis, and hone skills in presenting such analysis in written form. Prerequisites: One course in Art History or permission of instructor
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: AH, HUM BU: HUM, IS EN: H
Typical periods offered: Fall

ARTARCH 3370 Renaissance Bodies: Art, Magic, Science
Against the notion of ideal classical form commonly associated with Early Modern art, this course pursues the complex and often contradictory conception of Renaissance bodies at the intersection of aesthetic ideal, empirical study, and superstition. Topics include anatomical illustration, pornographic prints, bodily metaphors for the artist, and the corporeal representation of sin, holiness, and savagery. Prereqs: L01 112, L01 113, L01 211, or L01 215, or permission of instructor.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH BU: HUM EN: H

ARTARCH 3371 In Sickness and In Health: The Renaissance Body
From birth to death (and beyond), the Renaissance body both required and inspired a wide variety of art and material culture. This course will explore the Art of the Renaissance Body, primarily in Italy, from c. 1300-1600. We will consider the objects associated with life's most important moments, including birth, childhood, pregnancy, aging, dying, and the afterlife, as well as the necessary material culture associated with grooming, illness, plague, and general body care. We will also examine artists' response to growing interest in the body, beginning with Masaccio and Pollaiuolo and continuing through Leonardo and Michelangelo. In addition, we will study the rise of scientific, anatomical literature and the competing visions of anatomical modeling. We will therefore dissect both the physical reality of the Renaissance Body as well as its impression on artists and scientists over the course of the fourteenth through sixteenth centuries.
Credit 3 units. A&S IQ: HUM BU: HUM
Typical periods offered: Fall, Spring

ARTARCH 3380 Pleasure and Pain: European Fashion as (Art) History
In the words of Louis XIV, Fashion is the mirror of history. It reflects political, social and economic changes, rather than mere whimsy. This course will survey the history of dress in early modern Europe, using art and material culture to explore the relationship between society and style. Beginning with the Renaissance, we will explore what fashion in (art) history can tell us about gender, sexuality, class, race, and revolution. To incorporate a global perspective (although concentrating primarily on the West), further themes to be considered include the textile trade, commerce and empire, identity politics, and nation-building. From the chopine to the corset, the pannier to the Pompadour pump, we will incorporate surviving examples as we explore the art and history of European fashion from the 15th to the early 19th century. This course is open to students who have previously taken or are currently enrolled in Intro to Western Art. Prerequisite: One course in Art History at the 100 or 200 level.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH, HUM BU: BA, HUM, IS EN: H
Typical periods offered: Fall, Spring

ARTARCH 3385 19th-Century Art and Visual Culture
This course introduces students to 19th-century art and visual culture. The story of the long 19th century (1789-1914) has tended to be taught as a series of -isms: Neoclassicism, Romanticism, Realism and Naturalism, Impressionism, and Symbolism, ending in fauvism. This course studies canonical artists and artworks in tandem with counter- or alter-histories of art to paint a more nuanced picture of the approximately 100 years (1814-1914) under exploration. This course questions how current stories of 19th-century art have been produced and codified. It highlights the continued relevance of 19th-century art and visual culture to contemporary artists working today. Prerequisite: L01 113 or L01 215 or permission of instructor.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH, HUM BU: HUM EN: H

ARTARCH 3390 19th Century Art: Classicism & Romanticism
This course will trace developments in the visual arts and culture of Western Europe from 1789 to 1905, with emphasis on painting, sculpture, photography, and the graphic arts. Particular attention will be given to the evolving figure of the artist as a critic of society. Other topics will include history painting and its discontents; changing markets for art; exoticism, orientalism, and world's fairs; the development of lithography, wood engraving, and photography; and art as satire. We will also visit the Saint Louis Art Museum
Credit 3 units. A&S IQ: HUM Art: AH BU: HUM

ARTARCH 3395 The Origins of Modernism: European Art 1800-1900
The development of key modernist concepts in European art from neo-classicism to symbolism. The discussion of specific artistic trends will be framed by an examination of the changing social milieu, including the growing importance of the urban experience, art education and art market.
Credit 3 units. A&S IQ: HUM Art: AH BU: HUM

ARTARCH 3400 Baroque Art
This course is a survey of the development of painting and sculpture in 17th-century Europe. Emphasis is on the works of Caravaggio, Bernini, Poussin, Rubens, Rembrandt, and Velazquez. Prerequisite: L01 113 or permission of department.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH BU: HUM EN: H

ARTARCH 3405 Italian Baroque Art
A survey of baroque art in Italy, from its origins in the middle of the sixteenth century until its late phase at the end of the seventeenth century. The course will examine some of the factors the led to the baroque in the intellectual and theological debates surrounding the Protestant and Catholic Reformations and the stylistic initiatives that began in the workshops of Michelangelo and Raphael, with special attention to the role of Federico Barocci, introducing new research for an upcoming exhibition on that artist. The course looks at how these and other factors fostered a style of spatial dynamism, expressive coloration, viewer involvement, and psychological subtlety. Topics to be discussed include the renewed interest in the early Christian church, the role of women artists, workshop practice, artists' materials, the role of patronage, and some of the theoretical debates that governed the creation and reception of the visual arts in seventeenth-century Italy. Artists include Caravaggio, Artemisia Gentileschi, Annibale Carracci, Guido Reni, Guercino, Bernini, and Pietro da Cortona. Prereqs: Intro to Western Art (L01 112) or Intro to Modern Art (L01 211) or permission of instructor.
Credit 3 units. A&S IQ: HUM Art: AH BU: HUM, IS EN: H

ARTARCH 3406 Baroque Art: Materiality and Experience
The materiality of art is evident-and central to how art looks, how it means, and how it endures. This course is intended as an introduction to the materiality of objects and works of art made during the Baroque era (c. 1550-1700) and to concepts for understanding and interpreting them. Works in a variety of materials-ivory, wax, woods, feathers, shells and mother-of-pearl, oil paint, lacquer, metal, fresco, stone, porcelain and earthenware-populate a series of case studies drawn from European, Mesoamerican, and East Asian workshops. In addition to learning about what goes into making these works, students will trace the geographies of materials, and the ways in which materials, format, and durability all affect the viewer's experience. Students will read, analyze, and discuss current research on the makings of art, on theories of the materiality of art, and problems in art conservation-and will participate in close examination of works in local museums and special collections. This course will introduce students to some of the central topics in early modern art history as it is practiced by scholars/historians *and* by archaeologists, museum curators, archivists, and conservators. Students will be introduced to a wide data set of objects and art works, and will learn how to analyze, articulate, discuss, and research aspects of their materiality. Rather than focusing on memorization, this course encourages using concepts from a set of assigned readings to reflect on the objects we discuss together. Students will work in small groups and as a class to advance their own vocabulary for and understanding of early modern materiality and experience. Prerequisites: L01 113, L01 215, or permission of instructor
Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH, HUM BU: HUM EN: H
Typical periods offered: Spring

ARTARCH 3407 The Baroque: Art in an Age of Crisis
The late 16th century was a time of crisis and conflict, and change echoed across Europe and its empires. Religious reform, scientific discovery, and political upheaval shook the foundations of early modern society. Yet from this turbulent time, an era of extraordinary artistic achievement emerged, defined by a dynamic new visual language. This course will examine how the Baroque became a global language, from its early beginnings in Rome to Spain, France, Flanders and the Dutch Republic, even extending beyond the borders of Europe to Asia and the Americas. In addition to studying leading artists such as Caravaggio, Bernini, Rubens, Vermeer and Velázquez, important themes to be considered will include space and spectacle in urban planning; the mundane and profane in still life and genre; collections and curios; the church triumphant; and the portrait. Prerequisite: Intro to Western Art (L01 113).
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: AH, HUM BU: HUM, IS EN: H
Typical periods offered: Spring

ARTARCH 3428 Mirrors of Nature, Dreams of Art: Northern Renaissance Art
This course surveys the visual culture of the Netherlands and Germany from approximately 1400 to 1550: from Burgundian court culture around the time of Jan van Eyck to the fantastic works of Hieronymous Bosch to the international renown of imperial artist Albrecht Durer and later Flemish urban culture as represented by Pieter Brueghel the Elder. Works in a variety of media will be presented in light of broader consideration of the role of art within devotional practice and the Reformation, courtly culture and the cultivation of artistic imagination, and the rise of print and popular culture. We will consider the power of images to mediate religous experience; the representation of folly and death; the social position of the artist; and the relevance of naturalism. We will also survey the predominant interpretive models that have been developed to analyze the significance of these works. Prerequisite: One course in Art History at the 100 or 200 level.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H
Typical periods offered: Fall

ARTARCH 3430 Global Baroque: Art and World-Making
Europe and along Eurasian contact routes between 1500 and 1700 is a primary focus. The course will open with an examination of the significance of the early modern category of the exotic and the role of the exotic or foreign in shaping artistic and collecting practices during a period that tends to be studied with Europe at the center of the world. Throughout the semester, we will explore different modalities of otherness, and the political stakes of representations of self and other within the context of early modern empire- and nation-building. We will analyze paintings, prints, drawings, sculptural objects, naturalia, featherwork, ceramics, porcelain, and textiles alongside primary sources, early modern history and art history, cultural and material history, the history of science, and maritime and diplomatic history. The course attends to the atrocities of slavery in the early modern world and trace the relationship of enslavement to procuring and appreciation of exotic materials. Lectures will incorporate contemporary art (installations, photography, collage, and

painting) that actively engages the modern era. The course involves close study of works of art in local collections, and will include visits to the Saint Louis Art Museum, where students will be introduced to the extraordinary holdings, in particular the Phoebe Dent Weil and Mark S. Weil collection of early modern prints, drawings, and sculpture. Prerequisites: One 100- or 200-level course in Art History; or permission of the instructor

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

Typical periods offered: Fall

ARTARCH 3435 The American West: The Image in History

Examines representations of the American West and of the frontier encounter between Euro- and Native American cultures, from the early nineteenth to the early twentieth centuries. We will consider travel accounts, fiction painting, ledger drawings, photography, and film in order to analyze the ways in which historical circumstances have shaped artistic and literary representations. At the same time, we will look at how images and texts have shaped formative myths about the West that in turn leave their impact on history.

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

ARTARCH 3445 Music and the Visual Arts

From fifteenth-century Flanders to present-day St. Louis, music has had a rich and varied relationship with the visual arts. This course will proceed topically instead of attempting to survey the range of issues under discussion chronologically. Among other issues, we will discuss representations of music making, composers who painted and who sought to represent paintings in their music, portraits of composers, musical iconography in still lifes, written music as visual art, synaesthesia, and recent video art with musical subjects. While assigned readings focus on European and American contexts, students will have the opportunity to do independent work on these topics in other parts of the world. No previous musical experience is assumed or required. Pre-requisites: Intro to Western Art, Architecture and Design; or Introduction to Modern Art, Architecture, and Design; or, any 300-level Art History course.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH BU: HUM EN: H

ARTARCH 3452 American Art to 1900

This course is a survey of the broad social, cultural, and nationalist themes in the visual arts from European contact with the New World to 1900. Topics include the encounter of New World cultures with European colonizers and the ongoing relationship between America and Europe; the changing image of the artist; and the role of art in the formation of national identity. Prerequisite: L01 113 or permission of instructor.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH BU: HUM EN: H

Typical periods offered: Fall

ARTARCH 3455 Art and Culture in America's Gilded Age

This course covers developments in American culture from the end of the Civil War to the turn of the century, including the novels, buildings, images, and public and private spaces of this transitional period. The Gilded Age was a time of new class formation, of unparalleled social diversity, and of new urban forms. The connections between art, literature, and social experience will be addressed. Representative figures include Henry James, Henry Adams, Louis Sullivan, Stanford White, Thomas Eakins, and Louis Tiffany.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH BU: BA, HUM

ARTARCH 3465 American Art to 1970

From the beginnings of modernism in the visual arts of the United States, around 1900, to Abstract Expressionism and the Beat aesthetic. Focus on the cultural reception and spread of modernism, native currents of modernist expression, from organicism to machine imagery, the mural movement and the art of the WPA, the creation of a usable past, abstraction and figuration, regionalism and internationalism, photography and advertising.

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

Typical periods offered: Fall

ARTARCH 3470 American Modernisms, 1900-1940

American modernism: what is it? What is the nature of its encounter with mass culture? What happened to modernism as it migrated from its high European origins to its middlebrow version in America between the turn of the century and the eve of World War II? What was the rhetoric of modernism in everyday life - its impact on design, photography, advertising? In addition to the fine arts, we'll look at popular media, film, and photography. Lecture/discussion. PREREQUISITE: L01 112, L01 113, L01 211, or L01 215, or permission of instructor.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH BU: HUM EN: H

Typical periods offered: Spring

ARTARCH 3472 Bodymorph: Fantasy Worlds of American Visual Culture, Animation, and Product Design

This lecture and discussion-based course engages students in media beyond the fine arts, which shaped in fundamental ways how ordinary Americans experienced life during decades of dynamic change and modernization over the first half of the 20th century. We consider cartooning and animation, film, advertising, product design, department stores and the visual strategies of consumer culture, jazz aesthetics, the skyscraper city, and more. We set these new forms within broad changes in the rhythms of everyday life driven by industrialization and new technologies, as well as how filmmakers, animators, and artists both expressed these new realities, as well as how they turned in response to the handmade, the primitive, and the embodied. We look at the uneasy exchanges between high art and mass media; and at the open borders between surrealism, advertising, and art. Prerequisites: Any introductory or 300-level course in Art History or American Culture Studies, History, or literature

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

Typical periods offered: Spring

ARTARCH 3490 American Architecture and Modernism in St. Louis

exploration of modernism in American architecture in general and St. Louis architecture in particular. Students will be introduced to archival and historical resources for the study of architecture in St. Louis. Each student will be asked to research and interpret a specific modern building in St. Louis. Emphasis will be placed on the work of William Bernoudy, a follower of Frank Lloyd Wright.

Credit 3 units. A&S IQ: HUM Art: AH BU: HUM

ARTARCH 3500 The Modernist Project: Art in Europe and the United States, 1905-1980

This course surveys major tendencies in painting and sculpture, from Fauvism in France and Expressionism in Germany to the beginnings of Postmodernism in photo-based work in the United States. About two thirds of the course will treat European art, and about one third will treat American art. Photography, architecture, and work in other forms will be considered selectively when pertinent to the individual class topics. Within the lecture topics, emphasis is on avant-garde innovation; the tension in modernist art between idealism and critique; reaction by artists to current events; the relationship between art and linguistics, philosophy, literature, economics, and science; the role

of geopolitics in art production; the intersections of art and society; the role of mass culture; issues of race and gender in the production and reception of art; and the challenge to the concept of authorship and creativity posed by Postmodernism at the end of this period. Prerequisite: One course in Art History at the 100 or 200 level.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH, HUM BU: HUM EN: H
Typical periods offered: Fall

ARTARCH 3505 Photography in America
This course will consider the practice and use of photography in America, from its invention up to the present, and it will offer various ways of thinking about the medium and its relation to society and culture. Students will come to understand the ways photographic practices shape public perceptions of national identity, ethnicity and gender, nature, democratic selves, and a host of other concerns. We will discuss famous practitioners such as Matthew Brady, Jacob Riis, Lewis Hine, Walker Evans, and Robert Frank. We consider not only the social and public uses of the medium (through such episodes as the New Deal/FSA and photojournalism) but also the private explorations of fine art photographers and the everyday practices of the snapshot. Prerequisite: One course in Art History at the 100 or 200 level.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH, HUM BU: HUM EN: H
Typical periods offered: Fall

ARTARCH 3510 Global Contemporary Photography
This course explores contemporary photographic traditions from around the world. We begin by grappling with a few of the theoretical issues that lie at the heart of the medium's power, such as the aura of a photograph and its potential evidentiary value. We examine how photography emerged as distinct from other artistic forms such as painting and was deployed in unique ways across the globe to assert power, counter claims of hegemony, and express identity. The scope of the class is not limited to high-art photography, but also explores the family photography and vernacular traditions, focusing on a range of genres including portraiture, narrative, and performance. Finally, we end by exploring how contemporary photographers have stretched the potential of the medium by experimenting with digital technology and non-traditional modes of display. Prerequisites: Intro to Western Art (L01 113) or Intro to Modern Art (L01 215), or permission of instructor.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: AH, HUM BU: HUM, IS EN: H

ARTARCH 3520 Rococo to Revolution: Art in Eighteenth-Century Europe
The Long Eighteenth Century serves as a bridge between two fundamentally different times. The Europe of 1700 was dominated by absolutism and the ancien régime. The Europe of 1800 was in an age of revolution. This course will explore the dramatic shift in artistic representation and individual self-conception that occurred throughout the century to usher in our modern age. Important topics to be considered include: the rise of the Academy; the Enlightenment and the Encyclopédie; the Grand Tour; Art and Science; and the French Revolution. Focusing on the development of artistic trends, the course will address transformations in painting, sculpture and architecture throughout Europe.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH, HUM BU: HUM, IS EN: H
Typical periods offered: Fall

ARTARCH 3540 Art in the Age of Revolution: 1789-1848
This course covers European painting, sculpture, and printmaking from the French Revolution to the mid-19th century. French, English, German, and Spanish artists are discussed in a social and aesthetic context, with a focus on links between art and ideology in times of political turmoil. The styles of Classicism and Romanticism, the rise of history painting, and the development of Realism in both landscape and genre painting are also addressed. Prerequisite: L01 113 or permission of instructor.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH BU: HUM

ARTARCH 3550 The Art Museum: History, Theory, and Design
This course will study the conceptual basis of the institution of the art museum in the United States and Europe, including its history, theoretical foundations, design, and cultural function. We will begin with the origins of the modern museum in the 18th century and earlier; trace the development in the 19th century of the earliest national art museums in the United States and Europe; consider the opportunities and problems of museums of modern and contemporary art in the 20th century; address the question of appropriate architectural strategies for art museums of the past and the present; and consider a variety of developments in the art museum today. Prerequisite: Introduction to Modern Art (L01 211), Architectural History II (A46 2284/4284), or permission of instructor. Students in the College of Architecture may register for this course under the assigned College of Architecture course number.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH BU: HUM EN: H

ARTARCH 3553 Party Like It's 1499: Court Culture and Spectacle in the Italian Renaissance
TBD
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: AH, HUM BU: HUM
Typical periods offered: Spring

ARTARCH 3555 The Art Museum From the Louvre (Paris) to the Louvre Abu Dhabi
This course explores the cultural politics of modern and contemporary art museums in the nexus of London-Paris-New York from the late 18th century to today. It analyzes important works of art collected, displayed, and studied in the museum context as well as the politics, philosophies, and people who shaped the history of modern and contemporary art via museums and exhibitions. Students will interrogate institutions and spaces that condition the experience and reception of modern and contemporary art. Prerequisites: L01 113, L01 215, or permission of instructor.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH, HUM BU: HUM EN: H

ARTARCH 3560 Modern Art in Fin-De-Siecle Europe, 1880-1907
This course examines artistic production at the turn of the century in France, Belgium, England, and Scandinavia. Beginning with the reevaluation of impressionism and naturalism in France, we examine Neo-Impressionism (Seurat and Signac) and Symbolism (Moreau, Van Gogh, Gauguin, the Nabis, Rodin, and Munch), as well as later careers of Impressionists (Cassatt, Monet, Degas, and Renoir). We will consider cross-national currents of Symbolism in Belgium and Scandanavia; the Aesthetic Movement in Britain; the rise of expressionist painting in French art (particularly with the Fauvism of Matisse and Derain), and the juncture of modernist primitivism and abstraction in early Cubism (Picasso). Prerequisite: L01 113 or permission of instructor.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH, HUM BU: HUM
Typical periods offered: Fall, Spring

ARTARCH 3565 Painting Place: France as a Center of Artistic Modernism, 1850-1915
How did Paris become a center and source of avant-garde painting in the mid-to-late nineteenth century? What was the relationship between the dynamic urban space of the city and the development of modernist painting? How did the French countryside offer an even wider range of subjects and inspire new directions for modern painters

of the period? This course offers an historical introduction to French painting of the late nineteenth and early twentieth centuries, exploring the careers, paintings and cultural milieu of canonical figures including Courbet, Millet, Monet, Van Gogh, Gauguin, Seurat, Cézanne, Bonnard, Matisse, Picasso and Léger. It also discusses the historical, social, economic and cultural factors behind the rise of major avant-garde artistic movements, including Realism, Impressionism, Symbolism, Fauvism, Cubism, and Fauvism. Assignments will take advantage of the museums in Paris and in the south of France to offer students the opportunity to engage directly with original works of art. Field trips will include the Musée d'Orsay, the Matisse Chapel in Vence, the Maeght Foundation, and the Léger Museum, as well as optional meetings at the Centre Pompidou and the Museé de l'Orangerie in Paris, and the Museé National Marc Chagall and the Matisse Museum in Nice. We will use a small book on modern art, supplemented by primary source readings in French by artists and critics.
Credit 1 unit. A&S IQ: HUM BU: HUM EN: H

ARTARCH 3570 The Mediterranean and French Modernism
This course will survey the development of the Mediterranean region as an important site of modernist artistic practice. Among the artists to be considered are Pierre-Auguste Renoir, Henri Matisse, Pablo Picasso, Marc Chagall and Yves Klein. Excursions to museums and other artistic sites.
Credit 1 unit. A&S IQ: HUM Arch: HUM Art: AH BU: HUM, IS EN: H

ARTARCH 3585 The Modern and Contemporary Art Market, 1863 - Present
The modern and contemporary art market is a strange and irrational entity, seemingly ungoverned by traditional economic laws of supply and demand. In 2019, Rabbit, a sculpture by Jeff Koons, sold for $91.1 million at auction, setting a record for the most expensive artwork by a living artist ever sold. A few months later, at the Art Basel Miami Beach art fair, Maurizio Cattelan's Comedian, an installation artwork featuring a fresh banana duct-taped to a wall, sold for $120,000. More than just a source for headlines, today's art market is also a growing art historical subfield, one that offers crucial insight into artistic production, shifts in the sociopolitical landscape, and even the practice of art history itself. This course offers a historical overview of the modern and contemporary art market, from 1863 to the present. In this thematic survey, students will chart the art market's development by examining key concepts, personalities, and events, including the 1863 Paris Salon des Refusés, the Galerie Durand-Ruel and Impressionism, the avant-garde myth, Nazi-era art crime, the 1997 Sensation exhibition, and international biennials. Students will also become acquainted with basic art market research methods and resources. Prerequisites: Any 100- or 200-level course in art history; L01 215, Intro to Modern Art, recommended; or permission of instructor.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH, HUM BU: HUM EN: H
Typical periods offered: Spring

ARTARCH 3590 Rejecting Reason: Dada and Surrealism in Europe and the United States
In this multimedia interdisciplinary course, we will consider the history, theory, and practice of Dada and Surrealism, from its Symbolist and Expressionist roots at the end of the 19th century and the beginning of the 20th century through its late expressions in the beat culture and pop art of the 1950s and 1960s. Dada's emergence in Zürich and New York in the midst of World War I set the tone for its stress on irrationality as an oppositional strategy. Surrealist research into the domain of the unconscious continued this extreme challenge to dominant culture but in a revolutionary spirit that proposed new possibilities for personal and collective liberation. The international character of the movements -- with substantial cross-transmission between Europe and the United States -- will be emphasized. Prerequisites: L01 113, Intro to Western Art; L01 215, Intro to Modern Art; or permission of instructor.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH, HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

ARTARCH 3595 Cubism and Its Global Legacies
During the early 20th century, Cubism marked a radical break in the European representation of three-dimensional space in painting through a bold reconsideration of atmospheric and linear perspective. Early Cubists such as Pablo Picasso achieved this formal breakthrough in part through studying African and Oceanic art. Between the summer of 1908 -- when Braque and Picasso developed the style collaboratively in France -- and the advent of WWI in the summer of 1914, Cubism became the most influential style in the international art world. This course examines the development of Cubism in France, and it analyzes how artists throughout Europe and the world adapted Cubism for their own purposes. Of particular interest will be how artists from outside Europe and the United States have responded to Cubism's appropriation of non-Western art. Class format is lecture and discussion. Prerequisites: L01 113, L01 215, or permission of instructor.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH BU: HUM EN: H

ARTARCH 3600 Chance and Modern Art
This course considers chance as a major compositional principle in modern art. Focus will be placed on the diverse ways in which artists throughout the twentieth century have championed the creative possibilities of accident and randomness in the creation of works of art as an attack on reason and logic and as a counterpoint to officially sanctioned aesthetic tastes. By deflating concerns of style, skill, and personal expression, the implementation of chance processes facilitated a liberating exploration of unorthodox methodologies for making art. Moving chronologically through the twentieth century, we will follow the history and development of these practices while also examining the diverse social, cultural, and theoretical contexts informing them. Prereqs: Intro to Western Art (L01 112) or Intro to Modern Art (L01 211) or permission of instructor.
Credit 3 units. A&S IQ: HUM Art: AH BU: HUM EN: H

ARTARCH 3602 Italian Renaissance and Baroque Architecture
This course will survey the development of architecture in Italy from 1400 to 1700. From long-established medieval models, we will explore the reintroduction and reinterpretation of Antiquity from the late 14th century onward. The course will then explore how these foundational Renaissance ideals evolved to become Mannerism and found their ultimate expression in Bernini's Baroque. Following a chronological progression, the course will address the structures and theories of the period through its leading architects: Brunelleschi, Alberti, Michelangelo, Palladio, and Bernini, among others. The course will explore a wide range of architectural types, from the centralized church to private palaces and villas. Further themes to be considered will include the development of the architect as a professional, regional styles and their relationship with antiquity, patterns of patronage, and the interior. Prerequisite: L01 113.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH, HUM BU: HUM EN: H
Typical periods offered: Spring

ARTARCH 3605 Cubism and 20th-Century Art
This course examines the development of Cubism from its origins in 1906 to the decline of modernism after 1945. Cubism's pictorial language revolutionized the practice of art making in the early twentieth century, encouraging artists to interrogate the nature of signification (how form produces meaning). Topics to be considered include Cubism's innovations in painting, collage, papiers collés, and sculpture, as well as its formation and reception by writers, critics, and artists such as Braque, Picasso, Duchamp, Gris, Léger, Le Corbusier, Ozenfant, and the Salon Cubists. This class explores the various ways in which artistic production intersects with popular culture and the rise of consumerism, major events in world history, and changing notions

of identity in the twentieth century. Readings are drawn from primary sources such as artists' manifestos, poetry, literature, and philosophy (which we will read in English translation). Visits to the Mildred Lane Kemper Art Museum and the St. Louis Art Museum complement our study. Prerequisite: Introduction to Western Art, L01 112, Introduction to Modern Art L01 211, or permission of the instructor.
Credit 3 units. A&S IQ: HUM Art: AH BU: HUM EN: H

ARTARCH 3610 Contemporary Art
This course is a survey of global contemporary art from 1970 to the present. Topics include happenings, minimalism, body art, and neo-expressionism as well as their placement in their social and political contexts. Prerequisite: One course in Art History at the 100 or 200 level.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH, HUM BU: HUM, IS EN: H
Typical periods offered: Fall

ARTARCH 3613 Women of the Renaissance: Artists, Patrons, and Subjects
This course will examine the varied roles of women in the production of Renaissance art: as makers of art; as commissioners, collectors, and patrons of art; and as subjects of the artistic gaze. In conjunction with the courts of Europe, we will also address women in the arts through a global lens. Using a variety of primary sources, including painting, sculpture, print material, textiles, and archival documents, we will explore both the historical spaces women occupied as well as contemporary scholarship situating women within the history of art. In the process, students will gain a deeper understanding of women's agency in Renaissance art, cultivate tools of art-historical analysis, and hone skills in presenting such analysis in written form.
Credit 3 units. A&S IQ: HUM, SC BU: HUM EN: H
Typical periods offered: Fall

ARTARCH 3615 Art and Criticism Since 1945
An examination of artistic and critical production in the U.S. and Europe from the end of World War II to the present. Artistic developments such as abstract expressionism, minimalism, pop, and conceptualism will be studied within their social and political context. Lectures and readings will address the historical and theoretical construction of modernism with special attention to issues of identity formation and institutional practices. Prerequisite, Art-Arch 211 or permission of instructor. :
Credit 3 units. A&S IQ: HUM Art: AH BU: BA, HUM

ARTARCH 3627 By Sea and Sand: Modern Art in the Mediterranean
This course surveys the representation of Mediterranean spaces and cultures in the visual arts from the late eighteenth to the mid-twentieth century during which time transformations across economies, governance, society, and technology took place alongside the expansion and subsequent deterioration of French and British colonial rule in the Middle East and North Africa. In this course, the modern Mediterranean will be viewed from multiple vantage points along its shores and through a range of media, including popular culture, visual culture, material culture, and fine art. In addition to obtaining a strong grasp of the artistic phenomena associated with the Mediterranean during the modern era, students will come to understand the region as a place possessing a remarkably diverse and polymorphous identity, and as a place of fracture, confrontation, mutual incomprehension, innovation, and exchange.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: AH, HUM BU: HUM, IS EN: H
Typical periods offered: Spring

ARTARCH 3637 Modern Sculpture: Canova to Koons
This course will survey sculpture in Europe and the United States from about 1800 to the present, with an emphasis on the period from 1890 to 1980. A rapid traverse of Neoclassicism, Realism, and the rage for statuary during the later 19th century will take us to the work of Rodin and to a more systematic exploration of developments in the sculpture of the 20th century. Particular emphasis will also be placed upon the work of Brancusi, Picasso, Matisse, Duchamp, Giacometti, Oppenheim, David Smith, Serra, Morris, Judd, Hesse, and Bourgeois. An important theme running through the course as a whole -- from an age of nationalism and manufacturing to our own time of networks and information -- is the changing definition of sculpture itself within its social and political context. We will also explore various new artistic practices (e.g., video, performance, installations, body art) and interrogate their relationship to sculptural tradition and innovation. Prerequisite: L01 113, L01 215, or permission of instructor.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH BU: HUM EN: H
Typical periods offered: Fall, Spring

ARTARCH 3645 Gender in Contemporary Art
We will study artists from 1960 to the present whose work thematizes gender, including Carl Andre, Robert Morris, Cindy Sherman, Lorna Simpson, and Mona Hotoum, and discuss how their work raises questions about representation of the body, spectatorship, and notions of identity. This course is intended to help students develop and refine their writing, and will require at least three papers. As we write and revise, we will consider how gender theory has encouraged art historians to rethink writing and research methods: the topics we choose, the structure of our arguments, our relation to our subjects, and the audience we address. PREREQUISITES: AT LEAST ONE ART HISTORY COURSE AT THE 300 LEVEL OR PERMISSION OF INSTRUCTOR.
Credit 3 units. A&S IQ: HUM Art: AH BU: HUM

ARTARCH 3656 New Media, New Technologies
In the summer of 2013, Random International's Rain Room was installed at the Museum of Modern Art in New York. Lines to experience the sensation of being rained on without getting wet ranged up to seven hours at times. This merging of new technology with the gallery space proved irresistible, but it also raises questions as to the uses of technology in contemporary art and whether or not this could be much more than a gimmick. As one Yelp reviewer put it, The Rain Room is definitely an experience. Let's be honest... I'm mostly upset that I didn't get a cool, new Facebook profile pic out of it. This course will consider technological developments in modern and contemporary art -- including photography, video and new media, and digital and Internet art -- as well as forays into new technology that blur the lines between art and science. Prerequisite: L01 113, L01 215, or permission of instructor.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH, HUM BU: HUM EN: H
Typical periods offered: Fall

ARTARCH 3657 The Baroque: Art in the Age of Crisis
The late 16th century was a time of crisis and conflict, and change echoed across Europe and its empires. Religious reform, scientific discovery, and political upheaval shook the foundations of early modern society. Yet from this turbulent time, an era of extraordinary artistic achievement emerged, defined by a dynamic new visual language. This course will examine how "the Baroque" became a global language, from its early beginnings in Rome to Spain, France, Flanders and the Dutch Republic, even extending beyond the borders of Europe to Asia and the Americas. In addition to studying leading artists such as Caravaggio, Bernini, Rubens, Vermeer and Velázquez, important themes to be considered will include space and spectacle in urban planning; the mundane and profane in still life and genre; collections and curios; the church triumphant; and the portrait. Prerequisite: Intro to Western Art (L01 113).

Credit 3 units.

ARTARCH 3665 Art and Activism
This course will examine political and social activism in art and visual culture, focusing on the role that visual representation has played in social movements and how artists/activists have employed visual media to challenge and resist dominant visual representations and political formations. We explore key theoretical developments in activist discourse as well as the role of art practices and aesthetic commitments in these developments. This course seeks to represent the development of the relation of art and activism in its broadest intellectual and cultural context within the 20th century and to encourage an appreciation of the complex array of disciplinary perspectives that are implicated in this development. Prerequisite: L01 113, L01 215, or permission of instructor.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH, CPSC, HUM BU: HUM EN: H
Typical periods offered: Spring

ARTARCH 3670 Writing About Art
This colloquium will engage the possibilities and pitfalls involved in writing about art, including the difficulty of translating visual responses into verbal or written media and distinguishing between history, theory and criticism. Readings will investigate a broad range of methodologies employed by art historians, including connoisseurship;iconology, semiotics; patronage studies; and gender, class and race politics. Students will compose a sequence of short papers that will be closely scrutinized in an effort to improve writing skills. The assignments will cover different genres of art writing, such as the visual analysis, the museum label, the catalogue entry, and the comparative essay, all bearing in mind the respective appropriate audience(s). PREREQUISITES: OPEN TO JUNIOR AND SENIOR UNDERGRADUATES ONLY, OR BY PERMISSION OF INSTRUCTOR.
Credit 3 units. A&S IQ: HUM Art: AH BU: HUM

ARTARCH 3675 Colloquim in Art History
Designed to introduce art history majors to the field of art history and to the faculty and their research. Required for all majors; should be taken as soon as possible after declaring the major. Recommended to art history minors. Meets every other week.
Credit 1 unit. A&S IQ: HUM Art: AH BU: HUM

ARTARCH 3684 Picturing Race in the Early Modern World
Many social and cultural roots of modern Western European and American conceptions of race and ethnicity lie in the early modern era, when enslavement came integrally to be linked with Blackness and ideas-and representations-of power relied on a hierarchical politics of racialization and othering. Throughout the early modern era, in Renaissance and Baroque visual art, iterations of racialized identity took hold, in ways and by means this seminar will explore in depth. Through close analysis of paintings, sculptures, architectural and urban design, and the graphic arts, and with frequent reference to chronicles, literature, and legal language of the time, we will trace visual representations of racialized difference throughout the early modern (European) world and to the present. How did early modern European images participate in and help to form a visual culture of race? This seminar will explore fifteenth-, sixteenth- and seventeenth-century European representations of racialized others by artists Albrecht Dürer, Hans Burgkmair, Hieronymus Bosch, Peter Paul Rubens, Rembrandt van Rijn, and others. We will also consider ethnographic imagery, maps, and other forms of representation-as well as responses by contemporary (20th- and 21st-century) artists to the conventions of race-crafting laid down in the early modern era. Geographically, the materials we study issue from western Europe and focus on encounters with Western Africa, but the seminar considers European engagement in the American colonies, Melanesia/Indonesia, the Atlantic and Brazil-and with the Islamic world. Prerequisites: One 100-level Art History course or permission of the instructor
Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH, HUM BU: HUM EN: H
Typical periods offered: Spring

ARTARCH 3700 Art Since 1945: Europe and the United States
This course begins with the shift from Paris to New York City as the center of avant-garde art and examines the cultural politics of abstract expressionism and other movements in the context of the Cold War. The critical language of High Modernism and developments in abstract art such as Color Field painting and Minimalism will follow. These will be contrasted with ideas of popular culture as the basis of artistic expression in the work of such artists as Rauschenberg and Warhol. We will discuss collaborative installations and performance art as the expression of identity politics among feminist and minority artists in the 1960s and 1970s. The idea of postmodern art and culture, the resurgent European voice of the Neo-Expressionists of the 1980s, and critical issues of art and commerce will bring us to a discussion of the Bad Boys of Britain and others working in the avant-garde in the 1990s.
Credit 3 units. A&S IQ: HUM Art: AH BU: BA, HUM

ARTARCH 3740 Introduction to African Art and Visual Culture
This course provides an introduction to African cultures through analysis of arts and other forms of symbolic communication. It evaluates African material production in relation to the history and diversity of the continent and also in relation to perceptions and representation of Africa born out of its encounter with European cultures both in antiquity and in the late 15th century. Its premise is that the arts in Africa constitute sophisticated structures of symbolic communication whose meanings are not exhausted by an appeal to aesthetics defined in terms of European notions of Beauty and Ugliness. Rather, it views African arts as visual languages with elements of encoding and decoding that must be learned in order to aid our comprehension of different forms of African visual culture. To engage this process, we will evaluate how African art contributes to the constitution of society and analyze specific manifestations of art in different African societies.
Credit 3 units.

ARTARCH 3741 From Ancient Tichitt to Zimbabwe: The Archaeology and Arts of the Urban Past in Africa
TBD
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: AH, HUM BU: HUM

ARTARCH 3961 Art & Ecology
This course provides an overview of the twentieth-century history and contemporary debates concerning art and ecology. It begins with the nuclear age in the postwar United States and the Pacific, on through the techno-utopian hippie modernist, Land Art, and early ecological movements of the 1960s. We situate contemporary eco art within this longer historical context, as well as climate science and politics. This course takes a case study approach, with one key artwork each class period, around which we will build context and trace relevant connections. Students will be responsible for identifying key artworks and articulating their significance on the exams. We will also locate eco art discourse within our St. Louis context, undertaking a site-specific project during the course of the semester. Undergraduate Prerequisites: one introductory Art History course or permission of the instructor.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall

ARTARCH 3996 Art History and Archaeology Elective: 300-Level
This course is for transfer credits.

Credit 3 units. EN: H

ARTARCH 3999 Independent Study
This course permits students to pursue upper-level research and reading programs with individual faculty at the 300-level.
Credit 6 units.
Typical periods offered: Spring

ARTARCH 4006 Topics in Art History and Archaeology
Prereqs: L01 113, L01 215; one 300-level course in Art History preferred; or permission of instructor.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH BU: HUM EN: H
Typical periods offered: Fall, Spring

ARTARCH 4011 The Decorative Aesthetic in Modernism, 1860-1960
In the criticism of modern art, decoration and decorative have often been used as pejorative terms, designating art that has no intellectual basis but is merely pleasing, intended to fill space and delight the eye. However, in the late 19th century, these terms carried important cultural value and opened the door to significant experiments in abstraction. Moreover, the decoration of a public space or surface may have political implications. This course will investigate decoration and theories of the decorative in modern art in Europe and the United States, with special attention paid to the evolution of ideas of modernism in both two-dimensional and three-dimensional environments. We will also consider some of the political meanings that may be borne by both public mural painting and domestic decoration as well as easel painting that aspires to conditions of the decorative. Key figures include Puvis de Chavannes, Morris, the Nabis, Van de Velde, Monet, Matisse, the Mexican muralists, Pollock, and Shapiro. Prerequisites: L01 215; any 300-level course in Art History; or permission of instructor.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH, HUM BU: HUM EN: H
Typical periods offered: Spring

ARTARCH 4013 The Digital Art Historian
Within the digital humanities, it has often been asserted that art history lags behind other disciplines when it comes to technology adoption. But in fact, art historians are among the earliest adopters of technologically mediated academic practices, though the breadth of methodologies utilized within the digital humanities are not always suitable to or capable of fully accommodating the added layer of visual culture intrinsic to art history. While this course will explore all of the significant facets of the digital humanities and how they can be adapted to art history, it also more broadly aims to create technologically astute and nimble students and future professionals capable of learning to learn technologies as they emerge; determining when and how a technology may be useful in research, scholarship, instruction, and other professional work; assessing both data and the tools that represent it with a critical mind; and understanding how to effectively apply technology in a broad range of academic and professional contexts.
Credit 1 unit. A&S IQ: HUM Arch: HUM Art: AH, HUM BU: HUM EN: H
Typical periods offered: Spring

ARTARCH 4020 Landscape(s)
The very moment artists in Europe and the United States focused much attention on rendering some aspect of nature as landscape, the notion of art as an autonomous venture entered the aesthetic discourse. Central to landscape art that with the advent of Romanticism surpassed other genres in art such as history painting was a distinctly modernist sensibility for nature, as much informed by notions of individualism and subjectivity as by conunter-Enlightenment stances against rationality. This seminar will engage with changing notions of artistic representations of landscape(s) from the early nineteenth century to the very present. We will explore artists ranging from Gericault, Friedrich, Turner, Cole, Kandinsky, Pollock, Rothko to contemporaries such as Eliasson, Paik, Cardiff, Lockhart and Pfeiffer. Throughout the semester we will also discuss landscape theories by such diverse writers and theorists as Goethe, Schiller, Marx, Simmel, Burke, and Flusser. Prerequisite: Intro to Modern Art, a 300-level course in Art History or Aesthetics, or permission of the instructor.
Credit 3 units. A&S IQ: HUM Art: AH BU: HUM EN: H

ARTARCH 4025 Theories of Modern Art and Architecture
This course will present theories of art and architecture from the 19th to the 21st centuries in their historical contexts through a set of in-depth investigations of selected topics. Some knowledge of history and theory is integral to contemporary understandings of the disciplines of art, art history, and architecture. To foster a historical understanding of theories of modern art and architecture, we will discuss a selection of key texts, divided into three sections: theoretical sources of modern art and architectural history in the 19th century; theories of modernism, from the formalist to the Marxist; and postmodern critiques of modernism, in such areas as feminist theory and poststructuralism. Class visits to Sullivan and Adler's Wainwright Building (1890-91), Saarinen's Arch at the Jefferson National Expansion Memorial (completed 1964), Ando's Pulitzer Foundation for the Arts (2001), and Maki's Kemper Museum of Art (2006) will be integral to the work of the course. Prerequisite: Either L01 113 or L01 215 plus any 300-level course in art history, or permission of instructor.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH BU: HUM EN: H

ARTARCH 4030 Lithic Analysis
This seminar will provide graduate and undergraduate archaeologists and other interested students with an introduction to various aspects of lithic analysis. Stone tools and lithic debitage found at prehistoric settlement and activity sites can provide insights into the lives of past peoples that are both complementary and contrastive to findings from other material remains, and are thus a major area of archaeological interest. Topics to be covered will include a historical review of the various developments in lithic analysis, hands-on application of analytical techniques using flaked stone tools, ground stone tools, and lithic debitage, lithic illustration, and flaked and ground stone tool replication. Prerequisites: Introduction to Archaeology.
Credit 3 units. A&S IQ: SSC Art: AH EN: S

ARTARCH 4035 Connoisseurship & Museum Procedures
The course deals with the theory of connoisseurship, an approach to the study of the history of art based on examination and direct knowledge of works of art. Readings emphasize various approaches to connoisseurship. Students experience the practice side of connoisseurship doing research and writing papers about specific works of art in the collections of the Washington University Gallery of Art and St. Louis Art Museum. PREREQUISITE: PERMISSION OF THE INSTRUCTOR.
Credit 3 units. Art: AH

ARTARCH 4040 Orazio and Artemisia Gentileschi
The works of Orazio Gentileschi and his daughter Artemisia, two of the most fascinating painters of the early Baroque period, will be featured in a major exhibition at the St. Louis Art Museum. This course will spend the first month of the semester in the exhibition itself, closely examining the paintings on view. We will continue with recent scholarly inquiries about this rare case when an artist trained his daughter to be a professional painter. The topics of study will include the beginnings of their work together in Rome and the disparate paths that carried them throughout Europe. The career of Artemisia, including new information about her rape trial and interpretations about its effect on her art, plays a central role in the course.

Credit 3 units. Art: AH

ARTARCH 4050 Beyond Painting: Innovation in Prints and Sculpture in Early Modern Europe

Prints and sculpture are frequently overlooked in the study of early modern European art, yet the issues they raise are critical to our understanding of the period. Both categories, too often seen as secondary to painting, entail frequently complex technical and intellectual innovations that were fundamental to their time. This course will focus on these two important media in order to offer a fuller and richer picture of how artists of the Renaissance and baroque periods reinterpreted and expanded their visual vocabularies in response to, and in participation with, changing technologies and ideologies. Beyond Painting is based on direct interaction with works of art with the aim of facilitating enhanced looking and evaluation skills essential to the study of art history. Held at the Saint Louis Art Museum, each session will focus on the Museum's collection as well as the objects in the exhibition Learning to See: Renaissance and Baroque Masterworks from the Phoebe Dent Weil and Mark S. Weil Collection. Prerequisites: Intro to Western Art (L01 113) or Intro to Modern Art (L01 215); one 300-level course in Art History preferred; or permission of instructor.

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

ARTARCH 4070 Gender in Contemporary Art

We will study artists from 1960 to the present whose work thematizes gender, including Carl Andre, Robert Morris, Cindy Sherman, Lorna Simpson, and Mona Hatoum, and discuss how their work raises questions about representation of the body, spectatorship, and notions of identity. This course is intended to help students develop and refine their writing, and will require at least three papers. As we write and revise, we will consider how gender theory has encouraged art historians to rethink writing and research methods: the topics we choose, the structure of our arguments, our relation to our subjects, and the audience we address. PREREQUISITES: AT LEAST ONE ART HISTORY COURSE AT THE 300 LEVEL OR PERMISSION OF INSTRUCTOR.

Credit 3 units. A&S IQ: HUM Art: AH BU: BA, HUM EN: H

ARTARCH 4080 African Art: A User's Guide

This seminar offers an introduction to the methodologies of African art history, exploring a range of approaches to objects from an examination of their original contexts; accessed through oral and archival sources; to their lives in a Western context, including collecting histories and market valuation over time. It considers new means of knowing African objects through methods such as CT scanning and algorithm-based databases and poses the question: of what value is this corpus outside of art history or African studies? Through course meetings and projects, students will be introduced to various research methodologies, including the production of oral history records for the St. Louis Art Museum, provenance research, and valuation. The course will culminate in a final paper and presentation based on an object in SLAM's African collection. Prerequisites: Intro to Western Art (L01 113) or Intro to Modern Art (L01 215); one 300-level course in Art History preferred; or permission of instructor.

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

ARTARCH 4085 Power, Authority and Spirituality in Oceanic Art

Focusing on the material culture of Pacific, this seminar considers the similarities and differences in political and spiritual power and authority throughout Polynesia, Melanesia and Micronesia. The seminar examines how material forms embodied the immaterial divine and spiritual power associated with gods and ancestors and will consider how objects understood to contain these powers were used in local contexts and with neighboring communities and Westerners. Included in the discussions will be objects (both ritual and utilitarian), body modification and decoration/ornamentation, dress, architecture, religion/ritual, warfare and exchange. We will consider what the materials used in these categories tell us about local concepts of ancestral or divine power, about indigenous understandings of the local environment and its importance, and also how objects were understood as mediators of the relationships between humans and ancestors or divine beings. Prerequisites: Intro to Western Art (L01 113) or Intro to Modern Art (L01 215); one 300-level course in Art History preferred; or permission of instructor.

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

ARTARCH 4090 Art and Science in Renaissance Italy

This course is concerned with the sophisticated dialogue between art and science, between image making and scientific enquiry during the Italian Renaissance, a period when technology, science and art were closely interconnected. In fact our modern distinction between science and art did not exist, and for the most part they were allied in both theory and practice. We will examine the artistic and scientific activity of a range of Renaissance figures including Brunelleschi, Alberti, Leonardo da Vinci and Piero della Francesca, Antonio Santucci, Egnazio Danti, Stefano Buonsignori, Miniato Pitti, Andrea Vesalius and Galileo. We will also explore the role of the Medici and the papacy as patrons of both art and science, and the history of the construction and display of scientific instruments during the Renaissance. THIS CLASS IS ONLY OFFERED IN FLORENCE, ITALY ONLY AS PART OF THE SEMESTER STUDY ABROAD PROGRAM!!!!

Credit 3 units. Art: AH

ARTARCH 4110 Feminist Art & Theory 1970 to Present

How have feminist artists and theorists challenged the conventions of art history? This course begins with the feminist art world activism that arose in the 1970s in the context of the women's liberation movement. During this time, feminist artists sought to establish new forms of art education, venues for exhibiton, and creative working methods to provide alternatives to traditional art world institutions (which were often seen as ill-suited or unreceptive). We will examine how current artists, building on this recent history, continue to develop feminist aesthetics and politics in a variety of contemporary practices, including installation art, body art, performance art, and video. We will read texts by Griselda Pollock, Linda Nochlin, Lucy Lippard, Carolee Schneemann, Helene Cixous, Laura Mulvey, Lisa Tickner, Judith Butler, Adrian Piper, and Helen Moelsworth, among others, and discuss the relationship between feminist theory and artistic creativity. Prerequisites: 300 level class in art history or 300 level class in gender studies or permission of the instructor.

Credit 3 units. A&S IQ: HUM Art: AH BU: HUM EN: H

ARTARCH 4115 Minoan and Mycenaean Archaeology

A study of the Minoan civilization and late Bronze Age Greece. Relations of the two civilizations to each other and to the Near East. Examination of archaeological evidence and its varied interpretations by scholars in relation to solving chronological and historical problems. Prerequisite: Art-Arch 331, or permission of instructor.

Credit 3 units. Art: AH

ARTARCH 4120 Contemporary Art in Exhibition: Museums and Beyond

How does the collection and display of artwork create meanings beyond the individual art object? During the 20th century, enormous shifts occurred in exhibition design as artwork projected from the walls of the museum, moved outdoors to the space of the street, and eventually went online. We will study an array of twentieth-century exhibition practices and sites in their social and historical contexts, including the temporary exhibition, the white cube, museum installations, and websites. During the seminar, we will examine how issues such as patronage, avant-gardism, nationalism, and identity

politics have progressively brought museums and other exhibition spaces into question. Prereqs: Intro to Western Art (L01 112) or Intro to Modern Art (L01 211); one 300-level course in Art History preferred; or permission of instructor.
Credit 3 units. A&S IQ: HUM Art: AH BU: HUM

ARTARCH 4125 American Impressionism
With a focus on American artists traveling abroad and American expatriate artists, 1880-1920; a special emphasis of the seminar will be the works of John Singer Sargeant, featured in a major exhibit at the St. Louis Art Museum at the same time. Prerequisite: permission of instructor.
Credit 3 units. Art: AH

ARTARCH 4140 Rome in Egypt: The Archaeology of an Oasis City
This seminar will focus on the results of the archaeological fieldwork carried out at Trimithis / Amheida, a Graeco-Roman city in Egypt's Western Desert. It will investigate the available documentary and archaeological evidence, including a wealthy house with paintings inspired by Classical themes, a public bath built in the Roman tradition, a rhetorical schoolroom, pyramid-shaped Roman tombs, remains of a temple, and one of the earliest churches discovered in Egypt so far. We will explore how this evidence compares with that from neighboring sites in Egypt's Western Desert as well as in the Nile Valley. The goal is to develop an appreciation and understanding of Romano-Egyptian architecture, Classical and late antique art in Egypt, and Egypt's religious, social, and cultural history. Students will also have the opportunity to familiarize themselves with notions of archaeological methods and practice, as adopted in the context of an Egyptian excavation project. Prerequisites: One course at the 100- or 200-level in Art History, Classics, or Archaeology recommended
Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH, HUM BU: HUM, IS EN: H
Typical periods offered: Fall, Spring

ARTARCH 4155 The Invention of the Image: From Classical Art History to Modern Visual Studies
The scholarly field of Image or Visual Studies has developed in response to the widespread proliferation of images, both still and moving, in contemporary life. It distinguishes itself from traditional art history by examining visual representations of all types, not only works of high art, and by concentrating on the role those representations play in the formation of culture. Though most of the scholarship produced in this field focuses on the modern world, it depends upon ideas first developed in Mediterranean antiquity. This course has two primary goals. We will conduct an historical examination of practices and theories of image making from Near Eastern antiquity to modernity. In so doing, we will also carry out an historiographical survey of the major works in Image/Visual Studies, thereby gaining an appreciation for the wide range of methods of inquiry employed in this important field of research. Prerequisites: Intro to Western Art (L01 113) or Intro to Modern Art (L01 215); one 300-level course in Art History preferred; or permission of instructor.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH, HUM BU: HUM EN: H
Typical periods offered: Spring

ARTARCH 4160 Art and Death in Ancient Rome
Perhaps more than any other phenomenon, death spurred the creation of art in the ancient Roman world. The practice of materially commemorating the deceased -- of perpetuating the memory of the dead through the creation of funerary monuments designed to appeal to both intimate familial relations and the public at large -- stretched across Roman social boundaries and endured for many centuries. But death also frequently provided the subject matter of art even outside the confines of the funerary realm. The goal of this course will be to explore the complex relationship between art and death in the Roman world. It will range from early Rome to the end of the empire and the changes brought about by widespread conversion to Christianity. In conjunction with historical readings, the course will also engage with theoretical texts in the anthropology and philosophy of death. Prerequisites: Intro to Western Art (L01 113) or Intro to Modern Art (L01 215); one 300-level course in Art History preferred; or permission of instructor.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH BU: HUM EN: H
Typical periods offered: Spring

ARTARCH 4165 Topics in Northern Renaissance Art
Consult Course Section Listings for current topic.
Credit 3 units. Art: AH

ARTARCH 4170 Ancient Coins
The seminar is designed to research the rich world of Greek and Roman coinage by using the university's own resource, the J.M. Wulfing collection of coins. Emphasis on coin typology, works of art or buildings illustrated on our coins, and the history of coinage. We will be using actual coins in the gallery. Due to the delicate nature of the material, the course is by PERMISSION OF THE INSTRUCTOR ONLY.
Credit 3 units. Art: AH

ARTARCH 4175 Sacred Spaces of Islam
This course traces the development of Islamic sacred space during the seventh to the nineteenth century through case studies of specific cultural groups and their architectural traditions from Spain to India. Readings address both the historical contexts in which buildings were produced as well as the rituals and beliefs that gave them meaning. Special attention is paid to the shifting uses and significances of Islamic holy buildings over time. Critical readings from architectural theory provide students with a basic foundation in the methods and concepts that have shaped scholarly discourse on sacred space in the modern era.
Credit 3 units. A&S IQ: HUM, LCD Art: AH BU: HUM EN: H

ARTARCH 4180 Greek Vase Painting
This seminar will examine vase painting from the geometric period (ca. 800 BC) to the end of the red-figure style (ca. 350 BC), but the majority of class time will be spent looking at Attic vase-painting of the sixth and fifth centuries BC. The iconography of Greek vases, particularly Attic black-figure and red-figure, provides an extraordinary view into the culture and beliefs of contemporary society. Some vases are clearly made as grave offerings, others as votive offerings at sanctuaries, and still others for use at home. The focus of this seminar will be the relationship of a vase's images to the context of its use. How much does the intended use and audience for the vase determine the images on it? These important questions have not received much attention by scholars, and class papers may possibly result in publications. Enthusiastic class participation required. Occasional responsibility for presentation of weekly readings. Class paper and presentation.
Credit 3 units. Art: AH

ARTARCH 4185 Avant-Garde Art
Derived from the military vanguard, the term avant-garde is used within discourses pertaining to art since the mid-19th century. In the 20th century, theorists such as Renato Poggioli, Matei Calinescu and in particular Peter Bürger have characterized the avant-garde as artistic movements that strive for a connection between art and life with the ultimate goal to effect societal and political changes through aesthetic practices. Avant-garde categories include the critique of the institution of art (i.e. its independent status), and its institutions (i.e. museums and galleries), the use of everyday non-art materials (i.e. newspapers or cheap and mass-produced materials), the questioning of the uniqueness of the artwork, the obliteration of a coherent aesthetic

experience through montaged, collaged and fragmented images, and the expansion of traditional art forms (painting and sculpture) into forms that embrace non-art and everyday realms (i.e. montages, objects, and installations). This seminar will explore these themes by reading texts by avant-garde artists and discussing avant-garde art works. We will consider movements such as Cubism, Futurism, and Dadaism in the early 20th century, Pop Art, Minimalism, and Conceptual art in the latter twentieth as well as contemporary art practices that like the earlier avant-gardes expand art into the everyday. Artists such as Pablo Picasso, Umberto Boccioni, Kazimir Malevich, Robert Rauschenberg, Sol LeWitt, Joseph Beuys, Sigmar Polke and Isa Genzken played important roles in shaping such avant-garde ideas. UNDERGRADUATES WITH PERMISSION OF INSTRUCTOR.
Credit 3 units. Art: AH

ARTARCH 4190 The Parthenon
A study of the architectural design, aesthetic principles, engineering and construction of the greatest Greek building. Its architecture will be considered in conjunction with its immense sculptural program that revolutionized European art. We will penetrate deeply into the background of this remarkable work of art and try to understand it by placing it in its proper context and comparing it with other similar efforts in Classical Greece. Prerequisite, junior or senior standing or permission of instructor.
Credit 3 units. A&S IQ: HUM Art: AH BU: HUM

ARTARCH 4195 Greek Sculpture
The development of Greek sculpture from its earliest beginnings (circa 800 B.C.) through the time of Alexander. Early influences from Egypt and the Near East. Sculpture's relation to changing artistic concepts and the changing character of Greek society. Prerequisite: Art-Arch 331, permission of instructor required.
Credit 3 units. A&S IQ: HUM Art: AH BU: HUM

ARTARCH 4200 Greek and Roman Pottery
Pottery is the most commonly found artifact on virtually all Classical sites. It therefore serves as an essential tool for the dating and interpretation of monuments and features in excavation. It also offers evidence for trade, diet, life style, and many other aspects of ancient life. The course will examine the typology and chronology of the major pottery types produced from the 6th century BCE to the 4th century CE, as well as the ways in which pottery has been used to throw light on the culture and society of the ancient Greeks and Romans. Prerequisite: permission of instructor.
Credit 3 units. Art: AH

ARTARCH 4205 Ancient Greek Sculpture in Context
Sculpture counts among one of the greatest artistic achievements of ancient Greece, and one that has had the greatest impact on the art of later periods. This course will focus on original works of art of the Archaic and Classical periods (600-300 BCE), placing emphasis on how study of their contexts - the places in which they were produced, displayed, and found - contributes to our understanding of their place in the ancient world. Background material, to be covered at the beginning of the semester, will include the origins of monumental Greek sculpture at the beginning of the Archaic period (late 7th-early 6th c. BCE), and the stylistic development of the Archaic and Classical periods. We will then proceed to discussion of various types of sculpture (architectural, cult statue, votive, commemorative, funerary) and how these works functioned within the context of the Panhellenic sanctuary, the city sanctuary, the secular center of the city, and the necropolis. In a different view of context, we will also consider sculpture recovered from ancient shipwrecks, looted art on its way to the ancient Roman art market. Prereqs: L01 331 or permission of the instructor.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH BU: HUM EN: H

ARTARCH 4210 Pictorial Illusion in the Ancient Mediterranean
Among the many accomplishments in the history of Greco-Roman art, ancient writers especially valued the development of pictorial illusion. Pictorial illusion refers to the techniques of reproducing or approximating aspects of the visual perception of the material world on a two-dimensional surface. These include foreshortening, the application of highlights, and the indication of multiple points of depth in space relative to the picture plane. The purpose of the course is to explore the material, stylistic, and technical history of illusionistic painting practices in the ancient Mediterranean world from Classical Greece to Late Antique Rome and to seek to understand the cultural and social significance of those practices. In addition to examining specific historical questions in the development of ancient painting, the course will investigate trans-historical connections between vision, visuality, and methods of representation. Prerequisites: Either L01 113 or L01 215, or permission of instructor. One 300-level course in Art History preferred.
Credit 3 units. A&S IQ: HUM Art: AH, HUM BU: HUM EN: H

ARTARCH 4214 Rome: The First 2,000 Years
Weaving together the ancient and the early modern, this course offers students an overview of the history, topography, art, and architecture of the city of Rome. Rome has been continuously inhabited for more than three millennia, and its urban fabric both reveals and conceals a unique history of occupation, destruction, reconstruction, revival, and excavation. The course will move between the ancient and Renaissance periods of Roman history, and will examine the city's most important and lasting contributions to the history of art and architecture. It will center especially around a week-long trip to Rome over Spring Break, during which students will present on-site research reports. The trip, and the course as a whole, will be limited to fourteen students. Flights, lodging, ground transportation and two meals will be paid for by the Department's West Bay View Travel Seminar endowment. Travel plans are subject to change due to changing pandemic restrictions. The course is limited to graduate students, majors, and possibly minors in the Department of Art History & Archaeology, and admission is contingent on an interview with the faculty shortly after registration.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: AH BU: HUM, IS EN: H
Typical periods offered: Spring

ARTARCH 4216 Greek Art in Rome: Discourse, Dedication, and Reflection
Throughout the modern period, Ancient Greek art has been perceived as a genuinely original and creative tradition in which both individual artists and regional schools made some of the most significant advances in the long development of European art. Roman art, by contrast, has been seen as derivative and secondary; Johann Joachim Winckelmann, the founder of modern art history, classified it among the style of the imitators. However, this traditional dichotomy rests in large part on the Romans' own reactions to their encounters with the arts of Greece. Through the analysis of textual sources, architecture, statuary, and painting, this course will investigate the status and influence of Greek art in the city of Rome from the third-century BCE until the late Imperial period, and it will seek to understand how Roman responses to and uses of Greek art have come to shape the modern perception of both traditions. Prerequisites: L01 113 or L01 215, or permission of instructor. One 300-level course in Art History preferred.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH, CPSC, HUM BU: HUM EN: H

ARTARCH 4220 East Asia in the Age of Tang
An archaeological investigation of the visual and material culture of modern-day China, Korea, and Japan in the 7th and 8th centuries. Subjects include city planning and architecture, Buddhist arts, secular painting, and ceramics and metalwork. Themes include imperial patronage, exoticism, popular culture, and images of women. Prerequisite: permission of instructor.
Credit 3 units. Art: AH

ARTARCH 4225 Constructing Chinese Art History
How to construct a history of the visual arts and material culture of pre-modern China remains an unresolved problem. This seminar first examines the efforts of non-Chinese sinologists and art historians over the last century, and the conceptual and interpretive dilemmas they have negotiated. The second part of the course examines Watson's Art of China (Yale, 1995), Clunas' Chinese Art (Oxford, 1997), and Thorp and Vinograd's Chinese Art and Culture (Abrams and Prentice-Hall, forthcoming) as contemporary solutions to this problem. Prerequisite, permission of instructor.
Credit 3 units. Art: AH

ARTARCH 4265 The Forbidden City
Home to 24 emperors of the Ming and Qing dynasties (1368-1911), the Forbidden City today occupies the heart of Beijing and comprises the largest ensembles of premodern architecture in China. This seminar examines the origins of the palace; its construction in the early Ming; the coded symbolisms of its plan and decoration; the rituals of court; and the lives of its denizens, from emperors (including Pu Yi, the last emperor) to concubines and from Jesuit missionaries to eunuchs. The course also considers the 20th-century identity of the site as a public museum and a backdrop to major political events, as well as its role in the urban design and contemporary art of 21st-century Beijing. Prerequisites: L01 113 or L01 215, or permission of instructor. One 300-level course in Art History preferred.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: AH, HUM BU: HUM, IS EN: H
Typical periods offered: Fall, Spring

ARTARCH 4270 Sung Painting
Major themes and subjects in Chinese painting from about 1000-1300. Emphasis on the nature and institutions of imperial patronage and collecting; catalogues, histories and criticism of the period; issues of connoisseurship and establishing a corpus. Prerequisite: permission of instructor.
Credit 3 units. Art: AH

ARTARCH 4275 The Caves of the Thousand Buddhas
Since the turn of the century, the Caves of the Thousand Buddhas at Tun-huang (Dunhuang) have become well known as the pre-eminent repository of the visual culture of medieval Chinese Buddhism. The seminar explores this cave-chapel site, its murals and sculptures, as well as the portable painted scrolls and manuscripts recovered from a cache and carried away as loot by European adventurers. Prerequisite: any 300-level course in Asian art or permission of instructor.
Credit 3 units. Art: AH

ARTARCH 4290 The Art of Japanese Picture Scrolls
Japanese narrative hand scrolls of the 12th through the 14th centuries. The artistic challenges of the horizontal format, relationship between text and picture, and the patrons and audience of such works. Prerequisite, graduate standing and advanced Japanese language skills.
Credit 3 units. Art: AH

ARTARCH 4296 Japanese Prints: Courtesans, Actors and Travelers
Woodblock prints of the 18th and 19th centuries and their relationship to literature and popular culture. Topics include the life of the pleasure quarters, sexuality and the erotic, parody, kabuki theater, and the representation of women. Prerequisite: 3 units in Japanese painting, or permission of instructor.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH, HUM BU: HUM EN: H
Typical periods offered: Spring

ARTARCH 4300 The Three Emperors: Redefining Chinese Art in the Golden Age
Ruling imperial China during its last Golden Age, the Qing emperors Kangxi, Yongzheng, and Qianlong patronized the arts during an unprecedented period of prosperity and international exchange. Many of the works they commissioned are now icons of Chinese culture, but in their time these three Manchus redefined Chinese art with ideas and styles from Baroque Europe, Tibet, Mongolia, and even Islamic Central Asia. This seminar focuses on the ethnically and culturally diverse art, architecture, and material culture patronized by these three emperors to examine how they and their multi-ethnic empire changed the definition of Chinese art during the long eighteenth century. Prerequisites: Intro to Asian Art (L01 111); or one 300-level course in Asian Art History, History or Literature; or permission of instructor.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: AH BU: HUM EN: H

ARTARCH 4305 Collecting and Connoisseurship in China and Japan
An investigation of the role of collecting and connoisseurship in the creation and perpetuation of what we know as East Asian art History. Issues to be explored include: evaluation and taste; cataloguing; psychology of collecting; fakes and forgeries; politics of imperial collecting; and exchange and marketing of art.
Credit 3 units. Art: AH

ARTARCH 4320 East, Meet West: Asia Encounters Europe
This seminar, which is grounded in cross-cultural aesthetics, examines East Asian visual responses to European art and science from the 16th through 19th centuries.The same Western ideas and works that were first introduced by Jesuit missionaries, that were continued by merchants, and that culminated with colonial enterprises left very different impressions on China and Japan. An introduction to cross-cultural aesthetics from both Western and East Asian perspectives lays the theoretical foundation to engage these works of art before the course proceeds thematically through time to cover painting, cartography, woodblock prints, ceramics, and photography within transregional and transcultural contexts. One upper-level course in Art History is recommended but not required before taking this course.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH, HUM BU: HUM EN: H
Typical periods offered: Fall

ARTARCH 4330 Porcelain and Lacquer Abroad: Europe Encounters Asia
From 1500 to 1800, Europeans primarily used exported porcelains and lacquers to engage with China and Japan, which were neither under colonial control, nor easily accessible by travel. Collected first in kunstkammers by rulers and nobles as emblems of power, these initially rare, exotic luxuries retained their prestige even as they became more widely available and explicitly gendered. Combining deep object studies with collectors' case studies from across Europe, this course examines how early modern Europeans used porcelains and lacquers to satisfy their curiosity about and material desire for China and Japan. In addition to practical training in essential primary sources such as

inventories, it will also introduce theories of luxury and consumption, gift exchange, cross-cultural interaction, material culture, and the global movement of objects. Prerequisites: L01 111 preferred; one art history course or permission of instructor

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

Typical periods offered: Fall

ARTARCH 4335 Pilgrimage and Art in the Middle Ages

Pilgrimage has existed as a phenomenon in many societies through the ages. This course examines Christian pilgrimage as a major unifying force during the Middle Ages, affecting king, cleric, and peasant alike. Our focus will be on the monuments-especially those in the Holy Land, Rome, and Santiago de Conpostela-that were the pilgrims' destinations. Prerequisite, Permission of department.

Credit 3 units. Art: AH

ARTARCH 4345 Vermeer

This course examines the life and work of one of the most admired--and traditionally enigmatic--artists of the seventeenth century. Vermeer's extant oeuvre of 35 paintings will be studied in light of recent developments in the study of his technique, iconography, and artistic and social milieu. Permission of instructor required.

Credit 3 units. A&S IQ: HUM Art: AH BU: HUM EN: H

ARTARCH 4360 Caricature: The Culture and Politics of Satire

This course examines the golden age of caricature. Beginning with the prints of William Hogarth, we will look at the caricatural traditions in France and England from the late 18th century through the early 20th century. Special emphasis will be placed on visual satire as a vehicle for social and political critique; on theories of humor (particularly Baudelaire and Bakhtin); and on the development of a mass market for this imagery. Other figures to be discussed include Rowlandson, Cruikshank, Daumier, Gavarni, Philipon, and Gil. We will take advantage of a major collection of French caricature in the Mildred Lane Kemper Art Museum at Washington University as well as collections available for study in Olin Library and at the Saint Louis Art Museum. Prerequisites: L01 113, L01 215, or a 300-level course in modern European history or literature; or permission of instructor.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH BU: HUM EN: H

ARTARCH 4361 Lasting Impressions: Early Modern Print Culture

The advent of movable type (the Gutenberg press) in western Europe heralded a new era, and this enabled the dissemination of information in text and image that was fundamental to the Renaissance and early modern culture in all sorts of ways, not least artistic. Alongside the use of the printing press for public ends, the early modern era witnessed some of the most remarkable artistic achievements in relief (woodblock) and intaglio (copper plate) printmaking. This seminar will study a series of charged moments in the production and consumption of printed artefacts, attending to the aesthetic, material, and epistemological significance of printed images between roughly 1480 and 1650. We will focus on the printed works of artists Lucas van Leyden, Albrecht Dürer, Marcantonio Raimondi, Hercules Segers, and Rembrandt as well as the role of printed images in the sciences. A variety of media and techniques-from early stipple engravings to chiaroscuro woodcuts and from Naturselbstdruck to sugar-lift-populate the course, as do theories of impression and the role of prints in transcultural, early modern global encounters. Students in this seminar will be directly involved in research towards an exhibition at the St. Louis Art Museum co-curated by Dr. Swan and Dr. Elizabeth Wyckoff, Curator at SLAM, slated for spring 2024. Class meetings will take place in the Study Room at the museum, where students will have ongoing access to works in the collection and discussions with museum professionals. Prerequisites: One 300-level art history course *and* permission of the instructor

Credit 3 units. A&S IQ: HUM Art: AH, HUM BU: HUM EN: H

Typical periods offered: Fall

ARTARCH 4365 Leonardo Da Vinci

Leonardo da Vinci is universally recognized to be one of the greatest artists of all time. But who was Leonardo? Artist or scientist? Master, magus or myth? This seminar explores the reality and fiction of a fascinating, yet enigmatic genius, as well as placing this unique individual in the contexts of Renaissance Italy and the modern imagination.

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

ARTARCH 4380 Michelangelo

An examination of the life and works of Michelangelo. The most important developments in his architecture, painting, and sculpture; with special attention to his assistants, friends, family, and contemporaries. PREREQUISITE: PERMISSION OF INSTRUCTOR.

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

Typical periods offered: Fall, Spring

ARTARCH 4381 Venice

A seminar focusing on the art of Venice, in particular on Bellini, Giorgione, and Titian. Special attention to the international reputations of these three artists and to problems of patronage, connoisseurship, and interpretation. PREREQUISITE: ART-ARCH 361 or 362, OR PERMISSION OF THE INSTRUCTOR.

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

Typical periods offered: Fall, Spring

ARTARCH 4384 Cross-Cultural Exchange in Renaissance Art

The study of cross-cultural artistic exchange in Renaissance art has long been impeded by persistent notions of exoticism and influence, both of which presume the superiority of one culture over another. We will problematize this hegemonic model and pursue instead the intersection of competing aesthetic, political, and religious ideals in the encounters between Renaissance Europe, the Americas, Africa, and the Muslim world at large. Topics include visual representations of race, physiognomy, and human civilization. Admission to this seminar, which has a required field trip sponsored by the Department over the weekend before the semester starts, is granted only through an application made directly to Professor Bass. Please sign up on the wait list, and contact her if you are interested in the course.

Credit 3 units. A&S IQ: LCD Art: AH EN: H

ARTARCH 4385 Caravaggio: Master and Murderer

Michelangelo Merisi (Michael Angelo Merigi or Amerighi) da Caravaggio (29 September 1571 - 18 July 1610) was one of the most important and influential painters of the Seventeenth Century, in Italy and throughout Europe. He was active in Rome, Naples, Malta, and Sicily between ~1592 and 1610. But who was Caravaggio? What do we really know about his tempestuous life, and how it factors in the art he created? Caravaggio was a powerful, brilliant, brutish, and hugely influential artist; a belligerent personality, brawler, and murderer. He was a man of contradictions: a devout Christian and bi-sexual sodomite; a Knight of Malta and a fugitive from the law. This seminar explores the reality and fiction of this fascinating and influential genius, and places him in his historical, social and artistic contexts -- from Baroque Italy to the modern imagination. Prerequisites: L01 113; one 300-level course in Art History; and permission of instructor.

Credit 3 units. A&S IQ: HUM Art: AH BU: HUM, IS EN: H

Typical periods offered: Spring

ARTARCH 4408 Worldly Goods: Early Modern Art, Trade, Knowledge, Possession

The history of the early modern era has in recent decades been reconceived and rewritten as a history of things and goods. Global trade vectors in particular have shaped new histories of the Renaissance and Baroque eras. Material goods -- many of them newly available on a global scale -- shaped aesthetics, scientific investigation, political relations, identity formation, and devotional practices. This seminar studies the circulation of worldly goods between approximately 1500 and 1700, charting encounters around the globe by studying objects and persons in circulation. In orientation, the seminar is European, with a focus on the Dutch Republic in the world. Through secondary source readings and encounters with primary source materials, students will gain an understanding of how early modern objects relate to a newly global economy and horizon. Works of art, luxury trade goods, and pirated treasures are the principal sorts of worldly goods under consideration. We will consider the movement of individuals and the slave trade in the context of early modern colonialism as well as how the biographies of objects involve shifts in status and value over geographical space and time. Prerequisites: L01 113 and one 300-level course in Art History or permission of instructor.

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

Typical periods offered: Spring

ARTARCH 4415 Michelangelo the Architect

When, why, and how did the great Renaissance sculptor, painter, and poet Michelangelo Buonarroti become and architect? This seminar will survey Michelangelo's built and unbuilt architecture, his methods and extant drawings, and the process and influence of his creations.

Credit 3 units. Art: AH

ARTARCH 4420 Rembrandt van Rijn

This seminar explores the connections between the life and work of Rembrandt. The biography of the artist will serve as a foundation to explore the breadth of Rembrandt's activity as a painter, printmaker and draftsman. Special attention will be paid to original works in St. Louis collections. PREREQUISITE: PERMISSION OF INSTRUCTOR.

Credit 3 units. A&S IQ: HUM Art: AH BU: HUM

ARTARCH 4425 Rembrandt as a Printmaker

Rembrandt's etchings will be explored, with an emphasis on original materials in St. Louis and other collections, with a possible exhibition as the outcome. Prerequisite: Permission of instructor.

Credit 3 units. Art: AH

ARTARCH 4426 Picturing Race in the Early Modern World

Many social and cultural roots of modern Western European and American conceptions of race and ethnicity lie in the early modern era, when enslavement came integrally to be linked with Blackness and conceptions-and representations-of power relied on a hierarchical politics of racialization and othering. Throughout the early modern era, in Renaissance and Baroque visual art, iterations of racialized identity took hold, in ways and by means this seminar will explore in depth. Through close analysis of paintings, sculptures, architectural and urban design, and the graphic arts, and with frequent reference to chronicles, literature, and legal language of the time, we will trace visual representations of racialized difference throughout the early modern (European) world and to the present. How did early modern European images participate in and help to form a visual culture of race? This seminar will explore fifteenth-, sixteenth- and seventeenth-century European representations of racialized others by artists Albrecht Dürer, Hans Burgkmair, Hieronymus Bosch, Peter Paul Rubens, Rembrandt van Rijn, and others. We will also consider ethnographic imagery, maps, and other forms of representation-as well as responses by contemporary (20th- and 21st-century) artists to the conventions of race-crafting laid down in the early modern era. Geographically, the materials we study issue from western Europe and focus on encounters with Western Africa, but the seminar considers European engagement in the American colonies, Melanesia/Indonesia, the Atlantic and Brazil- and with the Islamic world. Prerequisites: One 300-level course in Art History or permission of the instructor

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

Typical periods offered: Spring

ARTARCH 4430 Early Modern Art, Science, Collecting

Encyclopedic or microcosmic early modern collections also known as Wunderkammers or Cabinets of Curiosities brought together all manner of artifact and natural object, and offered an arena for aesthetic contemplation and natural historical or scientific investigation alike. A space of knowledge-production and a highly socialized domain as well, the early modern collection responded to and activated the senses; some called the sorts of objects assembled in Wunderkammers-rhinoceros horns, ivory lathework carving, resins and gems, instruments, feather work, paintings, and carved coconuts and shells set in elaborate filigree-sensualities. This seminar examines early modern collections in Spain and Portugal, at Hapsburg and Medici courts, and in Dutch and Flemish cities. Intended as both an introduction to the ways in which the practices of art and science depended on and informed one another in the early modern period in Europe, this seminar will also offer students the opportunity to engage with and make interventions in an ongoing scholarly discussion about art, science, wonder, and the social order of objects in early modern Europe. Prerequisites: One 100- or 200-level course, and one 300-level course in Art History; or permission of instructor.

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

Typical periods offered: Fall

ARTARCH 4440 Gian Lorenzo Bernini: The Sculptor of the Roman Baroque

An examination of Bernini's development of Baroque sculpture in relationship to the art of Michelangelo and Giambologna as well as to religious and secular patronage in seventeenth-century Rome. Students will be required to write research papers and give oral reports on assigned topics. Prerequisite, permission of instructor.

Credit 3 units. Art: AH

ARTARCH 4445 Hydrogen Jukebox: American Art and Culture, 1945-1960

The rise and 'triumph' of Abstract Expressionism has long dominated the story of American art following World War II. This new seminar will put Abstract Expressionism into context with parallel developments in the arts, photography, and film. Among the topics we will consider: the conversation between émigré artists and American culture during and after the war; the emergence of a 'noir' aesthetic in film and literature; the early work of Jasper Johns and Robert Rauschenberg and the so-called 'aesthetic of indifference' in relation to Ab. Ex.; artistic collaborations at Black Mountain College; New York school photography and photojournalism; and the cultural impact of the A bomb. PREREQUISITES: A 300-LEVEL COURSE ON 20TH CENTURY ART, PHOTOGRAPHY, OR HISTORY, OR PERMISSION OF THE INSTRUCTOR.

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

Typical periods offered: Fall, Spring

ARTARCH 4450 Art and Culture in Fin-De-Siecle America
The particular climate of the fin-de-siècle and its expression in art, architecture, and letters. Concurrent development in Vienna, Paris, and London as basis for comparison. Themes include new theories of mind and perception, the fate of rationalism, the crisis in bourgeois values, and redefinitions of gender. Prerequisite: permission of instructor.
Credit 3 units. Art: AH

ARTARCH 4455 Topics in American Art
What makes American art so different? So appealing? With a national identity forged by violent revolt against European colonialism, Americans have long considered their art as separate from a grand, though debased, European tradition. In this seminar, we will discuss particular moments of tension between the "high" and "low" in American art from the early republic to the 1970s, including the work of Thomas Eakins, Winslow Homeer, Jackson Pollock, and Andy Warhol. Considering the subject in this way leads to a paradox: American artists often craved the approval or institutional acceptance that comes with high culture, yet sought the "low" as a way of signifying an entrepreneurial, individual, rugged, or rustic "American" spirit. We will pay particular attention to moments when the intersection sof art and popular culture articulate borader social and political debates in American society.
Credit 3 units. Art: AH

ARTARCH 4465 Transamerica: The United States and Mexico Between the Wars
Many areas of 20th-century U.S. culture between World Wars I and II were inspired by postrevolutionary Mexico. The Mexican Revolution (1910-1917) profoundly reoriented modern Mexico, introducing new cultural and aesthetic forms and historical themes over subsequent decades. Mexican artists contributed to a new national consciousness drawing on indigenous Mexico and on the new politics of workers and peasants, which were given monumental expression in mural painting. The bidirectional exchange between U.S. and Mexican artists was of great importance for the cultural revitalization of the New Deal and after in the United States. Among artists, writers, anthropologists, and tourists, the vogue for things Mexican was fed by many sources, including increasing travel, diplomatic exchange, and a yearning for alternatives to U.S. modernity. This seminar will support travel to Mexico City, funded by the Department of Art History and Archaeology. Students in this course must be graduate students or undergraduate majors or minors in Art History and Archaeology or Latin American Studies. Recommended prerequisite courses include one 300- or 400-level course in 20th-century U.S. art or history or one relevant course in the Latin American Studies program.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: AH, HUM BU: HUM, IS EN: H

ARTARCH 4466 Cahokia to Contemporary: Native American Arts, Past(s) and Future
The arts of Native American communities demand a primary place in both American and global art histories. The historic depth, variety of cultural expression, and circumstances of the collection, exhibition and interpretation of native arts continue to demand our careful and critical attention. We are well situated in St Louis to consider both the indigenous artistic cultures of our own region, and to observe the vitality of native modern and contemporary art practice. Key concerns include the artists' relationship to space and place, their presentation of identities, politicized and activist dimensions of their practices, their negotiation of issues of race and gender, and their conscious relationships to both historic traditions and to contemporary culture. Through the study of local collections and special exhibitions on view in 2023, we will examine a significant range of works-from the Mississippian cultures exemplified by the nearby sites of Cahokia and Sugar Loaf Mound, to the collection of historic materials we will study at the Kemper Art Museum, to the modern and postmodern works on view locally by such artists as Fritz Scholder, Edgar Heap of Birds, Juane Quick-to-See Smith, Faye HeavyShield, Wendy Red Star, Rose Simpson, and others. Class field trips to Cahokia, to the CounterPublic Triennial in St. Louis, and on a spring weekend to Washington DC to visit the National Museum of the American Indian are funded by a generous grant from the Mark S. Weil and Joan M. Hall Endowment for Art History & Archaeology. Prerequisites: One 300-level course in Art History or permission of instructor
Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: AH, HUM BU: HUM, IS EN: H
Typical periods offered: Spring

ARTARCH 4470 The City in American Arts and Popular Culture
From the mid-nineteenth century forward, artists, writers, sociologists, and cultural critics have identified the city as the primary site of a vast array of historical changes associated with modernization. This course will explore the range of cultural responses to the new 20th century city up to World War II. The American city was seen as both an incubator of difference, and of mass conformity and manipulation; a dynamic space in which to form fluid networks that catalyzed new forms of creativity, and a place of strangers and social alienation. We will trace the history of these polarized responses in the 20th century arts and literature of the city, looking at the vibrant popular culture of film, vaudeville, and cross-dressing; new aesthetic forms such as collage and expressionism; and new urban subjects. Prereqs: 300-level course in American 20th c. Cultural History, American Art, Literature, or permission of instructor.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH, HUM, SSC BU: HUM EN: H
Typical periods offered: Fall

ARTARCH 4475 Native and Cosmopolitan Modernisms: American and European Art Between the Two World Wars
This seminar focuses on two contrasting currents within American and European modernism between the two world wars: native and cosmopolitan. Alternating between the United States and France, the content of this course begins in the years before World War I and concludes with the rise of virulent forms of cultural nationalism during the late 1930s. We consider the subjects, personalities, aesthetic strategies, and political and social investments associated with these alternative modernisms, which are linked to a search for roots on the one hand and to a desire for forms of spatial and social mobility on the other. By comparing the homegrown and expatriate experiences, we will consider divergent attitudes toward identity, gender, nation, time, and nature, analyzing these two fundamental responses to modernity in relation to one another. Prerequisites: L01 113 or L01 215, or permission of instructor. One 300-level course in Art History preferred.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH, HUM BU: HUM, IS EN: H
Typical periods offered: Fall, Spring

ARTARCH 4480 Gender in 19th-Century Art
An examination of the representation of gender, i.e. the construction of male and female identities through images, and the role of gender in artistic practice. Readings and class discussion will focus on American, French, and English art. Prerequisite: Survey of modern art; any 300-level course in 19th-century American/European art or culture; or permission of instructor.
Credit 3 units. Art: AH

ARTARCH 4485 The Age of Gatsby: American Art and Culture From World War I to the Great Crash

Mass consumption and the expansion of mass culture; mechanization; and the birth of a new visual culture that turned on animation, advertising, photography, and film. Taking our cues from the cultural contradictions and historical tensions embedded in F. Scott Fitzgerald's great novel of 1925, and the 2013 film inspired by it, this seminar will trace what many at the time called the Rediscovery of America and its tribulations. American artists, writers, and cultural theorists embraced the possibilities and pitfalls of American modernity, the nation's mythic promise and its historical dilemmas in the face of growing commercialization and standardization. This seminar is a interdisciplinary look at the art, visual culture, music, literature, and cultural essays of the 1920s through the lens of nation, race, region, and cultural identit(ies). Prerequisite: 300-level 20th-century American art, history, or literature course, or permission of instructor.

Credit 3 units. A&S IQ: HUM Art: AH BU: HUM EN: H

Typical periods offered: Spring

ARTARCH 4486 The Arts of Cultural Democracy: America in the 1930s

What does democratic access to the arts look like? Over the past decade the question of distributive justice has taken on new urgency in our nation. This seminar will look at an earlier period in the nation's history--the 1930s, from the stock market crash of 1929 to the beginning of World War II--when the ideal of cultural democracy was put into practice on a variety of fronts, from dance to the fine arts to public murals and the collecting and inventorying of the nation's material and cultural legacies. We will also consider the possibilities and limits of political art, the impact of John Dewey on future generations of artists and culture-makers; the relationship between leftist politics and modernism; regionalism and internationalism; debates over the nature of documentary photography, and efforts to create a 'useable past.' Prerequisite: one 300-level course in European or American twentieth-century art, literature, or cultural history; or permission of the instructor.

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

Typical periods offered: Fall

ARTARCH 4497 Art, Vision, and Science in China

After China and Europe began sustained contact, the introduction of Western science, math, and technology often affected Chinese art more than anything else. New optical devices and ways of visually understanding the world produced a range of positive and negative responses. Often expressed in art, these works demonstrate how new ideas affected Chinese conceptions of vision, looking, cognition, and visuality. Covering the seventeenth through mid-twentieth centuries, this course discovers how Chinese art became entwined with vision and modern science, covering prints, paintings, objects, and photographs across medicine, astronomy, cartography, optics, and mathematics. Prerequisite: L01-111, one course in Art History or Asian Studies, or permission of instructor.

Credit 3 units. A&S IQ: HUM, LCD Art: AH BU: HUM

ARTARCH 4500 Modern Architecture in St. Louis

This seminar is intended to develop understanding of the history of modern architecture in the St. Louis area from circa 1900 to the present, using readings, class discussions, site visits, and lectures. Now again a topic of interest after an era of neglect, what is broadly termed modernism in architecture was extensively deployed in the St. Louis area in the mid-twentieth century, before it became a source of controversy in the late 1960s. The course will begin with a brief overview of the architectural history of St. Louis to 1930, when much of its historic architectural urban fabric was built, and will then focus on various architects and projects in the metropolitan area in the period between 1930 and 1970. Students will be expected to research a local building, project, or architectural direction in depth, and make presentations about the topic over the course of the term. Other class requirements include regular attendance (including tours, which are an essential part of the class), class participation in discussions that demonstrate awareness of the required reading, and writing reading summaries. There will also be a short paper at the beginning of the semester, an essay exam, and a 15-page final research paper. For this paper you will be expected to document, critically analyze, draw conclusions, and present these buildings or sites to the class in a twenty-minute presentation. This course is for graduate students or advanced undergraduates who have had some preparation in either the history of modern art or the history of modern architecture. Prerequisite: A 300-level art history course, or the permission of the instructor.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH BU: HUM EN: H

ARTARCH 4505 Art and Culture in 1920s America

This interdisciplinary seminar examines the relationship between art and 1920s culture in the United States, including how artists and critics thought about the nature of our cultural heritage (both its rich possibilities and its limitations); the potential of technology and urbanization as well as the threats they pose to older cultural values; the nature of a multicultural society and the contributions of minority traditions to the evolution of American culture; the lure of the Southwest; early criticism of popular media; and the conversation between popular culture and high art. Prerequisite: L01 113 or permission of instructor.

Credit 3 units. Art: AH

ARTARCH 4507 Exhibition Seminar: Documenting Sculpture in Photography and Beyond

In this seminar, students will curate an exhibition in Olin Library that explores how photographs and other reproductive images shape histories of art. No technology is neutral, and even a photograph that claims to document a sculpture alters our perception of it, determining where we stand and what we see. By mediating our access to a given object, a photograph gives rise to particular narratives about it. In this course, students will examine critical approaches to the role of photographs and other forms of art documentation. They will work firsthand with a wide range of primary source materials at Washington University, including 19th-century photographic works in the Russell Sturgis Photograph Collection as well as early modern engravings, plaster casts, and digitally fabricated 3D prints, all of which reproduce ancient and Renaissance sculpture. Students will also gain practical experience in exhibition design and production: both creative and editorial processes will be foregrounded, from selecting works for display and writing wall texts to participating in installation. The exhibition will open in May 2020. Prerequisites: Introduction to Western Art (L01 113), one 300-level course in Art History preferred, or permission of instructor.

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

ARTARCH 4510 History of Photography

Topics on American and European photography before 1960, with an emphasis on photography as document and? or evidence, both in its Fine Arts element and as a historical/cultural record.

Credit 3 units. Art: AH

ARTARCH 4520 Topics in Modern Art

The sources, styles, influences, and content of the art of such artists as Gauguin and Cézanne examined in the context of contemporary movements in art and literature. Prerequisite: art history major, or permission of instructor.

Credit 3 units. Art: AH

ARTARCH 4525 Constructing the Canons of Modern Art: 1860-1960
From textbooks to museums to private collections, we experience histories of modern art though selections that present narratives of which art matters the most -- to artists, to critics, to the general public, and, supposedly, to history as a whole. How have established canons come to be, who are they for, and how do they resist or engage revision over time? This course examines narratives of modernism and its relationship to rhetorics of criticism, the power of the art market, sensationalized biographies, the practices of collectors and museums, nationalistic interests, and histories of exclusion. Who rises to the top in significance? In what ways have women artists, artists of color, and LGBTQ artists been included or excluded? Key art critics and art historians include Fry, Barr, Pollock, Nochlin and Saslow. Artists may include but are not limited to Manet, Monet, Morisot, Cassatt, Van Gogh, Gauguin, Cézanne, Bell, Modersohn-Becker, Claudel, Tanner, Sickert, Valadon, Duchamp, Cahun, Picasso, Beckmann and Krasner. Students will research comparative case studies and create their own alternative timelines of modern art from 1870-1950. Prerequisites: L01 215, Intro to Modern Art; and one 300-level Art History course.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH, CPSC, HUM BU: HUM, IS EN: H
Typical periods offered: Spring

ARTARCH 4530 Art and Culture in Fin-De-Siecle Europe
This course presents an examination of painting, photography, and the decorative arts in France during the period between the two World's Fairs of 1889 and 1900. Artistic movements include Symbolism (Van Gogh, Gauguin, and Redon), later Impressionism (Monet and Morisot), Neo-Impressionism (Seurat and Signac), and Art Nouveau. Thematics include urban leisure and cafe culture, the agrarian ideal, the promises and threats of science and technology, the lure of the primitive, and the impact of nationalism and feminism on the arts. Prerequisites: L01 215 and any 300-level course in 19th-century art, literature, or history; or permission of instructor.
Credit 3 units. Art: AH

ARTARCH 4535 Paris ca. 1900: Art, Leisure and Spectacle
Paris at the turn of the 20th century was a vibrant international center for the development of the visual arts, including painting, photography, film, and the graphic arts, particularly in the exploding domains of posters and illustrated journals. In this seminar, we study the period from 1880 to 1910, and we examine how diverse modes of urban visuality were at the heart of the development of French modern art. The place of graphic arts in promoting popular entertainments (e.g., ballet, opera, café concerts) is considered. Another focus is the powerful role of Parisian satirical journals and caricature in debating matters of class, race, and national identity. We examine diverse modes of displaying and selling the visual arts, particularly in the spheres of World's Fairs, annual salons, and in the avant-garde spaces of gallery and café exhibitions. Artists of central concern include Lautrec, Cheret, Mucha, Degas, Pissarro, the Nabis, Vallotton, and early filmmakers such as the Lumière brothers and Méliès. Prerequisite: L01 215 or permission of instructor. One 300-level course in modern art history or a course in modern French history or literature is preferred. French language reading skills are not required.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH BU: HUM EN: H

ARTARCH 4540 Matisse and Modernisms
Certain artists generate enormous interest during their lifetimes and long after. Over time, the work of such artists is subjected to a variety of interpretive approaches in light of changing trends in art criticism and art history; the influence of contemporary art; the ebb and flow of interest in different aspects of the artist's production; changes in the political landscape; and the changing sense of how the artist's work intersects with contemporary cultural developments. This set of intersecting concerns is especially fluid in the modern period, when there is no single dominant idea of the role of art in society. The variety of interpretive strategies developed from and applied to the work of Henri Matisse demands a critical reading of the extensive literature on the artist as well as an understanding of the variety of modernisms through which to assess his artistic project. Students will gain a thorough familiarity with the work of one of the most influential artists of the 20th century, and they will engage aspects of the historiography of 20th-century art through a survey of developments in the Matisse literature. Prerequisites: L01 113 or L01 215, or permission of instructor. One 300-level course in Art History preferred.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH BU: HUM EN: H

ARTARCH 4545 The Century of Picasso
The art of Pablo Picasso (1881-1973) spanned three-quarters of the 20th century, and posthumous critical response to his work shows no sign of abating. Picasso was a leading figure in the European primitivist trends at the beginning of the last century, and with Georges Braque, he developed the aesthetic system of Cubism, which rewrote the rulebook of artistic representation. Although he was not an activist, his art routinely engaged momentous political events. Toward the end of his career, he strove to shape his legacy through artistic dialogues with artists of the past by appropriating their styles or subjects, and making them his own. Such eclectic activity, coupled with his creativity and prolific output, has ensured his place among the most influential artists of his century. Prerequisites: one 300-level course in modern art or permission of instructor; junior, senior or graduate standing.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH, HUM BU: HUM EN: H
Typical periods offered: Fall

ARTARCH 4550 Romanticism to Realism: French Art 1830-1871
This course traces the flourishing of romanticism and the emergence of various forms of Realism in nineteenth-century French modernism, opening with the Revolution of 1830. Artistic tendencies ranging from the official and the academic to emergent romantic and avant-garde alternatives are addressed, as well as the unresolved social and aesthetic tensions that support the demand for an art that addresses modern times. The political idealism and the rhetoric of Republicanism in the Second Republic (1848 to 1852) intertwine with the emergence of a critical modernism that seeks truth in form, in materiality, and in political philosophy. Under the authoritarian regime of the Second Empire (1852-1870), the mandates of realism and idealism continue to vie in a period that sees both the flourishing of the academic system and the art dealer system, and the emergence of a critical avant-garde. The course closes with the emergence of Impressionism and the crisis of the Franco-Prussian war. Artists to be discussed include Delacroix, Ingres, Millet, Daumier, Courbet, Corot, Manet, Bonheur, Bayre, Clesinger, and the early careers of Bazille, Degas, Monet, Renoir, Pissarro, Degas, Morisot and Cassatt. Pre-requisites: limited to graduate students in Art History); advanced undergrads only with permission of instructor. Some prior knowledge of French modernism required; some facility with French language useful but not required.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH BU: HUM EN: H

ARTARCH 4555 Gauguin in Polynesia: The Late Career
This seminar focuses on the late career of Paul Gauguin, in Tahiti and the Marquesas. This course examines closely the colonial context of fin-de-siecle French Polynesia, Gauguin's reponse to indigenous culture, his ongoing interests in European currents of theosophy and anarchism, the development of his primitivist style in response to the French avant-garde, and Gauguin's legacy to modern art and culture in the early twentieth century. Readings will range from primary texts (literature and journals read by the artist, his letters, his satirical articles and caricatures produced for a Tahitian newspaper, his treatises on religion), to post-colonial theory and recent critiques of primitivism. French reading skills are useful, but not required for the course. We

will visit the St. Louis Art Museum to view both the Oceanic collection, and prints and paintings by Gauguin. PRE-REQUISITE: AT LEAST ONE UPPER-LEVEL COURSE IN MODERN ART HISTORY, OR PERMISSION OF THE INSTRUCTOR.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH BU: HUM EN: H

ARTARCH 4560 Contemporary Art in France
This course will cover artistic styles and movements from 1945 to the present, including art informel, art brut, new realism, the Situationist International, and new wave film. Artworks will be studied in the context of cultural debates, on topics such as post-WW II reconstruction, decolonization, consumerism, the '68 revolution, the influence of the mass media, and changing conceptions of national, ethnic, and gender identity. Reading knowledge of French is helpful. PREREQUISITE: PERMISSION OF INSTRUCTOR.
Credit 3 units. Art: AH

ARTARCH 4565 French Art and Politics in the Belle Epoque
This interdisciplinary seminar addresses the rich intersection of politics, fine arts and visual culture in modern France from the Franco-Prussian War (1870) to the First World War (1914). We will study the political trends, historical events, and cultural conditions of the era, and their direct influence on the production and reception of a wide range of visual arts, ranging from official paintings and monuments to popular culture such as tourist and documentary photography, commercial posters and political caricature. We also examine the question of what it meant in the Belle Epoque to be an avant-garde artist, and how such artists expressed political sentiment in their work. Prerequisites: permission of instructor.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH BU: HUM EN: H

ARTARCH 4570 van Gogh: Creativity, Mythology, and Commodity
Among the most famous artists of the canon of European modern art is Vincent van Gogh, known for his expressive paintings, his famous letters that chart his tumultuous career, and a short creative life marked by intense work, passionate interests in the modern art and literature of his time, and the challenges of a mental illness. This seminar will examine his art and literature in three sections: the first devoted to studying the art itself throughout his short career; the second devoted to the mythologies surrounding his art and its relationship to such notions as genius and madness; and the third looking at how his art has become a popular commodity, reproduced internationally by methods varying from precise painted replicas to commercially popular goods marked with his most famous paintings. The history and theory of modern commodity culture on a global scale and its intersection with a burgeoning art market for postimpressionist art will be explored in this final section. Prerequisites: L01 113 or L01 215 and one advanced course in art history, or permission of the instructor
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: AH, HUM BU: HUM EN: H
Typical periods offered: Fall

ARTARCH 4575 Gauguin Then and Now: Art, Myth, and Controversy
This course is an examination of the art and career of Paul Gauguin (1848-1903) and the artistic, social, and political milieu of colonialism in which he worked in France, Polynesia, and the Caribbean. Topics include avant-garde Impressionist and Symbolist cultures, the power of the art market/dealer system, the artist's writings (in translation), French colonial culture and pervasive myths of island paradise, and the pressing critiques offered today by postcolonial and feminist theory. The final third of the course will focus on the varied global reception of his work in the 20th and 21st centuries as well as controversies surrounding his art, writings, and legacies, particularly among contemporary Pacific Islander artists and artists of color. We will consult local museum collections as possible and perhaps take a class trip to Chicago to see essential collections. Prerequisite: L01 215 or any 300-level course in art history, or permission of instructor.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH, HUM BU: HUM EN: H
Typical periods offered: Fall

ARTARCH 4580 Exoticism and Orientalism in 19th-Century Art
An examination of the traditions of exoticism and orientalism in European painting and photography from approximately 1800 to 1900. Readings will include artists' writings, travel journals, literature, theory of colonialism and exoticism. Sample topics to be discussed include: Delacroix, Ingres, Gerome, and the Orient; Flaubert and Maxime du Camp in Egypt; Gauguin and La Farge in Polynesia. PREREQUISITE: ANY 300-LEVEL COURSE IN ART HISTORY OR PERMISSION OF INSTRUCTOR.
Credit 3 units. Art: AH

ARTARCH 4585 The Photographic Muse: The Modern Artist and the Camera
An examination of the interplay of photography with painting and sculpture in European art from 1850 to the First World War, with an emphasis on the fin-de-siecle. Readings address the history of the medium; the critical debates (starting with Baudelaire) over photography as a tool of science or of art; the rise of ethnographic photography; the Symbolist ambivalence toward technology; and the development of Pictorialism at the turn of the century. Artists to be studied include Nadar, Moreau, Degas, Rodin, Steichen, Gauguin, Munch, the Nabis, Brancusi and Picasso. Prerequisite, graduate standing.
Credit 3 units. Art: AH

ARTARCH 4590 Exoticism and Primitivism in Modern Art
An interdisciplinary investigation of the development of exoticism and primitivism in European and American Art from the Enlightenment to the Second World War. Topics include exoticist representations of non-western cultures; the links between colonialism and orientalism; the intersection of discourses on race and gender with exoticism; and the anti-modernist impulse of modernist primitivism. Sample artists and authors include Delacroix, Flaubert, Gauguin, LaFarge, Segalen, Picasso, and Matisse. PREREQUISITE: ANY 300 LEVEL COURSE IN ART HISTORY, PERMISSION OF THE INSTRUCTOR.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH BU: HUM EN: H
Typical periods offered: Spring

ARTARCH 4605 The Impressionist Landscape: Style, Place and Global Legacies 1870-1920
We will consider Impressionism as a dominant style of the Parisian art world, first undertaken as an extension of Barbizon naturalism, but soon expanded into an avant-garde style that objectified sensation and emotion in the name of truth in representation. We will examine the place of individual perception, the physiology of sight, and theories of the natural in the development of the Impressionist landscape, through the consideration of style, genre, artistic theory, and these artists' investment in particular sites. Furthermore, the social, commercial and critical networks that supported the movement will be analyzed. Particular attention will be given to Monet, and a special exhibition of his water lily paintings on view at the St Louis Art Museum. Other key artists include Degas, Morisot, Renoir, and Cassatt. We will also discuss the relationship of the Impressionist landscape to the development of modernist abstraction, and the aesthetic and nationalist motivations for its appropriation across the globe. Prerequisite: Introduction to Western Art; Introduction to Modern Art, or permission of instructor.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: AH BU: HUM EN: H
Typical periods offered: Fall

ARTARCH 4610 Impressionism and the Nation in France and Beyond: Painting and Photography 1860-1920

We will consider Impressionism as a dominant style of the Parisian art world, first undertaken as an extension of Barbizon naturalism, but expanded into an avant-garde style that objectified sensation and emotion in the name of truth in representation. Our central question will be the relationship of individual perception, the physiology of sight, and theories of the natural in relation to the importance of place-both region and nation -- in the political imagination of the era. We also address the relationship of the Impressionist landscape to the development of modernist abstraction, and the aesthetic and nationalist motivations of its adaptation as a modernist style around the globe. Prerequisite: senior major in art history, or graduate student standing and permission of instructor.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH BU: HUM EN: H

ARTARCH 4635 Critical Studies in Portraiture, Ancient to Contemporary

To study portraiture is to confront the complexity of human identity. The central theoretical question of this course is how identity can be expressed in a portrait. Following the consideration of theories of portraiture, identity, and artistic representation, we will treat specific historical and cultural instances of portrait-making, from ancient Greece to the present. Non-Western cultural examples will broaden the scope beyond the conventional conceptions of portraiture. We will conclude by trying to understand the continuing allure of the portrait today as digital media challenge our conventional ideas of visuality and perhaps even the urgency of portraiture in the post-human age. Prerequisites: L01 113 or L01 215; or permission of instructor. One 300-level course in art history preferred.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH BU: HUM EN: H

Typical periods offered: Fall, Spring

ARTARCH 4674 Revisiting the Dutch Golden Age: Amsterdam as and at the Center of the Early Modern World

Recent museum and scholarly initiatives have offered innovative, corrective approaches to the study of the seventeenth century in The Netherlands-an era commonly known as "the Dutch Golden Age." Within the last decade, numerous museums and special exhibitions have questioned the historical accuracy and political sensitivity of the term; some museum curators have refused to use it any longer, and many scholars have deliberated on its significance, structuring their arguments about the time through other terms. At the heart of conceptions of the "Golden Age" is the city of Amsterdam, which increased in girth, population, and celebrity between 1600 and 1700. Dutch maritime prowess and trading ventures around the globe resulted in the exponential growth of the urban fabric of Dutch cities and their fame, and Amsterdam was first among equals. Amsterdam was not just the wealthiest, most powerful city in the Dutch Republic, but was praised as the center of the world (omphalos mundi) and celebrated in monuments; and the visual arts were practiced and celebrated widely. But the flow of currency and luxury goods was not the only structuring dynamic: the Dutch involvement in the transatlantic slave trade and the gap between rich and poor, powerful and disenfranchised in the burgeoning metropolis are also hallmarks of the time and place. Studying contemporary scholarly and curatorial approaches to a past that has been by turns glorified and disavowed, this seminar will enable students to engage directly with changing conceptions of the history of this time and place-by reading current historical accounts and editorial interventions and meeting with proponents of various views of the subject (e.g., scholars who have opined that doing away with the "Golden Age" model amounts to throwing the baby out with the bathwater vs. scholars and artists who engage with and propose new lenses for assessing the history of Amsterdam and the Dutch Republic in the context of considerations on political violence and enslavement in particular). The seminar will travel to Amsterdam during spring break 2025, for onsite visits with people, places, and works of art, providing students with the unique opportunity to engage directly with the makings and makers of art history. Prerequisites: Permission of the instructor. Students should have taken at least one seminar in AHA or a closely related field; priority will be given to AHA majors.

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

Typical periods offered: Spring

ARTARCH 4725 From the Death of the Author to the Birth of Youtube: Identity in Contemporary Art

What constitutes an artist today, when anyone can upload his or her musings to the entire world? Is the question even relevant? This course will introduce students to the construction of artistic identity in contemporary art. Students will consider major themes governing the production of contemporary art. We will cover such topics as the death of the author and the end of art, identity politics and authenticity, and the effects of new media on the construction of artistic persona. This course assumes a basic familiarity with the methods of art history, as well as general knowledge of art history before 1960. Prerequisites: Introduction to Western Art or Introduction to Modern Art and one 300-level course in art history, or permission of the instructor.

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

Typical periods offered: Spring

ARTARCH 4726 Globalization and Contemporary Art

What does globalization mean for contemporary art? And what do we even mean when we use the term? This upper-level seminar course considers recent art (1985-present) in the context of theories of development, postcolonialism, and globalization. We will focus on the tensions between the global and the local, as well what it means for an artist to be national or international. We will also consider the impact of neoliberal economic policies on art production and the art market, as well as role museums play in this international context. Finally, we will consider the Internet and social networks as globalizing influences that affect the production and distribution of contemporary art. Prerequisites: Introduction to Western Art or Introduction to Modern Art and one 300-level course in art history, or permission of the instructor.

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

Typical periods offered: Fall

ARTARCH 4735 1968 and Its Legacy

The events of 1968 -- including the May riots in Paris, the Tucuman Arde exhibition in Argentina, the Tlatelolco Massacre in Mexico City, and the Prague Spring (and Russian winter) in the Czech Republic, just to name a few -- ushered in a new political and social imperative for artists. This course will start with 1968 and trace its legacy to the social and cultural movements of the 1980s, 1990s, and early 2000s. We will seek to understand the historical underpinnings of contemporary activist art and determine the roles of socially motivated art in the current political and intellectual climate. Prerequisites: L01 113; L01 215; or permission of instructor. One 300-level course in Art History preferred.

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

Typical periods offered: Fall

ARTARCH 4740 The Persona of the Artist: Contemporary Visual Artists and Their Writings

An art movement is located as much in the writing that surrounds it as in the body of objects that apparently comprise it. In the art world today, it is generally accepted that artists are also artist-writers. This course explores this phenomenon by examining the writings

of late twentieth- and early twenty-first-century visual artists. In addition to studying social and political contexts, we will analyze the various modes of writing that artists employ, look for specific points of intersection between their art and writing, consider the circumstances and venues of the writings' publication, study how the writings figure into the contemporary reception of the artists' visual practices, and evaluate art historians' uses of artists' writings. In exploring a range of case studies, we will contemplate the motivations and critical function of writing versus or in combination with art-making as well as the role that the practice of writing plays in forming the identity of the contemporary artist-subject. Prerequisites: Intro to Western Art (L01 113) or Intro to Modern Art (L01 215); one 300-level course in Art History preferred; or permission of instructor.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH BU: HUM EN: H

ARTARCH 4746 California Dreamin': Los Angeles Culture and the Making of the 20th Century
California Dreamin' delves into the many cultures of Los Angeles, a dynamic global city with its cultural origins in the early 20th century. Over its decades of development and transformation we will explore continuities and new directions. The region has always been an encounter zone: between indigenous cultures, colonizers from Mexico, Pacific rim, and Anglo settlers. How has this cultural richness taken different shapes over the course of the 20th century? LA offers an especially cogent site for understanding how a city with a very specific if layered urban identity has been constituted by and through representation. Over the semester we traverse a range of cultural texts--the arts and architecture, film, literature, and urbanism--where the image of the city has been shaped. The course asks how Los Angeles culture at various points struggled to find new articulations and avenues into the future, against the weight of its own defining histories. A week-long trip to Los Angeles -supported through our dedicated travel fund in AHA-will give students an opportunity to see firsthand how the presentday city and its many sectors find expression in the arts and visual culture, or give evidence of different realities. Prerequisite: Minor or major status in AHA; Any course in 20th c. American arts, literature, or film. Or permission by instructor
Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH, HUM BU: HUM EN: H
Typical periods offered: Spring

ARTARCH 4750 Picturing the Anthropocene: Landscape, Land Art, and Eco Art
Without a doubt, questions concerning environmental crisis and the habitability of our planet are among the most pressing of our time. This course will cover the history of 19th-century landscape and its legacy today, the 1960s Land Art movement and its relationship to modern environmentalism, and the nuances of contemporary eco art. In addition, we will go in depth into some of the most prolific media within eco-art, including photography and film, and we will explore the contemporary debates specific to these fields. There will be a required field trip to the Western U.S. desert (UT, NV) to visit key sites of land art prior to the start of classes (4-5 days, approximately the third week of August). Possible visits may include Spiral Jetty, Sun Tunnels, Double Negative, Las Vegas Piece and the Center for Land Use Interpretation. The trip will be limited to eight students. Flights, lodging, ground transportation and some meals for graduate students and majors in the Department of Art History and Archaeology will be paid for by the West Bay View Travel Seminar endowment. Travel plans are subject to change due to changing pandemic restrictions. The course is limited to graduate students, majors, and possibly minors in art history and archaeology. Prerequisites: L01 113, Intro to Western Art; plus one 300-level Art History course.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH, HUM BU: HUM EN: H
Typical periods offered: Fall

ARTARCH 4755 The Hudson River School: Landscape and Ideology
The American landscape painters who have gained recognition and broad public appeal as members of The Hudson River School have been received since their time in a triumphalist discourse of cultural nationalism. This seminar seeks to break down the provincialism that has characterized accounts of this loose and problematic grouping of artists by reading the most thoughtful scholarship on their work and placing their productions in international context. With focused attention to the work of individual artists like Thomas Cole, Frederic Church, and Robert Duncanson, to their dialogues with the broader Americas and Europe, and to their receptions up to the present day, participants will each develop a substantial, independent research project that adds to our understanding of this still inadequately understood moment in the history of art. In the process, the course will equip students with comfort with a wide range of scholarship in the nascent field of Landscape Studies that will be of value in approaching other regions and periods. This course is open both to graduate students and advanced undergraduates, with distinct reading and writing expectations for each category. Prerequisites: Intro to Western Art (L01 113) or Intro to Modern Art (L01 215); one 300-level course in Art History preferred; or permission of instructor.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH BU: HUM EN: H

ARTARCH 4765 Collecting Cultures: Taste, Passion and the Making of Art Histories
This seminar examines the theory and the cultural history of the collecting of art objects and artifacts from a range of cultures and periods, and it considers how and why both individuals and institutions create collections. What social and psychological factors drive this passion? What are the various cultural, political, and aesthetic priorities that have driven this practice historically? How is cultural patrimony defined, and how do law, the art market, and cross-cultural ethics impact the placement, study, and display of a culture's material heritage? We will build the seminar around the history of collecting in America, with a focus on Midwestern examples and particularly important case studies in St Louis. We will consider, for example, the significant local collections built by Joseph and Emily Rauh Pulitzer (modern art) and Morton May (modern and Oceanic art), as well as the histories of both modern European and non-Western collections now owned by St. Louis-area museums. This course will be complemented by various local field trips, including to the Saint Louis Art Museum, the Pulitzer Arts Foundation, the Mildred Lane Kemper Art Museum, and Cahokia Mounds State Historic Site. Prerequisites: L01 113; L01 215; or permission of instructor. One 300-level course in Art History preferred.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH BU: HUM EN: H

ARTARCH 4780 Public Art: History, Practice, Theory
The course will consider the history and functions of public art, with special attention to public art in St. Louis. We will survey not only the obvious forms of public art in urban sculpture and mural painting but also less traditional intersections of art and public in such sites as the internet. We will also examine the operations of institutions -- national and local arts agencies, international exhibitions, nonprofit centers and the like -- that foster a public engagement with contemporary art. Finally, we will consider new priorities and projects in public art, especially socially oriented and environmentally sustainable initiatives. Prerequisites: L01 113, Intro to Western Art; or L01 215, Intro to Modern Art; one 300-level course in Art History preferred; or permission of instructor.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH BU: HUM EN: H

ARTARCH 4906 Greenberg Curatorial Study
The Arthur Greenberg program offers undergraduate students the experience of curating an exhibition. A small team of two or three is selected through a competitive application process the year before enrollment in the course. Under the supervision of a faculty mentor in

the Art History & Archaeology Department and a curator in the Mildred Lane Kemper Art Museum, students plan and curate an exhibition for the museum's Teaching Gallery. They also research and write a short brochure, prepare educational materials, and offer related programs for the exhibition, which usually opens in April. The fall 3-unit course fulfills a departmental capstone requirement for the major; 1 unit of additional course work is completed in the spring.
Credit 4 units. A&S IQ: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

ARTARCH 4907 Beyond Limits: Transgression, Controversy, and Censorship in Modern Art
This course will examine some of the public controversies that surrounded the development of modern art over the last 150 years to probe the question of the social and political functions of transgressive art. After reviewing key theories of the avant-garde, we analyze both the persona of the modern artist (e.g., Van Gogh, Picasso, Pollock) and the place of women artists in the revolutions of modernism (e.g., Cassatt, Hoch, Kahlo). A key issue to address is how modernism tests limits by asking what is (and is not) art (e.g., Duchamp, Brancusi). Some of the most controversial exhibitions in this time frame, from the Salon des Refuses in 1863 to Mirroring Evil in 2002, highlight the challenges raised by modern artists' treatment of the body. Controversies over public funding of contemporary art, debates waged over public art in St. Louis, and the recent episodes of iconoclasm with respect to Confederate monuments and memorials will close the course. Prerequisites: L01 215 and any 300-level course in Art History or permission of instructor.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH, CPSC, HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

ARTARCH 4913 Queer: Arts, History, Theory
The term "queer" has come into greater circulation over the past two decades, but it has a longer history. Over the course of the 20th century, queer networks have enacted distinct new gendered, interpersonal, communal, and expressive forms, in both private and public arenas. As a te1m that resists alignment with specific identity categories, queer has the potential to unsettle not only the borders of identity but the grounds on which such identities are secured. The 'queering' of the humanities has extended beyond studies of sexuality and gender, and productively undermined the essentialisms that still linger in our understanding of human potential. Queer is also a lens through which to explore the cultural, social, and political processes of "normalization." Using this lens the seminar offers a space to question and map the imprisoning impact of normativity on our collective possibilities. We'll examine its impact on how Art history and other fields have been constructed as a discipline. The seminar toggles between histories of 20th century queer networks, and essays that theorize their artistic, social, and political impact, from redefining boundaries between public and private to strategies of subversion; the impact of "queer" on the politics of identity and political recognition; and queer performance culture across the 20th century. This seminar is open to all students, regardless of discipline, to explore together and learn from one another.
Credit 3 units. A&S IQ: HUM, SC BU: HUM
Typical periods offered: Fall

ARTARCH 4926 Contemporary Art of the U.S.-Mexico Border and Beyond
The question of the materiality of borders has attained new urgency with the resurgence of nationalist and anti-globalist movements. Calls for a big, beautiful wall on the U.S.-Mexico border are but one striking example of this phenomenon. A wall, a fence, a line, or a zone may focus attention on a narrow space, but it does so at the expense of broader narratives of structural inequality, the lingering violence of colonialism, and the rapid scale of climate change. The simplicity of a barrier is a particularly damaging fiction, one that avoids examinations of the larger forces that divide us. This upper-level and graduate seminar will delve into the history of border art as a category -- whether public art, sculpture, installation, new media, or performance -- using the U.S.-Mexico border as an extended in-depth case study. Analysis will not be limited to this region, as the course encourages a comparative approach that places disparate regions into dialogue with each other. In addition, we will also consider the issue of divides and borders locally, within the St. Louis area and its suburbs. Prerequisites: Intro to Western Art or Intro to Modern Art, plus one 300-level course in Art History.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH, CPSC, HUM BU: HUM, IS EN: H
Typical periods offered: Spring

ARTARCH 4977 Mapping Art, Race, & Community in The US-Mexico Borderlands
This upper-level undergraduate seminar will delve into the history of border art as a category, whether in terms of public art, sculpture, installation, new media, or performance, using the U.S.-Mexico border as an extended in-depth case study. Students will collaborate to add to an ongoing mapping project of community engaged art on the border and create multimedia materials to augment or interpret the data as they see fit. As such, this course builds Digital Humanities practices and methodologies throughout the semester. Students in the course will also work to map race and population data along with their chosen artworks. In doing so, the course challenges students to think beyond U.S.-centric concepts of race and ethnicity and explore how the third space of the border shapes artistic practices and approaches to community. Prerequisites: One introductory Art History course or permission of the instructor.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall

ARTARCH 4996 Art History and Archaeology Elective: 400-Level
Course is for transcribing ARTARCH 4000-level electives
Credit 3 units. EN: H
Typical periods offered: Fall, Spring, Summer

ARTARCH 4997 Independent Study and Research
This course is for independent study.
Credit 3 units.
Typical periods offered: Fall, Spring

ARTARCH 4998 Honors Art History and Archaeology
A major research paper acceptable to the department. Prerequisite: permission of the department. Max. 6 units.
Credit 3 units. EN: H
Typical periods offered: Fall, Spring

Art History and Archaeology Major

Program Requirements

- **Total Units Required:** 30 (33 for those students undertaking Senior Honors)
- **Grade Requirement:** Courses for the major may not be taken with the Pass/No Pass credit option. Students must earn a grade of C– or better in all courses for them to apply toward major requirements.

The Department of Art History & Archaeology welcomes students who wish to pursue a major in Art History & Archaeology. Students who declare the major must satisfy the requirements listed below to qualify for graduation.

Required Courses

Code	Title	Units
Introductory courses		6
Upper-level courses		21
Art History course at the 2000 level or above		3

Introductory Courses

All majors must take two courses from a menu of introductory courses at the 1000 and 2000 levels. These courses are recommended foundations for upper-level lecture courses and seminars. The courses may be taken at any time and in any order. First-Year Seminars and Sophomore Seminars can be counted among these two introductory courses.* No specific course is mandatory for students in Arts & Sciences.**

- ARTARCH 1515*** and ARTARCH 2020 will be offered every fall and spring, respectively.
- ARTARCH 1510, ARTARCH 2035, or ARTARCH 2040 will be offered at least once every other year.
- This list will be augmented by a rotation of 1000-level First-Year Seminars and 2000-level Sophomore Seminars as well as other 2000-level courses with broad regional, temporal, or topical coverage.*

* Students will be allowed to count only one First-Year Seminar or one Sophomore Seminar toward this requirement.

** ARTARCH 1515 and ARTARCH 2020 are mandatory only for students in the Sam Fox School.

*** A score of 4 or 5 on the AP Art History exam may be substituted for ARTARCH 1515. To receive this college credit, the score must appear on the student's Washington University student record, and the student must also earn at least a B in a related upper-division departmental course.

Major Credit Units

All majors must take at least 24 additional Art History & Archaeology units:

- Students must complete at least 21 units of upper-level (3000-level and above) Art History and Archaeology coursework. At least two of these courses must be at the 4000 level and taken with different faculty members.
- 3 of the 24 units may be at the 2000 level or above. Non-Sam Fox students may instead substitute one studio art course at any level of 3 or more credits (taken at Washington University or at another institution with prior permission). The studio course option, which can be taken Pass/No Pass at Washington University, is meant to encourage a student's exploration and understanding of the practice of making art. We strongly encourage students to take studio art courses above and beyond all requirements for the art history major.
- Any course taken outside the university, including study abroad courses, must receive preliminary approval from the study abroad advisor, as appropriate. Only two courses (6 credits) can be transferred into the major.
- No internship credit may be applied to the major (internship credits do count toward graduation, however).
- Courses for the major may not be taken with the Pass/No Pass credit option (with the exception of the one studio art course).

Distribution and Credit

Majors must take at least one upper-level course in three of the following seven broad areas:

- Ancient and Medieval (AM)
- Renaissance and Baroque (RB)
- Modern European and American (MEA)
- Non-Western (NW)
- Architecture (A)
- Archaeology (ARC)
- Cross-Cultural Exchange (CCE)

All 2000-level lecture courses may count toward distribution requirements.

Capstone Experience

Seminars are considered the capstone experience for majors in Art History & Archaeology. Seminars are listed as 4000-level courses. They consist of small enrollments, and they focus on discussion and research projects. Majors must take two seminars that are home-based in the Department of Art History & Archaeology. (Cross-listed courses based in other departments or schools, even if they are listed as 4000-level courses, may count toward the major but will not count as seminars for this purpose). Lecture courses at the 3000 level usually serve as prerequisites for seminars. The two required seminars should be taken with different faculty members, although the courses may both be

in the same distribution area. Seminars are usually taken during the senior year, but they may also be taken during the junior year if the student has the preparation appropriate for the course. We recommend that only one seminar be taken at a time. **Note:** Neither ARTARCH 4998 Honors Art History nor ARTARCH 4013 The Digital Art Historian fulfill the seminar requirement. ARTARCH 4977 Independent Study and Research only fulfills the seminar requirement if taken as part of the Greenberg Undergraduate Curatorial Fellowship.

Languages and Fine Arts

Students contemplating graduate study in Art History & Archaeology are urged to complete significant coursework in foreign languages. There is no specific language requirement for the undergraduate major; however, we encourage minors in foreign languages or double majors in foreign languages and Art History & Archaeology.

Additional Information

Internships

Internships in the curatorial and education departments of local museums, arts organizations, and commercial galleries are available to undergraduate Art History & Archaeology majors. Students may enroll in up to 6 credit units of a voluntary or paid internship. Such internships provide invaluable experience and may help lead to employment opportunities after graduation. These internship credits are Pass/No Pass and cannot be counted toward the major, but they do count toward general graduation credits. Students seeking academic credit should make arrangements with the department before the internship begins. Students may pursue up to 6 units of internship credit working in the arts community. Please review the Guidelines for Art History & Archaeology Majors Considering Internships (PDF) for further details.

Study Abroad

Students interested in a study abroad program should consult with both the departmental study abroad advisor and Overseas Programs as early as possible. Summer, semester, and year-long programs are all possible. Majors are expected to take their two capstone seminars on campus, usually during the senior year. On occasion, a seminar of exceptional rigor — such as those at Utrecht University, in particular — may be proposed as a substitute. However, the credit will only be granted once the course is complete and the syllabus and research paper(s) have been reviewed and approved by the study abroad advisor (and perhaps by relevant faculty). Students are advised that they should not assume that any seminar course taken while on study abroad will count toward this requirement when planning their course program. Students are further reminded that at least 15 credits of their major coursework must be completed in residence at Washington University and that the final 30 units of their BA degree must be earned on campus as well.

Distinction in the Interdisciplinary Study of Art History and Archaeology

For students completing double majors in Arts & Sciences (e.g., Art History and German), it is now possible to be advised by a committee comprised of a faculty mentor within Art History and a second mentor from the department or program in which the student is carrying the second major. The student will then be granted Departmental Distinction in the Interdisciplinary Study of Art History and Archaeology (or High or Highest Distinction). This title will be included as a prize on the commencement program, and it will appear on the student's transcript.

Latin Honors

Exceptional students may be considered for Latin Honors in the major. Honors in Art History & Archaeology will be awarded to seniors who have completed the major with a grade point average of 3.65 or better in advanced (3000- and 4000-level) courses in the major; who have achieved at least a 3.65 overall cumulative GPA; and who have satisfactorily completed the honors thesis outlined in the Guidelines for Latin Honors in Art History & Archaeology. Interested students should begin discussing topics with potential faculty advisors before the end of their junior year. Latin Honors are assigned by the College of Arts & Sciences and not by the department. For details, please consult the Undergraduate Honors Guidelines on the departmental website.

The Senior Honors Thesis is conducted over the course of the academic year under the supervision of a faculty member and entails the completion of two independent courses. In the fall, the student enrolls in ARTARCH 4998. With the permission of the student's thesis advisor, the student will complete the thesis in the spring, enrolling again in ARTARCH 4998. Only one semester of ARTARCH 4998 (3 units) counts toward the 24 upper-level credit requirements, and it does not fulfill either of the two capstone seminar courses. The second semester of ARTARCH 4998 is taken as an additional course beyond the usual major requirements; students writing the Honors Thesis complete a total of 33 credits for the major rather than the typical 30 credits. Students planning to write a Senior Honors Thesis should make every effort to complete one 4000-level seminar course by the end of their junior year.

Departmental Prizes

- Art History and Archaeology Award for Excellence in Mentorship
- Mark S. Weil Prize for Distinction in Art History and Museum Practice
- Murphy Family Prize for an Outstanding Essay in Art History and Archaeology
- Murphy Family Prize for an Outstanding Thesis in Art History and Archaeology
- Princeton University Book Prize for Distinction in Art History and Museum Practice

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Art History and Archaeology Minor

Program Requirements

- **Total Units Required:** 18
- **Grade Requirement:** These courses may not be taken with the Pass/No Pass grading option. Students must earn a grade of C– or better in all courses.

The Department of Art History & Archaeology welcomes students who wish to pursue a minor in Art History & Archaeology. Students who choose the minor must complete two courses at the introductory level and four courses at the advanced level.

Required Courses

Code	Title	Units
Introductory courses		6
Upper-level courses		12

Introductory Courses

All minors must take two courses from a menu of Introductory Courses at the 1000 and 2000 levels. These courses are recommended foundations for upper-level lecture courses and seminars. The courses may be taken at any time and in any order. First-Year Seminars and Sophomore Seminars can be counted among these two introductory courses.* No specific course is mandatory for students in Arts & Sciences.**

- ARTARCH 1515*** and ARTARCH 2020 will be offered every fall and spring, respectively.
- ARTARCH 1510, ARTARCH 2035, or ARTARCH 2040 will be offered at least once every other year.
- This list will be augmented by a rotation of 1000-level First-Year Seminars and 2000-level Sophomore Seminars (currently in development) as well as other 2000-level courses with broad regional, temporal, or topical coverage.*

* Students will be allowed to count only one First-Year Seminar or one Sophomore Seminar toward this requirement.

** ARTARCH 1515 and ARTARCH 2020 are mandatory only for students in the Sam Fox School.

*** A score of 4 or 5 on the AP Art History exam may be substituted for ARTARCH 1515. To receive this college credit, the score must appear on the student's Washington University student record, and the student must also earn at least a B in a related upper-division departmental course.

Upper-Level Courses

Minors must take at least four upper-level (3000- or 4000-level) Art History & Archaeology courses (12 credits); 2000-level courses may not substitute for upper-level courses and so do not count toward distribution requirements. At least one upper-level course must be taken in two of the following seven broad areas:

- Ancient and Medieval (AM)
- Renaissance and Baroque (RB)
- Modern European and American (MEA)
- Non-Western (NW)
- Architecture (A)
- Archaeology (ARC)
- Cross-Cultural Exchange (CCE)

Additional Information

- Students may opt to take a seminar at the 4000 level, but it should build upon a 3000-level course in a related field. Alternatively, students should complete the proper prerequisites or have the permission of the instructor. In cases of over-enrollment in seminars, priority will be given to majors over minors, including majors who have been waitlisted.
- Courses in other departments (including courses in the Sam Fox School) do not count toward the minor unless they are cross-listed as Art History & Archaeology courses at the 3000 level or above.
- At least two of the 3000-level courses must be completed in residence at Washington University.
- Any course taken outside the university, including study abroad courses, must receive preliminary approval from the study abroad advisor or as appropriate. Only one course (3 credits) may be transferred from approved study abroad programs.
- No internship credit may be applied to the minor. (Internship credits do count toward graduation, however.)

Contact:	Brad Parton
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Biology

Biology is an exciting, diverse field that ranges from the molecular biology of individual cells to interactions among entire populations of organisms. Members of the biology faculty are recognized internationally for their research, and they bring a variety of strengths and teaching styles into the classroom. The major program in biology provides a thorough education in the history of scientific discovery in biology, the logical and statistical procedures used to formulate and test biological hypotheses, and the technical skills needed to conduct contemporary biological research.

The biology major program emphasizes the hierarchical nature of biological complexity and the major structures and functions that emerge at the molecular, cellular, organismal, populational and ecosystem levels. Each student masters at least one dimension of contemporary research in sufficient detail to describe the major hypotheses currently being tested and to demonstrate techniques used to test those hypotheses. Mastery of this material is evident in a student's ability to critique published data, to identify ambiguities and uncertainties in the conclusions drawn from those data, and to evaluate the societal importance of the research. Biology majors are prepared to make creative contributions to biology.

The biology major program provides a wide range of research opportunities. Because more than 400 faculty members conduct research in biology and biomedical sciences at Washington University, it is easy to find a project that suits a student's main interests. Many students complete their research projects at the Washington University School of Medicine, one of the top-ranked medical schools in the country. Summer research fellowship programs are available, funded by sources including the Howard Hughes Medical Institute, the Children's Discovery Institute, the National Science Foundation, and the Washington University Office of Undergraduate Research. Detailed information about finding a research mentor is available online.

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Faculty

Chair

Ram Dixit
Chair of Biology; Professor of Biology
PhD, Cornell University

Co-Chairs

Barbara Kunkel
Professor of Biology; Associate Chair of Undergraduate Education
PhD, Harvard University

Petra A. Levin
George William and Irene Koechig Freiberg Professor of Biology; Associate Chair of Faculty Research and Development
PhD, Harvard University

Kenneth M. Olsen
George William and Irene Koechig Freiberg Professor of Biology; Associate Chair of Climate and Facilities
PhD, Washington University

Director of Graduate Studies

Steven Mennerick
John P. Feighner Professor of Psychiatry
Interim Associate Dean of Graduate Studies, DBBS

Directors of Undergraduate Studies

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Wilhelm Cruz
Teaching Professor of Biology
PhD, St Louis University

Kathy Hafer
Professor of the Practice of Biology

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Senior Lecturer in Biology
PhD, University of Florida

Keith B. Hengen
Associate Professor of Biology
PhD, University of Wisconsin-Madison

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PhD, The Ohio State University

Professors Emeriti

Robert E. Blankenship
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Sarah C.R. Elgin
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PhD, Harvard University

Majors

- Biology Major (p. 337)
- Biology Major, Ecology and Evolution Specialization (p. 339)
- Biology Major, Genomics and Computational Biology Specialization (p. 341)
- Biology Major, Microbiology Specialization (p. 343)
- Biology Major, Molecular Biology and Biochemistry Specialization (p. 345)
- Biology Major, Neuroscience Specialization (p. 347)
- Environmental Biology Major (p. 349)

Minors

- Bioinformatics Minor (p. 350)
- Biology Minor (p. 351)

Courses

BIOL 1000 An Introduction to Biology
A one-semester introduction to the principles of biology, designed for students with little or no formal background in the biological sciences. Focus on basic principles of cell biology, genetics, evolution, and ecology. Current public concerns such as AIDS, cancer, and genetic engineering considered in light of these principles. Not intended for students expecting to major in biology or planning to enter health fields. A student may not receive credit for both Bio 100A and 303A.
Credit 3 units. A&S IQ: NSM Art: NSM BU: SCI
Typical periods offered: Fall, Spring, Summer

BIOL 1010 Principles of Zoology
Introduction to the major principles of zoology with examples drawn from the diversity of the animal kingdom. Topics include principles of Darwinian evolution, systematics, cellular organization, chromosomal theory of inheritance, and molecular genetics. This course is open to students in the Freshman Summer Academic Program only.
Credit 3 units. A&S IQ: NSM
Typical periods offered: Summer

BIOL 1020 Biology of the Brain
Course Has moved to L41 120 This course is for students who wish to learn about the biology of the nervous system, and the scientific process of understanding how it works. Biology of the Brain will include lecture, discussion, and analysis of cutting edge research, so active participation will be important. We will discuss the gross anatomy and cellular composition of the brain. We will analyze how the brain develops, changes with experience to create memories, and recovers from injury. Along the way, we will discuss nervous system dysfunction a range of contexts such as Addiction, Alzheimer's disease, and Parkinson's disease. This course counts as a Natural Science and Mathematics (NSM) distribution requirement.
Credit 3 units. A&S IQ: NSM Art: NSM
Typical periods offered: Summer

BIOL 1103 Topics in Biology: Cancer
Credit 3 units. A&S IQ: NSM
Typical periods offered: Summer

BIOL 1112 First-Year Seminar: Introduction to Problem-Based Learning in Biology
In this course, students take responsibility for their own active, inquiry-based learning on biological problems. Instructors will guide small groups of 8-10 students in researching issues of biological importance using primary literature as their principal resource. Learning to read and interpret research articles from scientific literature is emphasized. Topics covered in this class have included: neurological disorders, infectious diseases, CRISPR, cancer, and stem cell therapy among others. Students should have a strong background in general biology. They will be challenged to use critical and creative thinking in both independent and group work. Enrollment limited. Intended for but not limited to prospective biology majors. Prerequisite: high school biology, preferably an Honors or AP class. Course is for first-year, non-transfer students only.
Credit 3 units. A&S IQ: NSM Art: NSM BU: SCI
Typical periods offered: Fall, Summer

BIOL 1122 First Year Seminar: Introduction to Critical Thinking
Official description: This course is for first-year, non-transfer students only. This course uses thought-provoking questions in biology to develop analytical skills, at the same time understanding what level of content is needed to address such questions. Each class will involve discussion of the questions as well as lecture material as background. It will thus provide an early exposure and springboard into the translation of biology content to problem-solving. The skills learned will be applicable to future challenges The course focuses on molecular biology and processes central to all organisms on earth. The last component of the course will focus on microbiological research, gaining knowledge of the research enterprise to generate new knowledge and the primary literature (published manuscripts). Prerequisite: Limited to 10 students. Freshman with an interest in

biology career (e.g. graduate or health professions). The course is also designed to help students prepare for Biology 2960, which is offered each spring semester. Intended for students without strong AP Biology preparation, which is helpful for success in Biology 2960. Credit 3 units.
Credit 3 units. A&S IQ: NSM Art: NSM
Typical periods offered: Fall

BIOL 1123 Special Topics in Biology: Plant-Microbe Interactions
This is a research-based laboratory course offered by Dr. Barbara Kunkel in the Biology Department. The small class size and laboratory setting of the course is intended to foster development of student-professor mentoring relationships. Time commitment (weekly): 2 hours in lab, 1 hour of discussion (1 unit, P/F). Class size: 4 students Prerequisite: Permission of Instructor Research Question. Microbial organisms play very important roles in the lives of plants and animals. For example, in nature as well as in agricultural settings, the communities of microorganisms that grow near or on plants influence the growth and overall health of these plants. These plant-associated microbial communities are highly complex, and are comprised of thousands of different species, including bacteria and fungi. However, neither the role of individual microbial species within the larger microbial community, nor how such a community is beneficial to plants, is well understood. Each year the students in Bio1771 explore a different topic related to interactions between plants and their associated microbes. During the 2020/2021 academic year our research will focus on virulence mechanisms used by the plant pathogen Pseudomonas syringae to promote disease in plants. Recent research in the Kunkel lab has revealed that the plant hormone auxin promotes disease development in interactions between P. syringae strain PtoDC3000 and one of its host, Arabidopsis thaliana, a weedy plant in the mustard family. Auxin acts through at least two different mechanisms to promote disease, including 1) suppressing defense responses in the plant and 2) regulating gene expression in the pathogen. We will investigate this second activity by screening for and characterizing PtoDC3000 mutants that do not properly respond to auxin. Students will spend two hours per week in lab carrying out bacteriological and molecular biology experiments. Over the course of the semester, students will be exposed to a variety of fundamental topics in biology, including: bacteriology, plant growth and development, pathogenic plant-microbe interactions, and key concepts in genetics, molecular biology and biochemistry. The students will also meet with Dr. Kunkel for one hour per week to discuss a variety of topics chosen to explore: i) basic concepts in chemistry, biochemistry and molecular biology, ii) learning and study strategies, and iii) other topics related to thriving at WUSTL.
Credit 1 unit.
Typical periods offered: Spring

BIOL 1171 First-Year Opportunity: Neuroscience Futures 1: How Do We Learn About the Brain?
In this seminar course for first-year students, students learn about how neurobiologists conduct and communicate research. We focus our discussion on primary research papers written by neurobiologists. Discussion then focuses on the formulation of scientific questions, evaluation of evidence, and interpreting data within the context of a broader field. Course is for first-year, non-transfer students only. Must be taken Credit/No Credit.
Credit 1 unit. A&S IQ: NSM Art: NSM
Typical periods offered: Fall, Spring

BIOL 1210 Ampersand: The Science of Biotechnology
Biotechnology is truly interdisciplinary, incorporating a myriad of pieces from biology, chemistry, engineering, physics, computer sciences, management, public policy, and law that apply the scientific process to societal challenges. This course introduces topics for science and engineering majors with an interest in biotech, and it teaches scientific concepts to business students considering careers in biotech management and entrepreneurship. Students whoi complete Biol 2010 understand key science concepts, how discoveries lead to applications addressing global challenges, how to effectively use a variety of resources to explore connections between science and biotech business, how to synthesize information from different fields, and how to exhibit strong teamwork skills and communicate information in written and oral forms. This course also provides a gateway for students interested in the two-year Biotech Explorers Program (BEP). The first two weeks of the course introduce students to the history of biotechnology, the BEP, and the use of case studies. The remainder of the course uses a series of four three-week units that combine lecture material, in-class group assignments, and readings to introduce the science and scope of biotechnology. For each unit, student teams also develop short case studies of St. Louis biotech companies and present their findings to the class. A series of site visits introduce students to the vibrant St. Louis biotech community. This course is for students in the Biotech Explorers Program only.
Credit 3 units. A&S IQ: NSM Art: NSM BU: SCI
Typical periods offered: Fall

BIOL 1211 Ampersand: Biotechnology Entrepreneurs Seminar
Although the biotech industry is science-based, the risks of product and technology development, legal issues, and market pressures make the landscape full of uncertainty. Lectures and textbooks fall short of delivering true insight about the process and challenges of bringing ideas to real-world products. This second semester freshman seminar course is designed to develop an appreciation of how biotech companies achieve their goals by engaging students through interactions with experienced executives and entrepreneurs, whose shared knowledge and stories add depth and context to the learning process. This 1 credit seminar course introduces students to the basics of innovation and entrepreneurship as a framework for marketable discoveries, builds an appreciation of how biotech companies start, obtain funding, and navigate intellectual property, provides an overview of career options in biotech, and insight on the hiring process. Pre-requiste: Students need to have completed Bio2010: The Science of Biotechnology for enrollment in this course and be currently enrolled in Bio2960: Principles of Biology I. Limited to 20 students.
Credit 1 unit.
Typical periods offered: Spring

BIOL 1212 uSTAR Seminar
This seminar course is designed for students who are part of the uSTAR Program at Washington University. The course will provide a formal setting to guide this population into becoming successful researchers in the academic community, with an additional goal of increasing their PhD pursuits. Students in the course will be exposed to scholarly discussions through student-selected journal readings. The course will discuss the different approaches taken to scientific inquiry and the dissemination of knowledge, in addition to the topic of integrity in research and important ethical issues that impact scientific investigation. Students will be exposed to topics relating not only to their area of study but to that of their peers as well. Student presentations on both scholarly journal readings and their own research will enable them to develop the ability to effectively communicate research to a broad audience. From this course, the uSTAR students will develop the skills to read, understand and critically evaluate publications, and they will build a broad understanding of research in multiple fields within the natural sciences. Students will also come away with a greater understanding of the ethical issues that face the scientific community on a daily basis.
Credit 1 unit.
Typical periods offered: Fall, Spring

BIOL 1213 Research Seminar for Vagelos Fellows
The course will orient Fellows to the specific research environment of their labs and provide them tools to succeed. It will feature short seminars from world-renowned DBBS faculty and DBBS alums. Speakers will emphasize both their science and their career route into academic research, including challenges. This will expose students to multiple paths into and academic careers associated with biosciences graduate training. Diverse speakers will emphasize the desirability and attainability of research training and careers. This course will also include information on the research enterprise, mentorship expectations, rigorous experimental design, quantitative thinking, techniques, rigorous analysis, posing a scientific question, and communication skills. 2.0 units
Credit 2 units. A&S IQ: NSM
Typical periods offered: Spring

BIOL 1260 First-Year Seminar: The Secret Lives of Plants
This course is designed to familiarize undergraduate students with the fascinating lives of plants, their evolution, their remarkable structural and morphological diversity, how they grow, and how they have been modified to feed the planet. Topics include: how plants can survive with just water, minerals and light, how they transport water astonishing distances, their unusual sex lives, why they make seeds, how they can grow nearly forever, how plants survive extreme environments without running to hide, why they synthesize caffeine, nicotine, THC and opiates, how they defend themselves from pathogens without an immune system, how they sense their environment without dedicated sensory organs, how plants have been modified by humans to provide food, fiber and fuel, and how genetically modified (GMO) crops are made and their implications to the environment and society. Overall goals are to enhance an understanding and appreciation of the plant kingdom, to help young scientists understand the primary scientific literature, and as a starting point for possible careers in plant biology. Class includes field trips to the Missouri Botanical Gardens and a local plant biotech company/institute. Where appropriate, the class will also emphasize key differences between plants and animals. This course is primarily for first-year students interested in majoring in biology, with a possible emphasis on plants. This course is also for those that want to know more about where their food comes from, how these amazing creatures survive and flourish, and how GMO crops are engineered. Upper-level students with an interest in food and sustainable agriculture but not necessarily focusing on plants will also be welcome. Course will be lecture/discussion/hands-on format for 2 of the 3 hours per week. Students will present 20-minute papers discussing topics relevant to their interests for the remaining 1 hour (two students per class). Prerequisites: Students must have taken both biology and chemistry in high school and at least one at the AP or IP levels; or have taken Bio 2960 or Chem 111/112. This course can be taken by both first-year and upper-level undergraduates with a preference given to first-year students.
Credit 3 units. A&S IQ: NSM Art: NSM BU: SCI
Typical periods offered: Fall

BIOL 1442 Ampersand: The Biology of Cancer Part I
Cancer is the second-leading cause of death worldwide. In spite of focused research efforts, cancer still poses a unique biomedical puzzle as it is now recognized that cancer is not a single disease, but rather a collection of many disorders with underlying mechanistic complexities that can affect most tissues in the human body. This interactive 1st-semester course provides an introductory overview of the biology of human cancers. We touch upon background topics in DNA structure and replication, gene regulation and transcription, protein synthesis, mutations and DNA repair, but the primary focus is on the genetic and molecular changes that normal cells undergo during transformation into malignant tumors. Part I highlights the first three (of eight) central characteristics of cancer (known as the hallmarks of cancer) - sustained proliferation, evasion of growth suppression, and replicative immortality. The course is a mix of lectures, student-led discussions/presentations, and activities. Lectures provide an overview of each topic, while activities and discussions of cutting-edge oncology topics in the news and primary literature familiarize students with current trends in cancer research as well as enhance reading and critical analysis skills. Students choose a specific topic/theme within the cancer paradigm for further study and near the end of the semester prepare a presentation to the class on the implications for cancer survivorship. Midterm Exams, which attendance is required, will be administered on Wednesday, October 19, 6:30 - 8:30 pm & Wednesday, November 16, 6:30 - 8:30 pm. Prerequisite: High school biology and chemistry, while completing AP or Honors biology is highly recommended. Enrollment is limited to 20 students and restricted to first-year students in the Hallmarks of Cancer & Patient Care program.
Credit 4 units. A&S IQ: NSM Art: NSM BU: SCI
Typical periods offered: Fall

BIOL 1443 Ampersand: The Biology of Cancer Part II
Cancer is poised to overtake heart disease as the number one cause of death in the United States and represents a significant burden to the U.S. health system. As such, a deeper understanding of the underlying biology of human cancers and their treatment modalities will be important for those pursuing a future in the health sciences. In this interactive 2nd-semester course, we continue our exploration of the "hallmarks of cancer," emphasizing the dysfunction of essential biological processes like cell proliferation, programmed cell death, energy metabolism, and immune surveillance. Classical diagnosis and treatment methods are compared with newer strategies, such as targeted and immune therapies. Finally, the growing role of personalized medicine and "omics" technologies in tumor classification, patient prognosis, and therapy are discussed. The course is a mix of lectures, student-led discussions/presentations, and activities. Lectures provide an overview of each topic, while activities and discussions of cutting-edge oncology topics in the news and primary literature familiarize students with current trends in cancer research/treatment as well as enhance reading and critical analysis skills. Students choose a specific type of cancer for further study and near the end of the semester prepare a presentation to the class on its molecular and cellular etiology, epidemiology, pathology, diagnosis, and current/future treatment options.
Credit 4 units. A&S IQ: NSM
Typical periods offered: Fall, Spring

BIOL 1444 Ampersand: The Language of Cancer
Cancer as a disease has touched countless people in every country and every lifestyle. Cancer is not one single disease; rather, it is a collective scourge of many underlying disorders. Over the years, biomedical research has led to a fuller understanding of cancer etiology and spawned new diagnostic and treatment strategies to better manage and treat this condition. More recently, the launch of the Precision Medicine Initiative by the National Cancer Institute has led to unprecedented insights into the cellular signaling pathways that drive the development and progression of cancer. Furthermore, the current onset of omics technology and high-throughput biological readouts has opened the possibility of precisely identifying molecular changes and affected metabolic pathways in individual cancers, paving the way for precision medicine and patient care. In this second semester, we will build upon our foundational understanding of cancer and explore recent and groundbreaking advances in cancer research and therapies. The course is driven largely by student-led presentations and discussions with a mix of faculty lectures and guest seminars. Students work in teams and take responsibility for their own active, inquiry-based learning by examining various cancer topics using primary literature as the principle resource. Learning to read, interpret, and assemble a presentation from scientific literature and biomedical research is emphasized. Student teams choose a hypothesis-driven topic of interest in the field of oncology for further study and, near the

end of the semester. prepare a written report and oral presentation to the class outlining its background, central hypothesis-driven question(s), experimental rationale/strategy, research data, scientific conclusion, and future direction. Prerequisite: BIOL 144. Enrollment is limited to students in the Hallmarks of Cancer & Patient Care program. Limited to 20 students.

Credit 3 units. A&S IQ: NSM Art: NSM BU: SCI

Typical periods offered: Fall, Spring

BIOL 1499 First-Year Opportunity: Molecular Biology of Genetic Disease

This course is for first-year, non-transfer students only. Students gain a fluency in biological language, methods, and reasoning as applied to human health. We study the molecular, cellular, and physiological perspectives for each health-related topic, and examine data and methods that support this knowledge. We emphasize problem-solving and reasoning as it applies to understanding biological processes. The content and problem-solving work are designed to help students prepare for Biology 2960, which is offered each spring semester. Intended for students without strong AP Biology preparation, which is helpful for success in Biology 2960

Credit 2 units. A&S IQ: NSM Art: NSM

Typical periods offered: Fall

BIOL 1530 Special Topics in Biology: Plant-Microbe Interactions

This is a research-based laboratory course offered by Dr. Barbara Kunkel in the Biology Department. The small class size and laboratory setting of the course is intended to foster development of student-professor mentoring relationships. Time commitment (weekly): 2 hours in lab, 1 hour of discussion (1 unit, P/F). Class size: 4 students Prerequisite: Permission of Instructor Research Question. Microbial organisms play very important roles in the lives of plants and animals. For example, in nature as well as in agricultural settings, the communities of microorganisms that grow near or on plants influence the growth and overall health of these plants. These plant-associated microbial communities are highly complex, and are comprised of thousands of different species, including bacteria and fungi. However, neither the role of individual microbial species within the larger microbial community, nor how such a community is beneficial to plants, is well understood. Each year the students in Bio1771 explore a different topic related to interactions between plants and their associated microbes. During the 2020/2021 academic year our research will focus on virulence mechanisms used by the plant pathogen Pseudomonas syringae to promote disease in plants. Recent research in the Kunkel lab has revealed that the plant hormone auxin promotes disease development in interactions between P. syringae strain PtoDC3000 and one of its host, Arabidopsis thaliana, a weedy plant in the mustard family. Auxin acts through at least two different mechanisms to promote disease, including 1) suppressing defense responses in the plant and 2) regulating gene expression in the pathogen. We will investigate this second activity by screening for and characterizing PtoDC3000 mutants that do not properly respond to auxin. Students will spend two hours per week in lab carrying out bacteriological and molecular biology experiments. Over the course of the semester, students will be exposed to a variety of fundamental topics in biology, including: bacteriology, plant growth and development, pathogenic plant-microbe interactions, and key concepts in genetics, molecular biology and biochemistry. The students will also meet with Dr. Kunkel for one hour per week to discuss a variety of topics chosen to explore: i) basic concepts in chemistry, biochemistry and molecular biology, ii) learning and study strategies, and iii) other topics related to thriving at WUSTL.

Credit 1 unit. Art: NSM

Typical periods offered: Fall

BIOL 1531 Biology in the News

Students explore a number of biology topics that are frequently discussed in the media. We begin with an investigation into how to evaluate scientific claims reported in written (e.g., news articles, blogs, social media posts), visual (e.g., YouTube videos, Instagram posts) and audio media (e.g., podcasts). We then explore the topics of genetic modification, GMOs, cloning, and direct-to-consumer home DNA testing kits. Finally, we investigate medical topics, including cancer, vaccines and antibiotic resistance. We emphasize critical thinking and reasoning as it applies to the acceptance or rejection of scientific claims presented in popular media formats. This course is intended for students not majoring in biology and who would like to learn more about scientific topics portrayed in the media as controversial and under debate.

Credit 3 units. A&S IQ: NSM Art: NSM BU: SCI

Typical periods offered: Spring

BIOL 1770 First-Year Opportunity: The Biology of Dog Breeds

This freshman seminar uses the topic of dog behavior and genetics to teach fundamental scientific tools and to engage students in contributing to the building of an online public resource that summarizes the scientific literature on breeds. Our first task is learning to read and dissect primary scientific literature. We parse out the difference between scientific questions, hypotheses, and predictions through a guided case-study exercise. We then apply the experience to outlining primary research articles, identifying the key components of the author's arguments and summarizing the results and implications. The second half of the semester is spent searching the scientific literature, sorting information into the new dog breed resource, and presenting results to peers around the seminar table. Course is for first-year, non-transfer students only.

Credit 2 units. A&S IQ: NSM Art: NSM

Typical periods offered: Fall, Spring

BIOL 1812 First-Year Opportunity: Introduction to Cutting-Edge Research in Biology

A lecture course intended for first-year students that focuses on the practice and culture of biological research. Active researchers describe the biological context of their research, the specific questions they have formulated, the means by which they pursue the answers, and their data and conclusions. The focus is on process: how biologists pursue their profession, what goes on in a research setting. Additional topics of clinical and contemporary interest are often included. Students are expected to attend all lectures. Enrollment is restricted to first-year, non-transfer students.. Must be taken Credit/No Credit.

Credit 1 unit. A&S IQ: NSM Art: NSM

Typical periods offered: Fall

BIOL 1910 Ampersand: Phage Hunters

A research-based laboratory class for first years. Students join a national experiment organized by HHMI, with the goal of isolating and characterizing bacteriophage viruses found in the soil in the St. Louis area. Laboratory work includes isolation and purification of your own phage, DNA isolation and restriction mapping, and EM characterization of your phage. Several WU phage are selected for genome sequencing over winter break, and are annotated in the spring in Bio 192, Phage Bioinformatics. Students who successfully isolate and annotate a phage may become co-authors on a scientific paper. Prereqs: High school courses in biology and chemistry, at least one at the AP or International Baccalaureate level; permission of the instructor. One hour lecture, one hour discussion, and 3 hrs lab per week. Course is for first-year students in the Phage Hunters Program only.

Credit 3 units. A&S IQ: NSM Art: NSM BU: SCI

Typical periods offered: Fall

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

BIOL 1995 Biology Coursework Completed Abroad
This course is for study abroad credits.
Credit 12 units.
Typical periods offered: Fall, Spring, Summer

BIOL 1996 Elective: 100-Level
This course is for elective or transfer credits.
Credit 3 units.
Typical periods offered: Fall, Spring

BIOL 2111 Nutrition
This introductory course examines nutrition as an interdisciplinary science. Topics include the chemistry, function, and metabolism of nutrients; regulations of food intake; food habits; digestion and absorption of nutrients; methods of determining the nutrient content of foods and nutrient requirements for humans and animals; comparative nutrition; problems of human malnutrition; relation of nutrition to disease; toxic materials in foodstuffs; economic, nutritional, and social problems involved in feeding the world population; and future possibilities for meeting nutritional needs of the world's population.
Credit 3 units. A&S IQ: NSM Art: NSM BU: SCI
Typical periods offered: Fall, Spring

BIOL 2150 Introduction to Environmental Biology
Introduction to Environmental Biology is designed to teach important principles of environmental biology and general science literacy skills. We cover the foundational biological principles and contemporary issues within four main topics: human population growth, transfer of energy and carbon in the ecosystem, biodiversity, and food production. We focus on the biological principles involved as we examine these topics in the context of some contentious and confusing issues related to environmental biology in everyday life. The science literacy skills that you master in this course will help you address the issues you face in your everyday life regarding scientific and pseudoscientific claims about the environment and society and will form the foundation for your development as a critical consumer of science information in the media. This course is required for all environmental biology majors and environmental studies minors. We recommend you take this course in your first- or second-year if possible. If your interests align and your schedule allows, we recommend co-enrolling in ENST 215: Introduction to Environmental Humanities.
Credit 3 units. A&S IQ: NSM Art: NSM BU: SCI
Typical periods offered: Fall

BIOL 2196 Practical Applications
Credit for an internship in Biology.
Credit 3 units.
Typical periods offered: Fall, Spring, Summer

BIOL 2342 Wilderness First Aid
The National Outdoor Leadership School (NOLS) has developed a comprehensive curriculum to instruct individuals in backcountry first aid. This curriculum will be the main content taught in the course. After successfully completing this detailed 18 hour NOLS Wilderness First Aid course, students will be required to write-up a full assessment and treatment plan (5-7 page minimum) for one of the wilderness casualties described in Peter Stark's Last Breath. Students will meet for a half-day seminar during which each will present their case, assessment, underlying physiology, and treatment plan to the group. They will receive feedback from one another, and from the instructor, about their assessment, explanation of the relevant physiology, and action of their proposed intervention.
Credit 1 unit. A&S IQ: NSM
Typical periods offered: Spring

BIOL 2440 Ampersand: The Oncology Healthcare Team
It's news no one wants to hear: You have cancer. A cancer diagnosis can be overwhelming. The physical and emotional effects that come with this disease and its treatment can be significant. People often need the experience and skills of several different medical specialists to navigate and treat cancer. The various medical professionals involved in cancer care make up the oncology healthcare team. In this third-semester course, we will partner with Siteman Cancer Center and its affiliates to explore the multitude of professions that constitute the oncology healthcare team. In bi-weekly rotations, students will be introduced to various aspects of cancer-patient care and treatment through members of the oncology healthcare team, including oncologists, pathologists, surgeons, clinical geneticists, nurses, psychologists, and public health professionals. The course is a mix of guest lectures, discussions, site visits, activities, and shadowing healthcare professionals. Students will reflect on their experiences in weekly journal entries and must submit a final reflection paper that is due at the end of the semester, synthesizing semester experiences with core competencies for individuals desiring to enter a health profession. Prerequisites: Biol 144 and Biol 1441. Enrollment is limited to students in the Hallmarks of Cancer & Patient Care program.
Credit 4 units. A&S IQ: NSM
Typical periods offered: Spring

BIOL 2444 The Language of Cancer
Words matter. This is especially true for the patients (and their families) who hear the diagnosis "cancer," but also so for the physicians who treat these patients, and for the academic researchers who are seeking better treatments. We will begin by considering Illness as Metaphor, the influential 1978 work in which Susan Sontag claims that metaphorical language distorts our understanding of cancer and other illnesses. We will move on to consider both the diction and syntax used with cancer in a sampling of academic papers, creative works, and long-form personal writings. Students will write both analytical and reflective pieces responding to those materials. They will also learn to read, interpret, and assemble presentations from biomedical research. Three presentations over the course of the semester will allow students to develop the skills in oral communication essential to careers in health care.
Credit 3 units. A&S IQ: HUM BU: HUM
Typical periods offered: Fall

BIOL 2501 Introduction to Biological Reasoning
Students will work to develop a fluency in biological language, methods, and reasoning as applied to human health. We will study the molecular, cellular, and physiological perspectives for each health-related topic. We will zoom in to study processes at the molecular level, swing back out again to examine processes at the cell or physiological level, and examine data and methods that support this knowledge.

We will emphasize problem-solving and reasoning as they apply to understanding biological processes. This course is for first-year students only. It does not count for credit toward the biology major. Permission of instructor(s) required. Medium-sized class.
Credit 3 units. A&S IQ: NSM Art: NSM BU: SCI
Typical periods offered: Spring

BIOL 2650 Summer Experiences in Life Sciences
Earn credit for clinical research and other non-classroom learning in the life sciences during the summer. The variety of activities arranged by the student with their WashU faculty mentor have included but are not limited to: participation in clinical research or applied ecological research and report on it; shadow a physician on rounds or in clinic; prepare a paper on an organ system or disease; participate in science outreach teaching, etc. Participants must meet regularly with the faculty mentor or designee and commit to at least 140 hours over two semesters. An application is required each semester which includes a work plan, that must approved prior to registration. A semester Summary Report is due after one semester and a Final Summary Report after two semesters. Bio 265 does not count toward the Biology major/minor. Credit: 1.5 units per semester, contingent upon completion of two semesters. For more information and to access the application, please go to: https://sites.wustl.edu/bio265/. Students are registered by the Biology department after faculty mentor and course master approval is granted. Summer Application Deadline - First Friday of June. Credit/No Credit only.
Credit 1.5 units.
Typical periods offered: Fall

BIOL 2651 MedPrep I-The Lecture Series
MedPrep I (Bio 2651) is a unique lecture series taught by a physician, former medical school course master and member of the Committee on Admissions for the School of Medicine. Through a weekly 2-hour lecture, this course gives students accurate, honest, and detailed information regarding every step of the application and admissions process to medical school, the entire educational process including medical school and residency training and pros and cons of life of a physician. MedPrep I is particularly useful for first-year students and sophomores in that it reviews the common pitfalls encountered by unsuccessful applicants to medical school and outlines the steps to take in each year of college to be a successful applicant when the time comes. There is no outside course work and no exams. Attendance at all classes is required. There is a $10 course fee used for guest speakers stipends, guest speaker travel to St. Louis, AV needs and other course-related items. For more information, please see the MedPrep website: medprep.wustl.edu
Credit 1 unit.
Typical periods offered: Fall, Spring

BIOL 2661 Experience in the Life Sciences
Earn credit for non-classroom learning in the life sciences in a variety of activities arranged by the student: accompany a WU Faculty physician on rounds and prepare a paper on an organ system or disease, participate in a clinical or applied ecological study and report on it, participate in science outreach teaching, etc. Participants must meet regularly with a supervisor and commit at least 140 hours over two semesters. A work plan is approved prior to registration. A progress report is due after one semester and a final paper after two semesters. Does not count toward the major. Credit: 1.5 units per semester, contingent upon completion of two semesters. For more information on registration, please see: https://sites.wustl.edu/bio265/. Students are registered by the department after approval is granted. Credit/No Credit only. Course Master: Dr. Joan Downey
Credit 1.5 units.
Typical periods offered: Fall, Spring

BIOL 2900 Directed Research in Biology
Introduces first-years and sophomores to research by engaging them in ongoing faculty research projects within the department. Under the direction of a faculty mentor, students take part in tasks that contribute to the mentor's research. Through this hands-on experience, students learn about the research process and build foundational research skills that can benefit their future academic experience and development. Faculty mentors provide regular guidance, training, and feedback to support students' understanding and growth. Students are registered by the department after approval from the faculty member leading the research project. The course may be taken for 1-3 credit hours based on the weekly hours required. Credit/No Credit only
Credit 3 units.

BIOL 2901 Introduction to Research
An introduction to laboratory and field research in biology for first and second year students. Students work under the supervision of a mentor in a setting of established, ongoing research. Prerequisite: less than 60 units completed, permission of mentor and the department. For on-line enrollment instructions see: https://pages.wustl.edu/Bio_200-500_independent_research/register Students are registered by the department after approval is granted. Registration may not appear in Webstac until mid-semester. Pass/No Pass Only. Course may not be taken for a letter grade.
Credit 3 units. A&S IQ: NSM Art: NSM
Typical periods offered: Fall, Spring

BIOL 2902 Introduction to Research in Neuroscience
This course provides an introduction to research in neuroscience under the supervision of a faculty mentor. Students work under the supervision of a mentor in a setting of established, ongoing research. Prerequisite: less than 60 units completed and permission of the mentor and the department. For online enrollment instructions, visit https://sites.wustl.edu/bio200500independentresearch/. Students are registered by the department after approval is granted. Registration may not appear in WebSTAC until mid-semester. Pass/No Pass Only. Course may not be taken for a letter grade.
Credit 3 units.
Typical periods offered: Fall, Spring

BIOL 2903 Summer Introduction to Research
Summer research under the supervision of a faculty mentor. Prerequisites: first-year or sophomore standing and permission of mentor and the department. Credit to be determined in each case, usually 3 units/summer; may be repeated for credit in different summers. Credits are received in the fall semester following the summer research. The application deadline and registration information can be found on the Bio 200/500 course website: https://pages.wustl.edu/Bio_200-500_independent_research. Pass/No Pass Only. Course may not be taken for a letter grade. 1-3 units
Credit 3 units. A&S IQ: NSM
Typical periods offered: Fall

BIOL 2904 Summer Introduction to Research in Neuroscience
Summer research in neuroscience under the supervision of a faculty mentor. Prerequisites: first-year or sophomore standing and permission of the mentor and the department. Credit to be determined in each case, usually 3 units/summer. Course may be repeated for credit in different summers. Credits are received in the fall semester following the summer research. The application deadline and registration information can be found on the Biol 200/500 course website: https://sites.wustl.edu/bio200500independentresearch. Pass/No Pass Only. Course may not be taken for a letter grade.
Credit 3 units.

Typical periods offered: Fall

BIOL 2959 MedPrep III - Emergency Care Technician

MedPrep III (Bio 2659) is a new shadowing course that will take place on the inpatient wards of Barnes- Jewish Hospital, the main teaching hospital of the Washington University School of Medicine. For four hours every other week, students shadow physicians on a specialty service and will remain with that service for the duration of the semester. Students will have the opportunity to rank order their preference of specialty but will be assigned based on availability. No guarantees can be made to place a student in their most preferred specialty. In order to participate, students must have one morning a week that they are completely free between 6 am-12 pm. In addition to shadowing, there is a required class session every Wednesday from 6:30-7:30 pm. Because of the orientation material presented, excused absences will not be granted for the first two sessions for any reason whatsoever, including illness or emergency. There is no outside course work and no exams. A $25 course fee as well as HIPAA training and TB testing are required. For more information and to register for this course, please see the MedPrep website at pages.wustl.edu/medprep. Registration is done through the MedPrep website, NOT through WebSTAC. Successful completion of MedPrep I (Bio 2651) and sophomore standing or above are required to take Bio 2659. This course is only offered during the Fall and Spring semesters.

Credit 1 unit.

Typical periods offered: Spring

BIOL 2960 Principles of Biology I

An introduction to biological molecules and biochemical strategies employed by the three domains of life. The flow of genetic information within cells is discussed in the context of cellular structure, organization, and function. Investigation and manipulation of genetic information by molecular genetic technologies, such as recombinant DNA, forms the final phase of the course. Labs reinforce concepts from lectures and explore common laboratory techniques and computer-based resources. Prerequisites: Chem 111 and Chem 112 (concurrently).

Credit 4 units. A&S IQ: NSM Art: NSM BU: SCI

Typical periods offered: Spring, Summer

BIOL 2963 Biology Team Learning for Bio 2960 (BTL)

Bio 2960, Principles of Biology 1, focuses on critical thinking, analysis and problem solving for biology topics. Many students have not approached biology this way in highschool courses. Participation in BTL is designed to help students learn and practice the course material using concept building and critical thinking. Group work on problem solving is emphasized. In-person instruction. Prerequisites: Concurrent enrollment in Bio 2960.1 CR P/F

Credit 1 unit.

Typical periods offered: Spring

BIOL 2964 MedPrep II - The Shadowing Experience: Emergency Medicine

MedPrep II offers students a real world, behind-the-scenes experience of a life in medicine. For three hours every other week, students shadow physicians in the Charles F. Knight Emergency and Trauma Center of Barnes-Jewish Hospital, the main teaching hospital of the Washington University School of Medicine. In addition to the shadowing, there is a required class session every Monday from 5:30-6:20 pm. Because of the orientation material presented, excused absences will not be granted for the first session (special orientation that is 1.5--2 hours) for any reason whatsoever, including illness or emergency. There is no outside course work and no exams. A $25 course fee for MedPrep shirt and other course related items (e.g. AV items and other course-related items) as well as HIPAA training and PPD testing are required. For more information and to register for this course, please see the MedPrep website at medprep.wustl.edu. Registration is done through the website, NOT through Workday. Please do not submit override requests in Workday. You will be manually enrolled after you complete the requirements.

Credit 1 unit.

Typical periods offered: Fall, Spring

BIOL 2965 Pediatric Emergency Medicine Research Associates Program: Experiences in Life Sciences

The Pediatric Emergency Medicine Research Associates Program (PEMRAP) offers undergraduate pre-medical students an opportunity to participate in clinical, patient-oriented research projects in a hospital setting. Students have the opportunity to work in the St. Louis Children's Hospital Emergency Department, a nationally recognized pediatric emergency medicine and trauma care facility. A number of research projects are currently underway in various areas of pediatric emergency medicine. Research Associates are expected to work two 4-hour shifts per week in the St. Louis Children's Hospital Emergency Department and to attend a weekly 2-hour lecture on Tuesdays from 1:30-3:30pm in Conference Room 10A of the Northwest Tower Building (across from Children's Hospital). Lectures are given by Emergency Department faculty members. This program offers students the unique opportunity to be a vital part of the ED research team. In addition, the RA's experience in the ED may help him/her determine if medicine is truly the career path he/she wishes to choose. Registration is done through this website: http://pediatrics.wustl.edu/pemrap. May not be taken concurrently with Bio 2654: MEDPREP II.

Credit 3 units.

Typical periods offered: Fall, Spring

BIOL 2966 Introduction to Health Professions: Audiology, Occupational Therapy, Pharmacy, and Physical Therapy

This course provides students interested in health professions with an overview of occupational therapy, physical therapy, audiology, and pharmacy. Students gain a better understanding of the scope of practice, markets, and skills required to succeed in these professions. Students learn about graduate and professional education options and how to build a competitive application for these programs. Finally, students participate in self-directed learning experiences (which may include in-person or virtual shadowing, attending professional presentations, meeting with health care professionals or graduate students, or sitting in on graduate-level classes) and culminate their study with an inter-professional education session with a panel of faculty from the different health professions. Students finish the course with a better understanding of whether a career in health professions is right for them.

Credit 1 unit.

Typical periods offered: Spring

BIOL 2967 Collaborative Phage Bioinformatics

A research-based laboratory for those enrolled in Bio 2960, this class provides an opportunity to join a research team with the goal of genomic characterization of a locally isolated phage (a virus that infects a bacterial host). Similar to Bio 192, but using a condensed format and a larger team to tackle each phage. Lab work focuses on learning computer-based tools for genome analysis, followed by careful annotation of several genes from your phage and in-depth investigation of one gene. Requires concurrent enrollment in Bio 2960 Principles of Biology I; not open to students enrolled in Bio 192. One 2-hr pre-class online review/preparation session, nine 2-hr laboratory sessions, and a final poster presentation. (Lab does not meet in weeks with a scheduled Bio 2960 midterm.) May be taken for a letter grade or Credit/No Credit.

Credit 1 unit. A&S IQ: NSM Art: NSM

Typical periods offered: Spring

BIOL 2968 Pediatric Emergency Medicine Research Associates Program - Experiences in Life Sciences (PEMRAP II)

PEMRAP II is a continuation of Bio 2652, Pediatric Emergency Medicine Research Associates Program - Experiences in Life Sciences. Returning PEMRAP Research Associates (RAs) actively participate in new and ongoing research projects in various areas of pediatric emergency medicine. RAs assist during the active period of patient enrollment through screening of ED patients for study eligibility, reading information about the studies to the patients, collecting data regarding patient history and certain physical examination findings, and generally facilitating the study enrollment process. PEMRAP Returning RAs are vital members of the Emergency Department research team in the St. Louis Children's Hospital Emergency Department. Returning RAs assist in training and mentoring incoming PEMRAP students (BIO 2652) in ED protocol, work approximately one 4-hour shift per week in the ED, record shift activities and hours worked on a daily Shift Log form, and participate in the physician shadowing program (as offered). Returning RAs are responsible to meet hospital non-appointee requirements and stay current with new study protocols by attending or viewing new study presentations for PEMRAP students. These lectures are given by Pediatric Department faculty members introducing the basics of the clinical research process, specific studies, as well as pediatric illness. The RA position carries with it important responsibility requiring maturity, initiative, diligence and excellent interpersonal skills. There is no outside course work and no exams. Full participation is required. 45 shift hours = 1 credit Students may repeat this course for a maximum of 6 credits. Course may not be taken concurrently with Bio 2651, 2652, or 2654.

Credit 2 units.

Typical periods offered: Fall, Spring

BIOL 2969 Biomolecules in the Third Dimension

A computer-based laboratory for students enrolled in Bio 2960. This class gives students the opportunity to to learn biology in a new way. Students are exposed to experimental data and software visualization tools currently used in cutting edge research. Each week, biomolecules presented in Bio 2960 lecture will downloaded, viewed and manipulated in 3D using the molecular viewer PyMOL. Students will be able to study molecular interactions in greater depth than is possible in lecture. Ultimately, the laboratory is designed to help students develop their visuospatial thinking skills and to gain a deeper understanding of the macromolecules discussed in lecture. The class is highly recommended to students who identify themselves as visual/interactive learners. Topics include: protein and nucleic acid structure, signal transduction, energy transfer, replication, transcription and translation. Requires concurrent enrollment in Bio 2960 Principles of Biology I. Lab does not meet in weeks with a biology exam. Class taken for Credit/No Credit. Credit 1 unit. C. Smith, K. Hafer

Credit 1 unit. A&S IQ: NSM Art: NSM

Typical periods offered: Spring

BIOL 2970 Principles of Biology II

A broad overview of genetics, including Mendelian assortment, linkage, chromosomal aberrations, variations in chromosome number, mutation, developmental genetics, quantitative genetics, population genetics, mechanisms of evolution, and phylogenetics. Three lecture/problem solving sections and one laboratory period per week. Does not fulfill the laboratory requirement of the biology major. This course must be taken for a grade to count towards the Biology major.

Credit 4 units. A&S IQ: NSM Art: NSM BU: SCI

Typical periods offered: Fall, Summer

BIOL 2995 Biology Coursework Completed Abroad

This course is for study abroad credits.

Credit 12 units.

Typical periods offered: Fall, Spring, Summer

BIOL 2996 Elective: 200-Level

This course is for elective or transfer credits.

Credit 3 units.

Typical periods offered: Fall, Spring

BIOL 3010 Biotechnology Project

: This second year Biotech Explorers Pathway (BEP) course introduces students to the process used to generate project ideas, write proposals, and evaluate concepts, with peer evaluation applied at all steps of the process. Students completing Bio3010 will gain experience in science proposal writing with peer review, public speaking, team building, and leadership training. The first four weeks of the course will focus on individual pre-proposal brainstorming, writing, and pitching, while the remainder of the course will be dedicated to the development of full proposals by teams of students. This 3-credit project development course complements introductory courses by making connections between fields and building teams of students with experience in the process that nurtures ideas to products. Pre-requisites: Students need to have completed Bio2010: The Science of Biotechnology and Bio2020: Biotech Entreprenuers Seminar for enrollment in this course. Credit only. 3.0 units. Writing Intensive. Limited to 20 students.

Credit 3 units. A&S IQ: NSM, WI Art: NSM BU: SCI

Typical periods offered: Fall

BIOL 3030 Human Biology

How did Elvis, Socrates, and Babe Ruth die? How did David Letterman and Dick Cheney survive? In this course we work towards understanding the biology behind human health and disease. We examine cases from the news, literature and history. We work like detectives to understand how and why the characters were affected, and healed or died. This course is designed for students who do not plan to major in science and no prior science background is expected. Prerequisite: Sophomore standing or permission of instructor. A student may not receive credit for both Bio 303A and Bio 100A, 2960, 2970, or UCollege B320, B3201, B321, B3211.

Credit 3 units. A&S IQ: NSM Art: NSM BU: SCI

Typical periods offered: Spring

BIOL 3041 Plant Biology and Genetic Engineering

A 4 credit lecture course that provides an introduction to plant development, genetics, physiology and biochemistry with emphasis on processes that can be manipulated or better understood through genetic engineering. The course is divided into 3 sections. The first section of the course discusses basic plant biology, development and genetics. The second part of the course emphasizes gene structure, expression, and cloning as well as methods for introducing foreign DNA into plant cells and regenerating fertile plants in tissue culture. During the third part of the course we will discuss a variety of examples of genetically engineered traits, including: herbicide resistance; fruit ripening; pathogen and/or insect resistance; the use of plants for production of industrial and pharmaceutical compounds. Friday discussion sections focus on critical reading of the primary literature related to the material covered in lecture. Prerequisites: Bio 2960 and Bio 2970.

Credit 4 units. A&S IQ: NSM Art: NSM BU: SCI

Typical periods offered: Spring

BIOL 3057 Physiological Control Systems

Systems physiology with emphasis on human physiology. Must be taken for a letter grade.

Credit 3 units. A&S IQ: NSM Art: NSM

Typical periods offered: Spring

BIOL 3058 Physiological Control Systems
Systems physiology with emphasis on human physiology. Prereqs: Bio 2960 and Chem 112A.
Credit 2 units. A&S IQ: NSM Art: NSM
Typical periods offered: Spring

BIOL 3100 R Workshop in Biology
Biologists in all areas increasingly find that they have the need and opportunity to work with large data sets. The goal of this 1-credit course is to provide students with an opportunity to gain skills in data analysis and presentation using R, a free software environment for statistical computing and graphics (http://www.r-project.org). Topics include an introduction to basic programming in R, data types and manipulation, graphics, hypothesis testing and statistics, and applications to various fields of biology ranging from ecology to genomics. The course consists of ten, two-hour workshops that include a brief introduction to key concepts in R and applications in biology, followed by interactive, hands-on tutorials. Prerequisites: concurrent or prior course in statistics (Math 2200 or Math 3200) or permission of instructor.
Credit 1 unit.
Typical periods offered: Fall

BIOL 3110 Vertebrate Structure Laboratory
A lecture/laboratory course designed to provide an integrative framework for how vertebrate form and function evolved. Weekly lectures emphasize development and the relationship between the structural and functional design of organ systems, the importance of these relationships in maintaining homeostasis while providing opportunity for adaptation, and examples of how vertebrate organ systems communicate to accomplish functional and physiological integration. 1.5 hr lecture and 5 hrs lab each week. Prereq: Bio 2970.
Credit 4 units. A&S IQ: NSM Art: NSM BU: SCI
Typical periods offered: Fall

BIOL 3151 Endocrinology
An overview of mammalian endocrine systems with an emphasis on human physiology and development. The interplay between systemic, local cell, and tissue interactions as well as the cell and molecular events associated with hormone action discussed. Examples of endocrine evolution and pathological conditions related to endocrine imbalances also included. Prerequisite: Bio 2970.
Credit 3 units. A&S IQ: NSM Art: NSM BU: SCI
Typical periods offered: Spring

BIOL 3172 Biology for Climate Change Solutions
Human-induced climate change poses a pressing and pervasive threat to both human populations and to the biological world. The challenges of climate change are manifest and well known, increasing temperatures, greater variability of weather, sea level rise, leading to a host of consequences. Adapting to and mitigating climate change are essential activities for confronting the threats of climate change. The biological sciences offer great potential for addressing these threats. This course focus on efforts in biological research to adapt and to mitigate climate change. Topics will range across the biological sciences from microbial engineering and biotechnology to zoonotic diseases and one health, to ecosystem function and conservation of biodiversity. The course consists of lectures, discussion of assigned readings, and class projects. Class projects focus on science topics that addresses new approaches to climate adaptation and mitigation and constitute both of a written paper and class presentation. The goals of this class are: (1) to develop an understanding of basic climate science and the biological aspects of climate change, (2) to develop knowledge of the biological efforts towards adaption and mitigation for climate solutions. The class is open to both non-science and science majors. The course does not count for the biology major. 3 units credit. Class cannot be taken pass fail. Small class. Not for biology major credit
Credit 3 units. A&S IQ: NSM
Typical periods offered: Fall

BIOL 3182 History of the Life Sciences in the 20th Century
This course explores the vast changes that the life sciences underwent between 1890 and 2000, from a largely descriptive and qualitative, to a highly experimental and quantitative science. Topics include the rejection of Haeckelian morphology, the rise of experimental embryology, the rediscovery of Mendel and development of the Mendelian-chromosome theory, the new ecology of the Chicago school, the introduction of feedback and control systems in physiology, the synthesis of Mendelism and Darwinism, the rise of biochemistry and molecular biology, and the genomic revolution. In each topic, biological ideas are placed in their historical and social contexts. Prerequisites: At least a high school or preferably, college-level introductory course in biology and/or permission of the instructor.
Credit 3 units. A&S IQ: NSM Art: NSM
Typical periods offered: Spring

BIOL 3183 A History of Genetics in the 20th Century
After a brief survey of pre-twentieth-century theories of heredity, this course examines the work of Gregor Mendel and its rediscovery in 1900, and its expansion as an interfield theory in combination with the chromosome theory, pioneered beginning in 1910 by T.H. Morgan at Columbia and R.A. Emerson at Cornell, and led to the expansion of classical genetics up to World War II. The beginnings of biochemical and molecular genetics in the 1920s and 1930s developed rapidly after the war with the double-helix theory of DNA and the rise of molecular genetics. The course ends with examination of the Human Genome Project (Initiative) and the ramifications of genetic biotechnology. Throughout, emphasis is placed not only on the technical and theoretical developments comprising genetics as an epistemic field, but also on the economic, social, political and philosophical interconnections between genetics and society. Agriculture, medicine and the ideology of social control (including such movements as eugenics and Nazi race hygiene) both influenced, and were influenced by genetics, and played an integral part in the construction of the science itself. Readings are drawn from the primary and secondary literature. There is a mid-term, final and periodic student reports. Prereq: Bio 2960 and Bio 2970.
Credit 3 units. A&S IQ: NSM, WI Art: NSM
Typical periods offered: Spring

BIOL 3220 Woody Plants of Missouri
Washington University's Danforth Campus is home to more than 4000 trees and is now a registered arboretum. This urban forest ecosystem has been carefully curated and managed to provide habitat diversity, shade, rainwater mitigation, and aesthetic beauty. In this course, students will study the biology of woody plants in the classroom and in our arboretum. Specifically, students will learn woody plant systematics, physiology, and ecology as well as applied and hands-on techniques. Students will learn to collect forestry data and to identify trees by leaf, bud, bark, fruit and crown. They will learn to plant, propagate, and care for trees and other woody plants. They will also contribute to the ongoing research in our arboretum and to the education of their peers and campus visitors by adding new trees to the arboretum collection and by monitoring the campus trees as they learn to collect data on growth and phenology. Students who successfully complete this course will be eligible to join the Danforth Arboretum Loraxes for the remainder of their time at Washington University.

Loraxes will be arboretum ambassadors and will be called upon from time to time to lead tours of the arboretum for prospective students, science outreach, or members of the campus community. Prerequisite: Biol 2960. (Biology Major Area C)
Credit 3 units. A&S IQ: NSM Art: NSM BU: SCI
Typical periods offered: Fall, Spring

BIOL 3221 Research and Public Education in the Arboretum
Washington University's Danforth Campus is home to more than 4000 trees and is now a registered level II arboretum. This urban forest ecosystem has been carefully curated and managed to provide habitat diversity, shade, rainwater mitigation, as well as aesthetic beauty. The arboretum is also an institutional structure to support education, research and public service. This course combines theory and hands-on practice. In this course you will: Learn about the history and philosophy of public natural history museums, botanical gardens, arboreta, and zoos Learn about arboreta and public gardens around the world Learn field techniques for monitoring the growth and assessing the health of trees o Apply those techniques by contributing to the bio-monitoring and tracking of the trees in the Danforth Campus Arboretum Learn about the pedagogy of public education in museums, zoos and arboreta o Apply the pedagogic practices to development of public education campaigns in the Danforth Campus Arboretum o Apply those practices by serving as an outreach ambassador and leading tours through the Danforth Campus Arboretum Prerequisite: Biology 3220
Credit 3 units. A&S IQ: NSM
Typical periods offered: Spring

BIOL 3240 Human Genetics
Broad coverage of the role of genetics in medicine, with a focus on the application of genomic technologies to the understanding of human disease. Areas covered include the identification of human disease genes, modern cytogenetics, risk assessment in pedigrees, biochemical genetics, imprinting, mitochondrial genetics, gene therapy, complex inheritance, assisted reproduction, prenatal diagnosis, immunity, cancer, and pharmacogenetics. The profound ethical and legal considerations raised by modern genetic technologies are also discussed. (Biology Major Area A)
Credit 3 units. A&S IQ: NSM Art: NSM BU: SCI
Typical periods offered: Fall

BIOL 3280 Principles in Human Physiology
This course is designed to provide students with an understanding of the function, regulation, and integration of the major organ systems of the body. Course content includes neural and hormonal homeostatic mechanisms, and study of the circulatory, respiratory, digestive, urinary, musculoskeletal, nervous, endocrine, immune and reproductive organ systems. Mechanisms of exercise physiology are integrated throughout the course. Prerequisites: Bio 3058, or equivalent.
Credit 4 units. A&S IQ: NSM Art: NSM BU: SCI
Typical periods offered: Spring

BIOL 3340 Cell Biology
Eukaryotic cell structure and function viewed from the perspective of modern cell biology. Lectures cover such topics as membrane transport, endocytosis, secretion, intracellular trafficking, signal transduction, extracellular matrix, cytoskeleton, motility, cell cycle, and the cellular basis of disease. (Biology Major Area A)
Credit 3 units. A&S IQ: NSM Art: NSM BU: SCI
Typical periods offered: Spring

BIOL 3371 Eukaryotic Genomes
An advanced exploration of the structure and function of DNA within the eukaryotic nucleus. Lecture and discussion cover topics of chromatin and chromosome structure, control of gene transcription, RNA processing, and DNA replication and repair. The relevance of these topics to the genetic basis of human disease is discussed. Throughout, the experimental data that shape our current understanding are emphasized. Course grades based on exams, problem sets and short papers. Lecture 3 hours per week plus required discussion section meeting every other week. Prerequisites: Bio 2970, Chem 261 (may be taken concurrently). Offered every other fall in even numbered years.
Credit 4 units. A&S IQ: NSM Art: NSM BU: SCI
Typical periods offered: Fall

BIOL 3411 Principles of the Nervous System
This course will provide a broad introduction to neuroscience, starting at the level of cellular and molecular neuroscience, and ultimately ending at systems and theoretical neuroscience, with emphasis on the organization of the mammalian central nervous system. Topics will include neuronal structure, the action potential, information transmission between neurons, sensory/motor systems, emotion, memory, disease, drugs, behavior, and network dynamics. A fundamental goal of this course is to provide students with the ability to approach complex problems using the scientific method and to understand the limits of knowledge. This course will also expose students to some of the neuroscience community at WashU. Bio 2960, Bio 2970 recommended, Bio 3058 recommended or Psych 3401 and permission of instructor. (Biology Major Area B)
Credit 3 units. A&S IQ: NSM Art: NSM BU: SCI
Typical periods offered: Fall

BIOL 3421 Introduction to Neuroethology
The neural mechanisms of animal behavior from an evolutionary and ecological perspective. Topics include: contributions of model systems to understanding fundamental properties of nervous system structure and function; electrical signals of sensory cells, neurons, and muscle; neural processing of sensory input; neural control of behavioral output; anatomy and physiology of sensory and motor systems; learning and memory; evolution of neural circuits.
Credit 3 units. A&S IQ: NSM Art: NSM BU: SCI
Typical periods offered: Spring

BIOL 3422 Genes, Brains, and Behavior
Genetic studies of physiological systems underlying animal behavior, including the genetic basis for normal and abnormal behaviors in animals and humans. Topics include: history of behavioral genetics; the ongoing debate about nature vs. nurture; contributions of genetic model systems including the nematode Caenorhabditis elegans, the fruit fly Drosophila melanogaster, zebrafish, the mouse Mus musculus, and other animal models; molecular mechanisms underlying the evolution of behavioral phenotypes; the emerging role of epigenetics in regulating nervous-system functions and behavior; the use of genetic and genomic analyses in studies of human behavior and psychiatric disorders. Prereq: Bio 2970
Credit 3 units. A&S IQ: NSM Art: NSM BU: SCI
Typical periods offered: Fall

BIOL 3423 Behavioral Genetics Laboratory
This course introduces students to fundamental concepts of how genes govern behavior by using the model system Drosophila melanogaster. Students learn modern and classic laboratory techniques, including fly crossing, genetic screens, behavioral assays, microscopy, and electrophysiology. Specifically, we use the GAL4/UAS system to assess the role of microRNAs in a variety of fly behaviors. A primary goal of the course is to develop real-world research skills by having students

design, propose, and execute a set of novel research questions. Statistical analysis and interpretation of student data are emphasized. To build a solid conceptual background, lectures are given once per week, and students read, analyze, and discuss primary research articles. Understanding is assessed through journal club reports and presentations, research reports, and a final presentation of experimental results. This course is designed for upper-level students who have taken Biol 2960 and Biol 2970.

Credit 3 units. A&S IQ: NSM Art: NSM BU: SCI

Typical periods offered: Spring

BIOL 3424 Great Discoveries in Neuroscience

A discussion-based course for advanced undergraduates in neuroscience that focuses on discoveries with major impacts on our understandings of how brains function. Readings include:Gordon Shepherd'sbook Creating Modern Neuroscience: The Revolutionary 1950s;papers in neuroscience of Nobel Laureates, Kavli Neuroscience Prize winners, and Brain Prize winners;and papers of great discoveries with the potential to inspire future revolutions in the field. Attendance at class meetings is required. Weekly written assignments include descriptions of course readings and summaries of discussions at class meetings. Course must be taken for a letter grade. Counts toward the Advanced Biology Elective requirement of the Biology: Neuroscience major.

Credit 3 units. A&S IQ: NSM Art: NSM

Typical periods offered: Spring

BIOL 3430 Plants, Environment and Civilization

Human life, health, and civilization depend on plants. This course introduces basic plant biology, the role of plants in natural ecosystems, and the various uses of plants in both traditional cultures and in developed countries. Topics include the medicinal uses of plants, domestication of plants for agriculture, biotechnology and plant conservation. Does not count toward upper-division credits required for the major.

Credit 3 units. A&S IQ: NSM Art: NSM

Typical periods offered: Fall

BIOL 3470 Darwin and Evolutionary Controversies

Focus is on controversies in evolutionary biology from Darwin's day to the present. Most of the controversies concern scientific issues such as Kelvin's estimate of age of the earth, Jenkin's argument against blending inheritance, neutral variations, effects of isolation on the role of selection, mass extinction and nemesis, but some address social issues such as evolutionary ethics and scientific creationism. Emphasis in the readings is on primary sources, including Darwin's Origin of Species. Writing Intensive. (Biology Major Area C)

Credit 3 units. A&S IQ: NSM, WI Art: NSM BU: SCI

Typical periods offered: Fall

BIOL 3481 Parasitology

This course introduces students to the fundamentals of parasitism. Throughout the semester, students not only learn about parasite biology (examples: parasite life cycles, host immune responses, parasite evasion mechanisms), but also how parasites make a broader impact (examples: co-evolution of hosts and parasites, parasites as indicators of environmental health, the challenge of parasite control). Topics include, but are not limited to, parasite diversity and classification, life cycles, host evasion mechanisms, pathology, disease, control, types of hosts and their immune responses, and the impact that parasites have on ecology and conservation biology. 3.0 Credit Hours. Prerequisites: Principles of Biology I (Biol 2960) and II (Biol 2970) (Biology Major Area A)

Credit 3 units. A&S IQ: NSM Art: NSM

Typical periods offered: Fall

BIOL 3490 Microbiology

This four credit lecture course focuses on the molecular biology of bacteria, archaea, and viruses. Topics include: the bacterial cell cycle, gene regulation, stress response, cell-cell communication, viral and bacterial pathogenesis, microbial ecology, and metabolic diversity. Friday tutorials stress analysis of the primary literature with an emphasis on current research related to material covered in lecture. Prerequisites: Biology 2960, and 2970, or permission of instructor.

Credit 4 units. A&S IQ: NSM Art: NSM BU: SCI

Typical periods offered: Spring

BIOL 3491 Microbiology Laboratory

After introducing students to the basics of bacterial growth and maintenance, this laboratory class employs microscopy, genetics, cell biology, and genomics to explore various aspects of bacterial physiology, structure, and identification. Students will present finding throughout the semester in both written and oral format. Roughly one hour lecture and five hours of laboratory per week. Fulfills the upper - level laboratory requirement for the Biology major.

Credit 3 units. A&S IQ: NSM Art: NSM BU: SCI

Typical periods offered: Fall, Spring, Summer

BIOL 3492 Laboratory Experiments With Eukaryotic Microbes

This research-intensive course provides an introduction to diverse molecular and cell biology techniques used in model experimental organisms to explore fundamental biological questions. Experiments are performed using selected fungi and protozoans commonly used in major research efforts. Emphasis is placed on choosing the appropriate organism for the question posed using the most current technologies. Each semester, one cellular process is studied in detail and original research is carried out. Prerequisites: Bio 2960 and 2970 and permission of instructor-- contact early to ensure enrollment. One hour of lecture and six hours of laboratory a week. Fulfills the upper-level laboratory requirement for the Biology major. Enrollment limited to 12.

Credit 3 units. A&S IQ: NSM, WI Art: NSM BU: SCI

Typical periods offered: Spring

BIOL 3493 Bacterial Bioprospecting and Biotechnology

Many bacteria are essential in food industry (fermentation of meats, cheeses, and beverages), agriculture (crop protection against weeds, pathogenic bacteria, and fungi), biotechnology (producing fine chemicals, cofactors, amino acids, and industrial enzymes) and the pharmaceutical industry (producing clinical antibiotics, anticancer, antiviral, veterinary, and immunomodulatory drugs). This laboratory course examines how basic biological understanding can lead to discovery of bacterial products, enzymes and activities useful to humankind. We combine core concepts from biochemistry, bacterial genetics, bioinformatics, chemistry and enzymology to study bacteria from the genus Streptomyces and close relatives. Lines of inquiry include environmental isolations, molecular toolbox and host development, plus bioinformatic and laboratory-based analyses of secreted proteins and antibiotics. Prerequisites: Bio 2960 and 2970. One hour of lecture and six hours of laboratory per week. This course fulfills the laboratory requirement for the Biology major. Enrollment limited to 16. Credit 3 units. J. Blodgett

Credit 3 units. A&S IQ: NSM Art: NSM BU: SCI

Typical periods offered: Fall, Spring

BIOL 3494 Microbes and the Environment

From the origins of life to global biogeochemical cycling. An examination of microbes (archaea, bacteria, fungi, yeasts, protist and viruses) in the vast array of environments in which they occur, from wetlands and lake sediments, aquifers and deep crustal settings, to polar ice and desert surfaces. Emphasis on the roles that microbes

play in biogeochemical cycles, redox processes, contaminant mobility, biodegradation, and ecosystem productivity. The emphasis will be placed on case studies and students will be expected to participate in-class discussions. Prerequisites: Bio 2970: Principles of Biology II (students with only Bio 2960 can contact the instructor for permission to take the course), Chem 106: Introductory General Chemistry II or Chem 112: General Chemistry II, graduate standing, or permission of Dr. Bose. Chem 252:Organic Chemistry II strongly recommended.
Credit 4 units. A&S IQ: NSM
Typical periods offered: Fall

BIOL 3501 Evolution
A general survey of evolutionary biology, covering both micro- and macroevolution. Topics include natural selection, genetic drift, gene flow, sexual selection, kin selection, pathogen evolution, speciation, phylogenetics, molecular evolution and evolutionary-developmental biology. Weekly discussion sections focus on analysis of recent studies related to lecture topics. Prerequisite: Bio 2970. (Biology Major Area C)
Credit 4 units. A&S IQ: NSM Art: NSM BU: SCI
Typical periods offered: Fall

BIOL 3700 Animal Behavior
This course examines animal behavior from an evolutionary perspective and explores the relationships between animal behavior, ecology, and evolution. Topics include foraging behavior, mating systems, sexual selection, predator-prey relationships, cooperation and altruism, competition and parental care. A student may not receive credit for more than one of the courses Biol 370, Biol 372 and Biol 472. Prerequisite: Biol 2970 or permission of instructor. (Biology Major Area C)
Credit 3 units. A&S IQ: NSM Art: NSM BU: SCI
Typical periods offered: Fall

BIOL 3730 Laboratory On the Evolution of Animal Behavior (Writing Intensive)
This course explores the costs, benefits and constraints that drive the evolution of animal behavior. It is divided into four modules that cover a range of common empirical and numerical tools in modern evolutionary biology (no prior experience in any of the following topics is necessary): (1) a brief overview of basic statistics and a tutorial in R; (2) an experimental lab on agonistic behavior in crickets; (3) a computer simulation lab on the evolution of animal communication; and (4) a phylogenetic comparative analysis lab exploring the topic of sexual selection. Laboratory modules are hands-on and student driven. They begin with an overview of relevant literature and a discussion of key questions that have been addressed experimentally in that field. Students are then encouraged (and guided) to apply these concepts to the design, execution, and analysis of individual and/or collaborative research projects. In the process, they learn how to apply some of the latest numerical and/or empirical research tools in evolutionary biology. A majority of class time is devoted to active learning through the collection and analysis of data (each lab module lasts four weeks). The course also includes weekly presentations by the instructor and class discussions on topics that help place the students' work into the broader context of evolutionary theory. Prerequisites: Biol 2970 and Psych 100B or permission of instructor. This course is Writing Intensive.
Credit 3 units. A&S IQ: NSM, WI Art: NSM BU: SCI
Typical periods offered: Fall

BIOL 3810 Introduction to Ecology
This course explores the central theories and principles in ecology and evolution, and the use of these principles to study and predict human-induced environmental changes. It emphasizes understanding species interactions and population dynamics in biological communities, and the relationships between communities and their environment. It regularly touches on applications of these principles such as ecological responses to global climate change, consequences of habitat fragmentation, disease ecology, and conservation medicine. Principles of experimental design, quantitative data analysis and interpretation, and mathematical models are critical to the field of ecology and are also emphasized throughout the course. Class meetings will include lectures, class activities, computer simulation labs, and smaller group discussions to familiarize students with peer-reviewed journals, scientific writing, and current issues in ecology. Assignments include regular homework reading, occasional problem sets, participation in tutorials/discussions, and a small term-paper.
Credit 3 units. A&S IQ: NSM Art: NSM BU: SCI
Typical periods offered: Fall, Spring

BIOL 3900 Science for Agriculture and Environmental Policy
Government policies at the local, state, and national levels determine and regulate activities that range from local farmers markets to U.S. membership in the Paris Climate Agreement. Science can and should play a critical role in developing policy. This course focuses on the biological science behind policies for climate change and agricultural practice as well as the role of various organizations in providing science for policy. Now is a particularly interesting time for science-based policy with the election of a new U.S. President and the elevation of the President's science advisor to Cabinet level. This course is divided into three parts. First, we review how policy is developed and how various agencies and actors affect policy. The next section looks at biological topics that have policy implications. These case studies are presented by expert speakers who have had experience in various science-related roles in the federal government, foundations, professional associations, advisory organizations, and scientific publications. Finally, students conduct individual research projects on a science topic that affects current legislative efforts, either state or national. Students investigate the basic science of their chosen topic and how this could affect proposed legislation. As part of the research project, students give a class presentation, lead a class discussion, and write a term paper on the foundational biological science. The goals of this course are as follows: (1) to develop an understanding of how science is used to develop policy by examining case studies presented by experts; and (2) to critique a proposed science-based policy either at the state or federal level.
Credit 3 units. A&S IQ: NSM Art: NSM
Typical periods offered: Fall

BIOL 3990 Undergraduate Teaching
Exceptional undergraduates serve as teaching assistants for laboratory and/or discussion sections in departmental courses. Normally 2 or 3 units are given a semester, subject to the approval of the instructor and the department. Credit may not be counted toward fulfilling the biology major; application form in Department of Biology office. Prerequisite: permission of instructor. Credit /No Credit only.
Credit 3 units. A&S IQ: NSM
Typical periods offered: Fall

BIOL 3991 Undergraduate Teaching
Exceptional undergraduates serve as teaching assistants for laboratory and/or discussion sections in departmental courses. Normally 2 or 3 units are given per semester, subject to the approval of the instructor and the department. Credit may not be counted toward fulfilling the biology major; application form in Department of Biology Student Affairs office. Prerequisite: permission of instructor. Credit /No Credit only.
Credit 3 units. A&S IQ: NSM Art: NSM
Typical periods offered: Spring

BIOL 3995 Biology Coursework Completed Abroad
This course is for study abroad credits.
Credit 12 units.
Typical periods offered: Fall, Spring, Summer

BIOL 3996 Elective: 300-Level
This course is for elective or transfer credits.
Credit 3 units.
Typical periods offered: Fall, Spring

BIOL 4000 Introduction to Biochemistry
This course provides a basic understanding of the molecular structure of biomolecules, the metabolic processes by which these molecules are synthesized and degraded, and the energy produced to support cellular processes. It includes a study of enzyme kinetics and metabolic control mechanisms. Prerequisite: Chem 261 (either with lab or lecture only is acceptable) or permission of instructor. Priority given to students enrolled in the Post-Baccalaureate Premedical program.
Credit 3 units. A&S IQ: NSM BU: SCI
Typical periods offered: Fall, Spring

BIOL 4005 Advances in Cellular & Molecular Biology
will examine some of the fundamental principles of cellular processes at the molecular level. Among the major topics covered are nucleic acid chemistry, gene structure and organization in prokaryotes and eukaryotes, gene expression, and recombinant DNA and transgenic/knockout (including conditional knockout) mouse technology. The topic of the CRISPR/Cas system used for gene editing is also be included. In addition, the idea of genes and genomes will be discussed with an introduction to functional and comparative genomics. In particular, emphasis in the second half of the semester will be on the various modes of regulation of gene expression and protein synthesis, and some of the various methodologies utilized to address these topics. In addition, the concepts of siRNA, miRNA, and the phenomenon of RNA-interference will be covered with the topic of micro-RNA and disease, and the importance of these small non-coding RNA molecules, highlighted by presentation of material from the scientific literature. Also included will be a major publication showing how RNA interference can be used as a tool to unlock the secrets of human embryonic stem cells. A number of commonly used molecular biology and biochemical lab techniques will also be covered, in addition to more recent tools such as RNA seq that can be used to address global changes in transcriptional profiles. Course prerequisites: At least one 100/200 level class in Biology and one 100/200 level class in Chemistry or Biochemistry. This course does not count toward the undergraduate biology major. MA in Biology students should register for the IDENT L41 5005. Undergrads and PBPM students should register for 4005.
Credit 3 units. A&S IQ: NSM Art: NSM
Typical periods offered: Spring

BIOL 4025 Current Approaches in Plant and Microbial Research
This course is designed to introduce graduate students and upper-division undergraduates to contemporary approaches and paradigms in plant and microbial biology. The course will include lectures, in-class discussions of primary literature and hands-on exploration of computational genomic and phylogenetic tools. Evaluations will include short papers, quizzes, and oral presentations. Over the semester, each student will work on conceptualizing and writing a short NIH-format research proposal. Particular emphasis will be given to the articulation of specific aims and the design of experiments to test these aims, using the approaches taught in class. Students will provide feedback to their classmates on their oral presentations and on their specific aims in a review panel. Fundamentals of Biology II: Genetics (Bio 2970) or permission of the instructor.
Credit 4 units. A&S IQ: NSM Art: NSM
Typical periods offered: Spring

BIOL 4026 How Plants Work: Physiology, Growth, and Metabolism
This course introduces students to the fundamentals of how plants grow, metabolize and respond to their environment. Topics to be covered include the conversion of light energy into chemical energy through photosynthesis and carbon fixation, nitrogen assimilation, water and mineral uptake and transport, source-sink relationships and long-distance transport of carbon and nitrogen, cell growth and expansion, hormone physiology and physiological responses to a changing environment. Prerequisite: Bio 2960 and Bio 2970, or permission of instructors. (Biology Major Area B)
Credit 3 units. A&S IQ: NSM Art: NSM BU: SCI
Typical periods offered: Fall

BIOL 4027 Viruses and the Diseases They Cause
The goal of this course is to discuss different families of viruses that are important human pathogens. For each of these families of viruses we will discuss the following three aspects as it relates to their clinical significance.

1. The diseases that they cause. The clinical manifestations, the geographic extent of these infections, the consequences of these infections on the populations affected by the virus being discussed.
2. Mechanisms they use to evade host defense mechanisms. Each of these families of viruses have a unique set of factors that they produce that enable them to evade host responses. We will discuss these factors and how they specifically target our responses to the infections they cause.
3. Current therapies used to treat these viral infections. This would include both drug therapies, immunizations and even environmental aspects that predispose a particular geographic region to infection by a specific class of viruses.

Each class will involve both lecture and discussion of relevant publications that are associated with the topic being discussed that class. There will be two exams, a mid-term and a final that will not be cumulative. Note: This course does not count toward the undergraduate Biology major. It is intended for PBPM students.
Credit 3 units.
Typical periods offered: Fall

BIOL 4030 Biological Clocks
Biological clocks are the endogenous oscillators that coordinate physiological and behavioral rhythms in nearly all organisms. This course examines how these rhythms are generated and regulated. The material includes molecular, cellular and systems physiology and the relevance of biological timing to ecology and health in everything from protozoans to plants to people.
Credit 3 units. A&S IQ: NSM Art: NSM
Typical periods offered: Spring

BIOL 4040 Laboratory of Neurophysiology
Neurophysiology is the study of living neurons. Students record electrical activity of cells to learn principles of the nervous system including sensory transduction and coding, intercellular communication and motor control. The course meets for 9 hours each week. Students may leave the lab for up to 2 hours. Prereq: Bio 3411 or Psych 4411 AND PERMISSION of Student Coordinator, Erin Gerrity. Bio 3411 may be taken concurrently.
Credit 4 units. A&S IQ: NSM, WI Art: NSM
Typical periods offered: Fall

BIOL 4060 Introduction to Biochemistry
This course provides the student with the basics of biomolecules and their structures, bioenergetics, mechanisms, kinetics, and major metabolic processes. The course assumes students have a strong foundational background in biology, general and organic chemistry.
Credit 3 units.
Typical periods offered: Fall

BIOL 4071 Developmental Biology
An introduction to the molecular and cell biology of animal development. The course is divided into three broad sections, which cover 1) an introduction to the major cell-cell signaling systems used during development and their study in model organisms, 2) molecular studies of early vertebrate development, and 3) the biology of stem cells. The focus is on molecular approaches applied to important model systems, but framed in classical concepts. Prereqs.: Principles of Biology II (Biol 2970); Cell Biology (Biol 334) and/or a course in biochemistry recommended. Small Class. Credit 3 units.
Credit 3 units. A&S IQ: NSM Art: NSM
Typical periods offered: Spring

BIOL 4072 Regenerative and Stem Cell Biology
Regeneration is a very complex, post-embryonic developmental phenomenon, where organisms replace lost body parts and organs upon injury. However, we still know very little about why some animals are so successful at regenerating whole bodies and organs, while other animals (like humans) have limited or no capacity to do so. This course covers regeneration and stem cell biology across different levels of biological organization (e.g. cell, organ, limb regeneration.) and across the animal phylogeny. Students learn about mechanisms of regeneration at the cellular and molecular level, and how these mechanisms vary among organisms. In addition to the general principles of stem cells and regenerative biology, the course will be a good introduction to animal diversity and evolutionary developmental biology (evo-devo). Students will read and discuss primary literature, and write up their own experimental design to test hypotheses. Prerequisites: Bio 2970 (Principles of Biology 2 - Genetics) (Biology Major Area B)
Credit 3 units. A&S IQ: NSM Art: NSM
Typical periods offered: Fall

BIOL 4105 Topics in Anthropology: Biomechanics
Humans, like all organisms, live and evolved in a world that is governed by the rules of physics. Such an engineered world has undoubtedly had a profound impact on the human evolutionary trajectory. Biomechanics is the science of understanding the natural world around us in a mechanistic fashion, and it has become a major pillar in investigating the human form and function. Understanding how humans and our closest relatives behave in and interact with a physical world can lead to novel insights into the evolution of complex traits, whether it involves investigating the mechanics of tissues and structures of the human body or understanding the principles of movement and locomotion. Through lectures, discussions and hands-on experiences, this course will explain biomechanical terms and principles to demonstrate how this discipline has contributed to biological anthropology.
Credit 3 units. A&S IQ: NSM Art: NSM BU: SCI
Typical periods offered: Spring

BIOL 4114 Neuroplasticity: Wiring and Rewiring of the Brain
Neuroplasticity: Wiring and Rewiring of the Brain' discusses the brain's remarkable ability to change, reorganize, and grow its neural networks. Our brains are constantly evolving; new and relevant connections are strengthened while irrelevant ones are eliminated. This phenomenon is known as neuroplasticity. This course examines how the brain reshapes itself at molecular, neural, and systemic levels. It explores both endogenous (internal) and exogenous (external) factors involved in this process, highlighting the significant contributions of this emerging field of neuroscience. Students learn how to rewire the brain more effectively to enhance its plasticity, which can improve cognitive capacity, enhance learning, prevent memory loss, and promote overall brain health. Understanding of this fascinating area of neuroscience is being applied in various fields, including mental wellbeing and behavioral health, neuroprotection against age-related declines, artificial intelligence, and medicine. Students also explore how the systematic reinforcement of sensory environments, healthy sensory inputs, and brain exercises can boost brain capacity by creating new circuits. Conversely, toxic living conditions and unhealthy lifestyles can negatively impact brain function. Additionally, recent research findings, journal articles, and publications in this emerging area of neuroscience will be reviewed.
Credit 3 units. A&S IQ: NSM
Typical periods offered: Fall

BIOL 4139 Global Environmental Change and Thermal Ecology
We are living in an unprecedented period in which global habitats are experiencing massive changes at an alarming rate. Turnover of forest, grassland, and wetland into human-dominated landscapes reduces the availability of habitat to support species. Furthermore, the near unabated release of greenhouse gases is transforming Earth's climate; the world is getting warmer, and patterns of rainfall are shifting. The principles of thermal ecology -- that is, the relationship between temperature and biological processes at different levels of organization -- provides a framework for understanding how organisms respond to fluctuating temperatures. This course focuses on the thermal challenges organisms face in a warmer world. Topics include evidence of anthropogenic climate change; quantifying the thermal environment; how temperature influences physiological processes and in turn variation in life history traits; population dynamics; and the role of phenotypic plasticity. The course format includes lectures, discussions, and the application of simulations and models to forecast species response to altered environments. Prerequisite: Biol 381.
Credit 3 units. A&S IQ: NSM
Typical periods offered: Fall

BIOL 4181 Population Genetics
An introduction to the basic principles of population and ecological genetics. Mechanisms of microevolutionary processes; integrated ecological and genetic approach to study the adaptive nature of the evolutionary process. Prerequisite: Bio 2970.
Credit 3 units. A&S IQ: NSM Art: NSM
Typical periods offered: Fall, Spring

BIOL 4182 Macroevolution
An advanced introduction to the study of macroevolutionary patterns and processes with emphasis on the systematic methodology employed. Topics: theories of classification, phylogenetic reconstruction, testing of historical hypotheses, hierarchy theory, adaptation, extinction, speciation, developmental mechanisms of organismal evolution, biogeography.
Credit 3 units. A&S IQ: NSM Art: NSM
Typical periods offered: Spring

BIOL 4183 Molecular Evolution
A rigorous introduction to the study of evolution at the molecular level. Topics include the origin, amount, distribution and significance of molecular genetic variation within species, and use of molecular data in systematics and in testing macroevolutionary hypotheses. Prerequisite: Bio 2970, or permission of instructor.

Credit 3 units. A&S IQ: NSM Art: NSM
Typical periods offered: Fall, Spring

BIOL 4191 Biology Field Course in Ecology
This course includes filed coursework in Biology.
Credit 3 units.
Typical periods offered: Summer

BIOL 4193 Experimental Ecology Laboratory
The goal of this course is to provide skills in the design, interpretation, and written presentation of ecological and evolutionary experiments, with emphasis on sampling methodology, hypothesis testing, and data analysis. A key objective of this course is to familiarize students with the importance of statistics and experimental design as unified tool, rather than two separate processes. We will practice how to abstract theories, hypotheses, predictions, mathematically, how to contrast them with data, and interpret the results. The course does not seek to be exhaustive of all experimental designs or statistical techniques, nor intensive in any given one. Rather, its focus is on providing the tools and concepts for the critical evaluation, choice, interpretation and further independent learning of the experimental and statistical tools needed for research. Practical analysis of data will be taught in program R, but no prior knowledge is required. During the course, students will plan and execute their own ecological studies, within the limitations of the current pandemic. This is a writing intensive course and grades are based on written assignments, including final projects, and in-class participation. This course fulfills the upper-level laboratory requirement for the Biology major. Prereq: Permission of instructor and at least one of the following: Bio Bio 3501, Bio 372, Bio 381, Bio 419, or Bio 472. Enrollment is limited to 10 students. Credit 4 units.
Credit 4 units. A&S IQ: NSM, WI Art: NSM
Typical periods offered: Fall, Spring

BIOL 4195 Disease Ecology
Disease ecology is an interdisciplinary field that bridges concepts from fields including population ecology, community ecology, landscape ecology, and evolutionary biology. This course provides an introduction to the study of infectious diseases with an emphasis on theoretical, experimental, and quantitative approaches. The course will integrate studies of infectious diseases from across disciplines including human epidemiology, veterinary medicine, wildlife epidemiology, plant pathology, parasitology, and ecology. Principles of Biology II (Bio 2970) required, Introduction to Ecology (Bio 381) recommended, or permission of instructor.
Credit 4 units. A&S IQ: NSM Art: NSM BU: SCI
Typical periods offered: Spring

BIOL 4197 Community Ecology
Community ecology is an interdisciplinary field that bridges concepts in biodiversity science, biogeography, evolution and conservation. This course provides an introduction to the study of pattern and process in ecological communities with an emphasis on theoretical, statistical and experimental approaches. Topics include: ecological and evolutionary processes that create and maintain patterns of biodiversity; biodiversity and ecosystem function; island biogeography, metacommunity dynamics, niche and neutral theory; species interactions (competition, predation, food webs), species coexistence and environmental change. The class format includes lectures, discussions, and computer labs focused on analysis, modeling and presentation of ecological data using the statistical program R. Prereq: Bio 2970 required, Bio 381 recommended, or permission of instructor. (Biology Major Area C)
Credit 3 units. A&S IQ: NSM Art: NSM
Typical periods offered: Fall

BIOL 4220 Practical Bioinformatics
From medicine to genomics to ecology, all fields of biology are now generating large and complex datasets that can only be analyzed using computational approaches. This course introduces computational techniques and perspectives to biologists that are new to computational thinking. Students will learn how to design research workflows, decompose complex problems into simpler solvable units, and apply scientific computing principles to research. In addition, students will practice foundational computing skills, such as using the UNIX operating system on research clusters, writing custom analysis programs with shell scripts and with Python, and summarizing and visualizing analysis output. The laboratory exercises build on one another, culminating in the construction of a bioinformatics pipeline that can process and analyze molecular data. Students will apply their newly learned computational skills and use their pipeline to analyze virus sequence evolution and explore evolutionary models. Prerequisites: Biol 2970; Math 132 (Calculus II); Math 223 (Calculus III) or Math 2200 (Elementary Probability); CSE 131 (Computer Science I; suggested course); permission of instructor. Credit/no credit.
Credit 4 units. A&S IQ: NSM Art: NSM
Typical periods offered: Fall

BIOL 4240 Immunology
Basic molecular and cellular aspects of the vertebrate immune system with emphasis upon the interrelationships of non-specific and specific host defense against disease, the nature of immunological specificity and its underlying molecular biology. Includes complement systems, immunochemistry, the nature of cellular activation and effector generation, immunodeficiency, tolerance, tissue transplantation, hypersensitivity, immune regulation and specific diseases illustrative of the successes and failures of the immune system. Case studies will be presented by the students on an array of immune system disease. Prerequisites: Bio 2970 and Chem 262. Interested Juniors in their second semester are particularly encouraged to register for this course.
Credit 4 units. A&S IQ: NSM Art: NSM
Typical periods offered: Fall, Spring

BIOL 4242 Virology
Viruses are all around us and play key roles in health, evolution, ecology, agriculture, and can even completely disrupt societies. In this course, we explore the wide array of viruses, the basics of their structure, the infection cycle, their role in human health, and how we can adapt viruses for uses in research, agriculture, and biotechnology. Emphasis is on animal viruses, specifically medically relevant viruses, including HIV and SARS-CoV-2, and recent advances in virology. While primarily a lecture-based course, students present on a relevant virus and read primary literature. Prerequisite(s): Either BIOL349 (Fundamentals of Microbiology) or BIOL334 (Cell Biology).
Credit 3 units. A&S IQ: NSM Art: NSM
Typical periods offered: Fall

BIOL 4243 Immunology Laboratory
The Immunology Laboratory will introduce students to a variety of common, broadly useful immunological techniques and then allow each student to employ most of the learned techniques in addressing a current research question. Experiments will employ mouse cells in vitro and will emphasize quantitative analysis of the data. Prereq: Bio 424 and permission of instructor.
Credit 3 units. A&S IQ: NSM Art: NSM BU: SCI
Typical periods offered: Fall, Spring

BIOL 4244 Advances in Immunology
The goal of this course is to provide students with an overview of the mammalian immune system.

1. We will begin with a general overview of the immune system.
2. We will then discuss the specific cells and factors that constitute the immune system.
3. We will describe how the immune system detects and defends us against attack by pathogenic microbes.
4. We will describe how foreign tissues are recognized, rejected and what therapies for preventing that from taking place.
5. We will discuss aberrant immune responses that would result in under-responsiveness or over-responsiveness.
6. We will finally cover how the immune system responds to malignant tumor growth and how those cancers evade detection and destruction as well as what therapies are available to aid the immune system to attack the cancer.

The class will run for 2 hours and 50 minutes and consist of a 75 to 120 minute lecture that is followed by student presented discussions of relevant publications to that topic being discussed that lecture. This will be for those students who select that option for their individual responsibility (see below). In the event that there are no student presentations scheduled for a particular class period, the instructor will present an article associated with that lectures topic. Note: this course does not count toward the undergraduate Biology major, it is intended for PBPM students.
Credit 3 units. A&S IQ: NSM
Typical periods offered: Fall

BIOL 4270 Problem Based Learning in Biomedical Sciences
Groups of 5-8 students are presented with medical case studies that are then researched and discussed under faculty guidance. Students take major responsibility for their own learning within their team. Prerequisite: Bio 2970; some experience in molecular biology. A biology or science background is required. Same content as discontinued course Bio 427, but not Writing Intensive. Not available to students who have credit for Bio 427.
Credit 3 units. A&S IQ: NSM Art: NSM BU: SCI
Typical periods offered: Spring

BIOL 4271 The Science of Cats
This capstone-style course will give students the opportunity to apply what they've learned in topics as diverse as speciation, molecular evolution, community ecology and animal behavior to investigate and analyze questions concerning the biology of a species near and dear to the hearts of many, Felis catus, the domestic cat. Over the last several decades, scientists have studied cats in the same way they have studied lizards, birds, flies and many other species. This cat research allows questions of broad scientific interest to be addressed using cutting-edge methods, including (but not limited to): what is a species? How do new species arise? How do we determine when, where and from what species the cat evolved? How do we determine if a trait (e.g., response to catnip) evolved as an adaptation driven by natural selection? How do we determine the impact of an invasive species on local ecosystems? How does domestication occur and is the cat actually domesticated? Is the behavior of domestic cats a legacy of their evolutionary past or does it represent adaptation to living with humans? What role, if any, can genetic engineering play in decreasing feral cat populations and developing new breeds of cats with desirable traits.
Credit 3 units. A&S IQ: NSM
Typical periods offered: Spring

BIOL 4290 Cellular Transformations
Cellular Transformations is a course developed for students interested in using emerging technologies and cross-disciplinary approaches in design production and implementation. This course allows each student to develop abstract thinking and learn modern design and fabrication processes including digital media and 3D technologies. In this course, students learn the basic principles underlying biological architecture, with a particular emphasis on structures and processes responsible for complex architectures within cells. Students then use biological design principles as inspiration for their individual projects. Through digital modeling and scanning of biological structures, each student will develop a transformation process that analyzes the performative aspects of a new emerging design. These designs will be modeled through CADCAM (laser cutting) and Rapid Prototyping (3D Printing) for physical outputs. Prerequisites: Bio 2970 or Bio 334, 3 units.
Credit 3 units. A&S IQ: NSM Art: NSM BU: SCI
Typical periods offered: Fall

BIOL 4310 Biology of Aging
This course provides concepts and examples of the biology of aging. We discuss current literature with emphasis on theoretical causes of aging and the practical implications of these theories. Major topics include the biochemical processes of aging, cell cycle senescence, age-related organ dysfunction, interventions to alter the aging process, and medical illnesses associated with aging (e.g., Alzheimer's disease, the dementias). We also study animal and human models for extending longevity, and current approaches for dealing with the aging process are included. Prerequisites: Biol 2960 and Biol 2970 or equivalent; Chem 105 and Chem 106 or equivalent are recommended.
Credit 3 units. A&S IQ: NSM Art: NSM BU: SCI
Typical periods offered: Fall

BIOL 4342 Research Explorations in Genomics
A collaborative laboratory investigation of a problem in comparative genomics, utilizing a variety of bioinformatics tools to manage and investigate large data sets (currently including genomic sequences, gene predictions, sequence conservation, gene expression). In spring '18 the research problem involves improving the sequence of a region of the Drosophila eugracilis genome, and working with one of these sequences to examine patterns of genome organization, gene structure and gene regulation. Prerequisites: Bio 297A, Chemistry 111/112, 151/152. While Bio 3371 or Bio 437, and some familiarity with computers would be advantageous, this is NOT required. Fulfills the upper-level laboratory requirement for the Biology major.
Credit 4 units. A&S IQ: NSM Art: NSM
Typical periods offered: Spring

BIOL 4343 Research Explorations in Genomics (Writing-Intensive)
Content equivalent to Bio 4342. Students electing the writing option are required to revise each of three papers (on finishing of their fosmid; gene finding in a human/chip comparison; and annotating their fosmid) at least once.
Credit 4 units. A&S IQ: NSM, WI Art: NSM
Typical periods offered: Spring

BIOL 4345 Epigenetics
Introductory course in epigenetics - the layer of chemical information that sits on top of the genome - that switch genes 'on' or 'off'. Will introduce how the epigenome, in collaboration with the genome, controls versatile biological processes and cell fates. Will also cover the latest advances of how humans can control their own epigenetic destiny by lifestyle, diet, and other environmental factors. Learning Objectives: Recognize and summarize the difference between genetics and epigenetics, Apply the basic knowledge of epigenetic mechanism and illustrate how their misregulations cause abnormal development

and diseases, Critically review and discuss epigenetic literature, Design epigenetic experiments and interpret the results of those experiments, Graduate student specific: Demonstrate the ability to clearly communicate epigenetic research in both oral and written formats. Prerequisite: (Biology Major Area A)
Credit 3 units. A&S IQ: NSM Art: NSM
Typical periods offered: Fall

BIOL 4346 Next-Gen Genetics: Merging Genetics With Genomic Insights
Forward genetics is a research approach that starts with identifying phenotypic variation (an observable trait or characteristic) and then works towards discovering the genetic basis responsible for that variation. In the dynamic era of genomics, the field of forward genetics offers a powerful approach to uncovering the genetic basis of phenotypic variation across a wide array of organisms. Next-Gen Genetics is a cutting-edge upper-level laboratory course that bridges traditional genetic analysis with modern genomic techniques. The course emphasizes the universality and applicability of forward genetics methods in various research systems including animals, plants, and microbes. In this course we will use plants as a model system to explore forward genetic approaches. Through a blend of engaging lectures, interactive bioinformatics labs, and hands-on greenhouse and wet lab sessions, students will journey from the fundamentals of genetic variation and trait inheritance to the forefront of genomic technology. Using next-generation sequencing (NGS) together with bioinformatics tools, participants will experience the thrill of discovery by identifying new trait loci associated with phenotypic traits in a novel research project. This course is an invitation to explore the genetic complexities of living organisms in the genomic age. Whether you're aiming to revolutionize plant breeding, uncover the genetic underpinnings of disease in humans, or explore the vast diversity of microbial life, Next-Gen Genetics offers the tools and insights to propel your scientific journey. By the end of this course, students will have designed and carried out an experiment, phenotyped a segregating population of tomato plants, extracted DNA and sent it to be sequenced. Students will then analyze genomic sequences and perform their own Bulk Segregant Analysis experiment to identify genetic loci associated with chosen phenotypes.
Credit 3 units. A&S IQ: NSM Art: NSM
Typical periods offered: Spring

BIOL 4370 Laboratory On DNA Manipulation
This course provides investigation-driven research on experimental manipulation of DNA and RNA molecules. This includes the construction, isolation and analysis of plasmids, RNA, PCR products and DNA sequencing. Molecular cloning (genetic engineering), gene knockouts (mutants), RNA isolation, RT-PCR, and microarray projects are performed. Prerequisite: Bio 2960 and Bio 2970. One hour of lecture and six hours of laboratory each week. This course fulfills the upper-level laboratory requirement for the Biology major. Enrollment is limited to 12. A laboratory fee is required for students who are not full-time Washington University undergraduates.
Credit 4 units. A&S IQ: NSM Art: NSM
Typical periods offered: Fall, Spring

BIOL 4381 Cell-Based Tissue Engineering and Regenerative Medicine
This course focuses on how new directions in cellular, molecular and developmental biology are interfacing with advances in biomaterials tissue engineering, innovative devices, and advanced technologies (such as 3D printing and CRISPR) to replace, restore, and/or correct genetic, acquired, or damaged tissues and organs. Coverage includes the rapidly expanding use of types of stem cells and their preparation alone or in concert with biomaterial scaffolds, nanomaterials, and growth factors. Tissue engineered therapies for cancer, diabetes, autoimmune disorders and other conditions are reviewed. Examples of tissue engineering approaches for regeneration of nerves, cardiovascular, kidney, cartilage, bone, ligament, tendons, and skin are discussed in some detail. Regulatory issues, ethical guidelines, and commercial perspectives will be woven into our discussions. Prerequisites: Biol 2970, Biol 3058, Biol 334. (Biology Major Area B)
Credit 3 units. A&S IQ: NSM Art: NSM
Typical periods offered: Fall

BIOL 4438 Principles of Virology
The goal of this course is to provide students with an overview of the biology of viruses. We will emphasize the nature of viruses on a molecular level. In so doing we will: 1.We will discuss how viruses gain access to cells, replicate themselves, and then leave the cell to infect new cells. 2.We will also describe differences and similarities that the different categories of viruses have. 3.We will discuss how viruses participate in host-virus interaction with emphasis on what immune responses are generated and how viruses attempt to avoid those responses. 4.We will also specifically discuss both HIV and tumorigenic viruses. 5.Finally we will discuss vaccination and drug therapies that have been developed to defeat viruses. Each class will involve both lecture and discussion of relevant publications to that topic. There will be two exams, a mid-term and a final exam. Keep in mind that the course is designed so that each class, to one degree or another, builds on the previous material and so it is important to fully understand what we have already covered. This course does not count toward the undergraduate biology major. MA in Biology students should register for the IDENT 5438. Undergrads and PBPM students should register for 4438.
Credit 3 units. A&S IQ: NSM
Typical periods offered: Spring

BIOL 4479 Fundamentals of Parasitology
This course covers a variety of clinically relevant parasitic organisms and their importance to human disease. During this course we will: 1.The Semester is divided into two halves. a.The first half will discuss clinically relevant worm parasites. b.The second half will discuss protozoan parasites that cause multiple types of diseases. 2.For each of the parasitic classes discussed we will present general characteristics of the parasite as follows: a.The lifecycle of the particular parasite. b.The clinical disease profile. c.Interactions of parasites with the host immune response both in terms of mechanisms whereby the host resists infections by these organisms and also how these parasites circumvent the host's ability to eliminate them. d.Because so much of the clinical importance of parasites has to do with this interaction, we will also cover general aspects of the workings of the immune system. There will be an emphasis on the nature of the host-parasite interaction on a molecular level. e.Finally we will discuss what available therapies are available and what potential therapies are being developed. 3.These lectures will include discussions of recent literature concerning parasites and their interactions with the host. This class does not count toward the undergraduate biology major. MA in Biology students should register for the IDENT 5479. Undergrads and PBPM students should register for 4479.
Credit 3 units. A&S IQ: NSM Art: NSM
Typical periods offered: Spring

BIOL 4490 Microbial Physiology and Biochemstry
This course covers the physiology and biochemistry of prokaryotes. The emergence of new and drug-resistant infectious diseases has required scientists to understand in depth how bacteria grow and survive. With recent research showing that microbes thrive in diverse habitats ranging from the antarctic to volcanos to our own stomachs (with pH of 2), a natural question is how? In this course, basic tenets on cell structure and growth are discussed as well as the diversity of metabolic pathways that allow the prokaryotes to inhabit the extreme limits of

our environment on earth and in humans. No textbook is required but primary literature and reviews will be used on selected, important topics in the field. Students will learn how to read, review and write scientific papers, reports, and grant proposals. One hour per week TBA will be a required flex time meeting with instructor. Prereq: Bio 349 or a 400 - level Biochemistry course (grade B or better) or graduate student standing. 4 credit hours. WI

Credit 4 units. A&S IQ: NSM

Typical periods offered: Spring

BIOL 4492 Infectious Diseases: History, Pathology, and Prevention

Leveraging the primary research literature, this course examines the history and pathology of infectious disease, the development of antibiotics and vaccines, the rise of antibiotic resistance, and the emergence and reemergence of diseases including Zika virus, Malaria, and Tuberculosis. In addition to gaining insights into the underlying causes and treatment of infectious disease, students will hone their ability to identify important biological questions, develop testable hypotheses, design experiments tailored to particular questions, and evaluate results. Through a series of written and oral assignments, students develop the skills to communicate about science effectively to both the research community and the general public. Prerequisites: One semester of Biology 500: Independent Research or equivalent is REQUIRED. Preference will be given to students who have completed Biology 349, Fundamentals of Microbiology. Area A. 3.0 units. Writing Intensive. P. Levin.

Credit 3 units. A&S IQ: NSM, WI Art: NSM BU: SCI

Typical periods offered: Fall

BIOL 4510 General Biochemistry

A study of structure-function relationships as applied to carbohydrates, proteins, and lipids; intermediary metabolism of principal cellular components; and general aspects of regulation. Prereqs: Biol 2970 and Chem 262 and permission of department. Recommended for students who have achieved grades of B or better in the prerequisites. Students may not receive credit for both Biol 4801 and Biol 451.

Credit 4 units. A&S IQ: NSM Art: NSM BU: SCI

Typical periods offered: Fall, Summer

BIOL 4519 Protein Function in Model Cellular Systems

The goal of this 3-credit laboratory course is to train students in the scientific method. Throughout this course, they will study a protein involved in a cellular process. Students, working in small groups, will use bioinformatics to identify this protein in a number of species, then use this information to hypothesize which residues of the protein are important for its function. Over the course of the semester, students will test their hypotheses in two model systems for studying cellular function - the unicellular eukaryote Saccharomyces cerevisiae and the multicellular eukaryote Physcomitrella patens. The weekly lecture will give students the background necessary to understand and perform their experiments, including information on a variety of bioinformatics tools, phylogeny, protein structure, molecular techniques, cell biology, and microscopy. In addition, students will use primary literature to understand the role their assigned protein plays in their cellular process. Prereq: Bio 2960 and Bio 2970.

Credit 3 units. A&S IQ: NSM Art: NSM

Typical periods offered: Fall

BIOL 4522 Laboratory in Protein Analysis, Proteomics, and Protein Structure

In this laboratory course, students learn principles and methods of protein quantitation, protein purification, assessment of purity using SDS-polyacrylamide gel electrophoresis, separation of complex protein mixtures by two-dimensional gel electrophoresis, definition of units of enzymatic activity, and identification of proteins using antibodies and/or mass spectrometry. The final part of the course introduces students to concepts of structural biology including protein crystallization, x-ray crystallography and computer modeling of protein structures. Fulfills the upper-level laboratory requirement for the Biology major. Prerequisites: Chem 252 and either Bio 451 or Bio 4501/Chem 456. Permission of instructor required. Limit: 8 students. Eight hours of laboratory/lecture per week.

Credit 3 units. A&S IQ: NSM Art: NSM BU: SCI

Typical periods offered: Spring

BIOL 4523 Molecular Methods in Enzyme Analysis

Understanding enzyme structure and function is essential for many important drug-design projects. This course focuses on common methods used to investigate enzyme active sites to elucidate binding interactions between small molecules and enzymes. Students use three-dimensional protein viewing software to design and model modifications to an enzyme active site, and they then perform those modifications using recombinant DNA technology and site-directed mutagenesis. This course also introduces other commonly used methods to assay active-site metals, characterize inhibitors, overexpress and purify proteins, and use ultraviolet spectroscopy to analyze enzyme activity. This is an investigative course in which students complete collaborative research projects in small groups. It fulfills the upper-level laboratory requirement for the generic biology major and the biochemistry track; intended for students who have no other courses that fulfill these requirements. Prerequisite: Biol 2970. Limit 12 students.

Credit 3 units. A&S IQ: NSM Art: NSM BU: SCI

Typical periods offered: Fall

BIOL 4525 Structural Bioinformatics of Proteins (Writing Intensive)

In this investigative laboratory course, students will be given high-quality, experimentally determined, three-dimensional structural coordinates and will use cutting-edge bioinformatics tools and methods to evaluate and analyze these datasets. Some topics include: structural validation, protein-structure prediction, domain and motif recognition, secondary structure prediction, protein-protein and protein-ligand interactions, protein and structure-based sequence alignments, inferring protein function from structure, electrostatic interactions, and threading and homology modeling. Upon completing their analyses, students will be responsible for writing a manuscript that will be submitted to a scientific journal for publication. Prerequisites: Bio 2960 and Chem 262. Fulfills upper-level laboratory requirement for the biology major.

Credit 4 units. A&S IQ: NSM, WI Art: NSM BU: SCI

Typical periods offered: Fall, Spring

BIOL 4584 Essentials of Biomedical Writing and Presenting

This course will provide the most fundamental techniques for effectively reviewing, writing and presenting scientific information. The goal of this course is to help students understand scientific communication better. They will become familiar with the structure of scientific papers, grants and presentations and will learn to critically evaluate each form of communication. Students will learn the characteristics of outstanding scientific writing and presenting, including academic style, coherence, clear data presentation and word choice through classroom exercises and mock presentations. Classes will consist of a lecture followed by a classroom exercise. Students will be graded on classroom exercises and writing assignments. This class does not count toward the undergraduate biology major. MA in Biology students should register for the IDENT 5584. Undergrads and PBPM students should register for 4584.

Credit 3 units. A&S IQ: NSM Art: NSM

Typical periods offered: Spring

BIOL 4715 Basic Cancer Biology
More than two thirds of all people know someone who has cancer. This course provides students with a more extensive understanding of what cancer is and how it affects the human body. We will discuss the history of cancer research, the many different types of human cancers, and basic chemotherapeutics. The topics will be presented in a basic scientific nature, with an emphasis on gaining a broad understanding of the subjects. Prerequisite: Biol 2960 or equivalent. Not available to students who have credit for Biol 144 or Biol 1440.
Credit 3 units. A&S IQ: NSM Art: NSM BU: SCI
Typical periods offered: Fall

BIOL 4716 Advanced Cancer Biology
This advanced course provides students with a more in-depth understanding of the molecular mechanisms of cancer. We will discuss tumor suppressors, oncogenes, signaling pathways, animal models in cancer, and novel targeted cancer therapies being developed by biotechnology and pharmaceutical companies. Prerequisite: Biol 144, Biol 1440 or Biol 4715.
Credit 3 units. A&S IQ: NSM BU: SCI
Typical periods offered: Spring

BIOL 4720 Behavioral Ecology
This course examines animal behavior from an evolutionary perspective and explores the relationships between animal behavior, ecology, and evolution. Topics include mating systems, sexual selection, parental care, kin selection, and cooperation. There is a strong active - learning component. Prerequisite: Bio 2970 or permission of instructor.
Credit 4 units. A&S IQ: NSM Art: NSM
Typical periods offered: Fall, Spring

BIOL 4722 The Biology of Membranes
Biomembrane composition and structure determine its function. This class examines membrane components, their organization into general cell membrane structures/domains, and functions. You will appreciate the various roles membrane lipids play in constructing membranes and in signal transduction. Cholesterol is an important membrane lipid that is linked to biomembranes structurally and functionally. Misregulation of transport or trafficking of lipids, including cholesterol, contributes to many human diseases. You will learn historical background and recent advances in membrane biology, following the path taken by cholesterol and other lipids. You will also learn how to critically evaluate primary research and literature reviews on membrane biology.
Credit 3 units. A&S IQ: NSM
Typical periods offered: Fall

BIOL 4834 Bioenergy
A broad overview of the flow of energy, captured from sunlight during photosynthesis, in biological systems, and current approaches to utilize the metabolic potentials of microbes and plants to produce biofuels and other valuable chemical products. An overall emphasis is placed on the use of large-scale genomic, transcriptomic and metabolomic datasets in biochemistry. The topics covered include photosynthesis, central metabolism, structure and degradation of plant lignocellulose, and microbial production of liquid alcohol, biodiesel, hydrogen & other advanced fuels. Course meets during the second half of the spring semester. Prereqs: Biol 4810 or permission of instructor.
Credit 2 units. A&S IQ: NSM Art: NSM
Typical periods offered: Spring

BIOL 4933 Molecular Biology On the Cutting Edge
Recent biomedical discoveries have been greatly advanced through the development of innovative, state-of-the-art techniques. For example, Nuclear Magnetic Resonance (NMR) has proved to be an invaluable tool in both efforts to determine the atomic structure of proteins and small molecules as well as in clinical settings, as MRI to identify tumors that would otherwise go unnoticed. This course will introduce students to a variety of cutting-edge laboratory techniques, and discuss the impact of these techniques on biology and medicine. Students will have the unique opportunity to learn from graduate students employing these approaches in their doctoral studies. Topics to be covered include: high-throughput sequencing of genetic disorders, x-ray crystallography, and single molecule force spectroscopy by AFM. Weekly classes will consist of a 30-45 minute presentation on a particular technique, followed by 60-minute discussion of the assigned readings.
Credit 2 units. A&S IQ: NSM Art: NSM
Typical periods offered: Spring

BIOL 4934 Neuroscience Futures 2
Students in this course engage with the neuroscience community both at WUSTL and beyond by attending, summarizing, and discussing neuroscience seminars on campus throughout the semester. Specifically, students are expected to attend three neuroscience seminars over the course of the semester, and submit summaries of each seminar. Students meet twice during the semester, in week 5 and week 11, for guided discussion of the science in the seminars they attended. Additionally, students in this seminar attend two combined classes with Neuroscience Futures 1 during the first and last weeks of the semester. In both meetings, students have an opportunity to give brief presentations on their own research. The last class combines short student presentations with a keynote address from an invited speaker from within or outside the WUSTL neuroscience community.
Credit 1 unit.
Typical periods offered: Fall, Spring

BIOL 4935 Research Perspectives
Critical reading, writing, statistics, and effective communication are all part of research and are the focus of this course, with topics changing each semester but always including a poster presentation and weekly writing. Enrollment is by permission only from Joan Strassmann.
2 credits. Credit. Joan Strassmann, David Queller, and selected postdoctoral fellows
Credit 2 units. A&S IQ: NSM
Typical periods offered: Fall, Spring

BIOL 4936 Seminars in Ecology and Evolution
What: At least once a week there are seminars from researchers in ecology or evolution. These seminars are given by local people and by visitors. This semester there are also a number of presentations by job candidates. The point of these seminars is to learn about exciting research. What questions are they asking? What are they discovering? What new scientific stories can we hear about ecology or evolution? What makes up these fields anyway? The seminars are often followed by receptions which are a chance to get to know each other better and to ask questions. This course invites undergraduates to listen to these presentations and write about them. After all, this is a major part of the ideas climate at Wash U. It would be a great idea to get in the habit of going to seminars, with this course, or without. In addition to attending seminars, we will meet three times during the semester, early on and a couple of times later. When: Most seminars are 4:00 on Thursdays, though some are on other days. The three meetings will be arranged at a time that works for the students in the course. Small class. No final.
Credit 1.0 units
Credit 1 unit.
Typical periods offered: Fall, Spring

BIOL 4938 Journal Club On Current Topics in Microbiology and Infectious Disease
We read, analyze, and discuss recent primary literature drawn from the field of microbiology. These papers represent the seven broad Topics of microbiology, as defined by the American Society for Microbiology (https://asm.org/): -Antimicrobial Agents & Resistance -Applied & Environmental Microbiology -Clinical & Public Health Microbiology -Clinical Infections & Vaccines -Ecology, Evolution, & Biodiversity -Host-Microbe Biology -Molecular Biology & Physiology Each week we discuss a single primary research paper, with special emphasis placed on analyzing and interpreting data and figures. Some assignments include supplementary videos or readings to provide the background knowledge required to understand a particular paper. To ensure that students have sufficient prior exposure to microbiological concepts, Biology 349: Foundations of Microbiology is a prerequisite for this course. At the conclusion of the semester, students should have achieved the following objectives: 1. Gain insight into the breadth of research performed within the field of microbiology. 2. Develop skills required to comprehend and to analyze primary research literature.
Credit 1 unit.
Typical periods offered: Fall

BIOL 4940 Seminar in Advanced Biology
In special cases, credit may be given for individual study. Topics of study and credit must be arranged with a faculty sponsor and approved by the Department.
Credit 4 units. A&S IQ: NSM Art: NSM
Typical periods offered: Fall, Spring

BIOL 4990 Undergraduate Teaching
Exceptional undergraduates serve as teaching assistants for laboratory and/or discussion sections in departmental courses. Normally 2 or 3 units are given per semester, subject to the approval of the instructor and the department. Credit may not be counted toward fulfilling the biology major; application form in Department of Biology Student Affairs office. Prerequisite: permission of instructor. Credit /No Credit only.
Credit 3 units.
Typical periods offered: Fall

BIOL 4991 Undergraduate Teaching
Exceptional undergraduates serve as teaching assistants for laboratory and/or discussion sections in departmental courses. Normally 2 or 3 units are given per semester, subject to the approval of the instructor and the department. Credit may not be counted toward fulfilling the biology major; application form in Department of Biology Student Affairs office. Prerequisite: permission of instructor. Credit /No Credit only.
Credit 3 units.
Typical periods offered: Spring

BIOL 4995 Biology Coursework Completed Abroad
This course is for study abroad credits.
Credit 12 units.
Typical periods offered: Fall, Spring, Summer

BIOL 4996 Elective: 400-Level
This course is for elective or transfer credits.
Credit 3 units.
Typical periods offered: Fall, Spring

Biology Major

Program Requirements

- **Total Units Required:** 58
- **Grade Requirement:** All courses to be counted toward a major in biology must be taken for a letter grade if a letter grade is offered. A grade of C- or better must be earned in all of these courses.

Required Courses

Code	Title	Units
BIOL 2960	Principles of Biology I	4
BIOL 2970	Principles of Biology II	4
CHEM 1601 Principles of General Chemistry I **or** CHEM 1701 General Chemistry I		3
CHEM 1602 Principles of General Chemistry II **or** CHEM 1702 General Chemistry II		3
CHEM 1751	General Chemistry Laboratory I	2
CHEM 1752	General Chemistry Laboratory II	2
CHEM 2561	Organic Chemistry I With Lab	4
CHEM 2562	Organic Chemistry II With Lab	4
PHYSICS 1740 Physics I **or** PHYSICS 1760 Focused Physics I		3
PHYSICS 1741	Physics I Lab	1
PHYSICS 1742 Physics II **or** PHYSICS 1762 Focused Physics II		3
PHYSICS 1743	Physics II Lab	1
MATH 1510	Calculus II	3
MATH 2130 Calculus III **or** MATH 3020 Elementary to Intermediate Statistics and Data Analysis **or** SDS 2020 Elementary Probability and Statistics		3
Total Units		**40**

Students may substitute CHEM 4010 Physical Chemistry for CHEM 2562 Organic Chemistry II With Lab. Students who plan to take physical chemistry must take MATH 2130 Calculus III. SDS 2020 (required for the tracks in ecology and evolution and in genomics and computational biology) and MATH 2130 Calculus III are valuable, particularly for students interested in research. Students who have taken MATH 2130 may take SDS 3020 rather than SDS 2020 for a more advanced treatment of statistics.

At least 18 units in advanced biology courses (numbered 3000 or above) are required. These 18 units may not include the following: BIOL 3030, BIOL 3430, BIOL 3990, BIOL 3991, BIOL 3900, BIOL 4990, or BIOL 4991; courses in the School of Continuing & Professional Studies; or more than 3 units of history-of-science courses. The following courses originating in other departments do count towards the 18 units of advance biology major credit despite external origins: PHYSICS 3354, PHYSICS 3324, ANTHRO 4581, CHEM 4810, CHEM 4820, and CHEM 4833. Up to 6 units of independent research (BIOL 4950, BIOL 4951, BIOL 4952, BIOL 4953, or BIOL 4954) may be counted toward the 18 advanced biology units, and up to 3 units of BIOL 49XX seminar courses may be counted toward the 18 advanced biology units.

Majors are required to take at least one course from each of the following three areas:

Area A: Cellular and Molecular Biology

Code	Title	Units
BIOL 3240	Human Genetics	3
BIOL 3340	Cell Biology	3
BIOL 3371	Eukaryotic Genomes	4
BIOL 3481	Parasitology	3
BIOL 3490	Microbiology	4
BIOL 4240	Immunology	3
BIOL 4242	Virology	3
BIOL 4345	Epigenetics	3
BIOL 4492	Infections Diseaases: History, Pathology, and Prevention	3
BIOL 4510	General Biochemistry	4
CHEM 4810	General Biochemistry I	3
CHEM 4820	General Biochemistry II	3

Area B: Organismal Biology

Code	Title	Units
ANTHRO 4581	Principles of Human Anatomy and Development	3
BIOL 3057	Physiological Control Systems	3
BIOL 3151	Endocrinology	3
BIOL 3280	Principles in Human Physiology	4
BIOL 3411	Principles of the Nervous System	3
BIOL 3421	Introduction to Neuroethology	3
BIOL 3422	Genes, Brains, and Behavior	3
BIOL 3424	Great Discoveries in Neuroscience	3
BIOL 4026	How Plants Work: Physiology, Growth, and Metabolism	3
BIOL 4030	Biological Clocks	3
BIOL 4071	Developmental Biology	3
BIOL 4072	Regenerative and Stem Cell Biology	3
BIOL 4381	Cell-Based Tissue Engineering and Regenerative Medicine	3

Area C: Evolution, Ecology and Population Biology

Code	Title	Units
BIOL 3220	Woody Plants of Missouri	3
BIOL 3221	Research and Public Education in the Arboretum	3
BIOL 3470	Darwin and Evolutionary Controversies*	3
BIOL 3494	Microbes and the Environment	4
BIOL 3501	Evolution	4
BIOL 3700	Animal Behavior	3
BIOL 3810	Introduction to Ecology	3
BIOL 4181	Population Genetics (and Microevolution)	3
BIOL 4182	Macroevolution	3
BIOL 4183	Molecular Evolution	3
BIOL 4195	Disease Ecology	4
BIOL 4197	Community Ecology	3
BIOL 4720	Behavioral Ecology	4

* These courses also satisfy the Arts & Sciences writing-intensive requirement.

Majors also must take an advanced laboratory course from the following list:

Code	Title	Units
BIOL 3110	Vertebrate Structure Laboratory	4
BIOL 3423	Behavioral Genetics Laboratory	3
BIOL 3491	Microbiology Laboratory	3
BIOL 3492	Laboratory Experiments with Eukaryotic Microbes*	3
BIOL 3493	Bacterial Bioprospecting and Biotechnology	3
BIOL 4040	Laboratory of Neurophysiology*	4
BIOL 4193	Experimental Ecology Laboratory*	4
BIOL 4220	Practical Bioinformatics	4
BIOL 4342	Research Explorations in Genomics	4
BIOL 4343	Research Explorations in Genomics*	4
BIOL 4346	Next-Gen Genetics: Merging Genetics With Genomic Insights	3
BIOL 4522	Laboratory in Protein Analysis, Proteomics, and Protein Structure	3
BIOL 4523	Molecular Methods in Enzyme Analysis	4
BIOL 4525	Structural Bioinformatics of Proteins*	4
CHEM 4851	Biological Chemistry Laboratory	
PHYSICS 3324	Biophysics Laboratory	3

* These courses also satisfy the Arts & Sciences writing-intensive requirement.

In special cases, students may earn credit for graduate courses offered by the Division of Biology & Biomedical Sciences.

Additional Information

Research

Research opportunities are available during the student's first and second years through BIOL 2901, BIOL 2902, BIOL 2903, or BIOL 2904; such opportunities are available during the third and fourth years through BIOL 4950, BIOL 4951, BIOL 4952, BIOL 4953, or BIOL 4954. A research emphasis in the major requires at least 6 credits (two semesters) of independent research (BIOL 4950, BIOL 4951, BIOL

4952, BIOL 4953, or BIOL 4954) and an approved senior thesis on this research, which is presented at the undergraduate symposium. The research emphasis is acknowledged on the degree as a research milestone.

Senior Honors

Biology majors are encouraged to work for senior honors, which require a 3.30 grade point average in biology, a 3.30 GPA in nonbiological sciences (mathematics, chemistry and physics courses), and a 3.65 overall GPA at the time of graduation. Also required are 6 units of BIOL 4950, BIOL 4951, BIOL 4952, BIOL 4953, or BIOL 4954 research and an approved thesis from this work, equivalent to the research emphasis described in the preceding paragraph. Students interested in senior honors should begin BIOL 4950, BIOL 4951, BIOL 4952, BIOL 4953, or BIOL 4954 no later than the spring of their junior year.

The Department of Biology awards the Marian Smith Spector Prize to an undergraduate who has an excellent academic record and who submits an outstanding honors thesis; it also awards the Ralph S. Quatrano Prize to the student whose thesis shows the greatest evidence of creativity in design, research methodology and/or broader scientific implications. The Harrison D. Stalker Prize is awarded to a graduating senior whose college career is distinguished by scholarship, service and breadth of interest.

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Biology Major, Ecology and Evolution Specialization

Program Requirements

- **Total Units Required:** 58
- **Grade Requirement:** All courses to be counted toward a major in biology must be taken for a letter grade if a letter grade is offered. A grade of C- or better must be earned in all of these courses.

Required Courses

Code	Title	Units
BIOL 2960	Principles of Biology I	4
BIOL 2970	Principles of Biology II	4
CHEM 1601 Principles of General Chemistry I **or** CHEM 1701 General Chemistry I		3
CHEM 1602 Principles of General Chemistry II **or** CHEM 1702 General Chemistry II		3
CHEM 1751	General Chemistry Laboratory I	2
CHEM 1752	General Chemistry Laboratory II	2
CHEM 2561	Organic Chemistry I With Lab	4
CHEM 2562	Organic Chemistry II With Lab	4
PHYSICS 1740 Physics I **or** PHYSICS 1760 Focused Physics I		3
PHYSICS 1741	Physics I Lab	1
PHYSICS 1742 Physics II **or** PHYSICS 1762 Focused Physics II		3
PHYSICS 1743	Physics II Lab	1
MATH 1510	Calculus II	3
MATH 2130 Calculus III **or** MATH 3020 Elementary to Intermediate Statistics and Data Analysis **or** SDS 2020 Elementary Probability and Statistics		3
Total Units		**40**

Students may substitute CHEM 4010 Physical Chemistry for CHEM 2562 Organic Chemistry II With Lab. Students who plan to take physical chemistry must take MATH 2130 Calculus III. SDS 2020 (required for the tracks in ecology and evolution and in genomics and computational biology) and MATH 2130 Calculus III are valuable, particularly for students interested in research. Students who have taken MATH 2130 may take SDS 3020 rather than SDS 2020 for a more advanced treatment of statistics.

At least 18 units in advanced biology courses (numbered 3000 or above) are required. These 18 units may not include the following: BIOL 3030, BIOL 3430, BIOL 3990, BIOL 3991, BIOL 3900, BIOL 4990, or BIOL 4991; courses in the School of Continuing & Professional Studies; or more than 3 units of history-of-science courses. The following courses originating in other departments do count towards the 18 units of advance biology major credit despite external origins: PHYSICS 3354, PHYSICS 3324, ANTHRO 4581, CHEM 4810, CHEM 4820, and CHEM 4833. Up to 6 units of independent research (BIOL 4950, BIOL 4951, BIOL 4952, BIOL 4953, or BIOL 4954) may be counted toward the 18 advanced biology units, and up to 3 units of BIOL 49XX seminar courses may be counted toward the 18 advanced biology units.

Majors are required to take at least one course from each of the following three areas:

Area A: Cellular and Molecular Biology

Code	Title	Units
BIOL 3240	Human Genetics	3
BIOL 3340	Cell Biology	3
BIOL 3371	Eukaryotic Genomes	4
BIOL 3481	Parasitology	3
BIOL 3490	Microbiology	4
BIOL 4240	Immunology	3
BIOL 4242	Virology	3
BIOL 4345	Epigenetics	3
BIOL 4492	Infections Diseaases: History, Pathology, and Prevention	3
BIOL 4510	General Biochemistry	4
CHEM 4810	General Biochemistry I	3
CHEM 4820	General Biochemistry II	3

Area B: Organismal Biology

Code	Title	Units
ANTHRO 4581	Principles of Human Anatomy and Development	3
BIOL 3057	Physiological Control Systems	3
BIOL 3151	Endocrinology	3
BIOL 3280	Principles in Human Physiology	4
BIOL 3411	Principles of the Nervous System	3
BIOL 3421	Introduction to Neuroethology	3
BIOL 3422	Genes, Brains, and Behavior	3
BIOL 3424	Great Discoveries in Neuroscience	3
BIOL 4026	How Plants Work: Physiology, Growth, and Metabolism	3
BIOL 4030	Biological Clocks	3
BIOL 4071	Developmental Biology	3
BIOL 4072	Regenerative and Stem Cell Biology	3
BIOL 4381	Cell-Based Tissue Engineering and Regenerative Medicine	3

Area C: Evolution, Ecology and Population Biology

Code	Title	Units
BIOL 3220	Woody Plants of Missouri	3
BIOL 3221	Research and Public Education in the Arboretum	3
BIOL 3470	Darwin and Evolutionary Controversies*	3
BIOL 3494	Microbes and the Environment	4
BIOL 3501	Evolution	4
BIOL 3700	Animal Behavior	3
BIOL 3810	Introduction to Ecology	3
BIOL 4181	Population Genetics (and Microevolution)	3
BIOL 4182	Macroevolution	3
BIOL 4183	Molecular Evolution	3
BIOL 4195	Disease Ecology	4
BIOL 4197	Community Ecology	3
BIOL 4720	Behavioral Ecology	4

* These courses also satisfy the Arts & Sciences writing-intensive requirement.

Majors also must take an advanced laboratory course from the following list:

Code	Title	Units
BIOL 3110	Vertebrate Structure Laboratory	4
BIOL 3423	Behavioral Genetics Laboratory	3
BIOL 3491	Microbiology Laboratory	3
BIOL 3492	Laboratory Experiments with Eukaryotic Microbes*	3
BIOL 3493	Bacterial Bioprospecting and Biotechnology	3
BIOL 4040	Laboratory of Neurophysiology*	4
BIOL 4193	Experimental Ecology Laboratory*	4
BIOL 4220	Practical Bioinformatics	4
BIOL 4342	Research Explorations in Genomics	4
BIOL 4343	Research Explorations in Genomics*	4
BIOL 4346	Next-Gen Genetics: Merging Genetics With Genomic Insights	3
BIOL 4522	Laboratory in Protein Analysis, Proteomics, and Protein Structure	3
BIOL 4523	Molecular Methods in Enzyme Analysis	4
BIOL 4525	Structural Bioinformatics of Proteins*	4
CHEM 4851	Biological Chemistry Laboratory	
PHYSICS 3324	Biophysics Laboratory	3

* These courses also satisfy the Arts & Sciences writing-intensive requirement.

In special cases, students may earn credit for graduate courses offered by the Division of Biology & Biomedical Sciences.

Specialization Requirements

- **Total units required (including the biology major requirements):** 65

Additional requirements include SDS 2200 or SDS 3200. Students whose main interest is ecology must take at least two ecology electives and one evolution elective; students whose main interest is evolution must take at least two evolution electives and one ecology elective (evolution electives: BIOL 3501, BIOL 4181, BIOL 4182, and BIOL 4183; ecology electives: BIOL 3700, BIOL 3810, BIOL 4197, BIOL 4195, and BIOL 4720). Also required are one elective in analytical methodology (CSE 1301 or SDS 2200) and one elective in Earth, environmental, and planetary sciences (EEPS 2010, EEPS 2020, or EEPS 3230). The course used to fulfill the advanced laboratory requirement for the major must be BIOL 4193, BIOL 4342, or BIOL 4343.

Additional Information

Research

Research opportunities are available during the student's first and second years through BIOL 2901, BIOL 2902, BIOL 2903, or BIOL 2904; such opportunities are available during the third and fourth years through BIOL 4950, BIOL 4951, BIOL 4952, BIOL 4953, or BIOL 4954. A research emphasis in the major requires at least 6 credits (two semesters) of independent research (BIOL 4950, BIOL 4951, BIOL 4952, BIOL 4953, or BIOL 4954) and an approved senior thesis on this research, which is presented at the undergraduate symposium. The research emphasis is acknowledged on the degree as a research milestone.

Senior Honors

Biology majors are encouraged to work for senior honors, which require a 3.30 grade point average in biology, a 3.30 GPA in nonbiological sciences (mathematics, chemistry and physics courses), and a 3.65 overall GPA at the time of graduation. Also required are 6 units of BIOL 4950, BIOL 4951, BIOL 4952, BIOL 4953, or BIOL 4954 research and an approved thesis from this work, equivalent to the research emphasis described in the preceding paragraph. Students interested in senior honors should begin BIOL 4950, BIOL 4951, BIOL 4952, BIOL 4953, or BIOL 4954 no later than the spring of their junior year.

The Department of Biology awards the Marian Smith Spector Prize to an undergraduate who has an excellent academic record and who submits an outstanding honors thesis; it also awards the Ralph S. Quatrano Prize to the student whose thesis shows the greatest evidence of creativity in design, research methodology and/or broader scientific implications. The Harrison D. Stalker Prize is awarded to a graduating senior whose college career is distinguished by scholarship, service and breadth of interest.

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Biology Major, Genomics and Computational Biology Specialization

Program Requirements

- **Total Units Required:** 58
- **Grade Requirement:** All courses to be counted toward a major in biology must be taken for a letter grade if a letter grade is offered. A grade of C- or better must be earned in all of these courses.

Required Courses

Code	Title	Units
BIOL 2960	Principles of Biology I	4
BIOL 2970	Principles of Biology II	4
CHEM 1601 Principles of General Chemistry I **or** CHEM 1701 General Chemistry I		3
CHEM 1602 Principles of General Chemistry II **or** CHEM 1702 General Chemistry II		3
CHEM 1751	General Chemistry Laboratory I	2
CHEM 1752	General Chemistry Laboratory II	2
CHEM 2561	Organic Chemistry I With Lab	4
CHEM 2562	Organic Chemistry II With Lab	4
PHYSICS 1740 Physics I **or** PHYSICS 1760 Focused Physics I		3
PHYSICS 1741	Physics I Lab	1
PHYSICS 1742 Physics II **or** PHYSICS 1762 Focused Physics II		3
PHYSICS 1743	Physics II Lab	1
MATH 1510	Calculus II	3
MATH 2130 Calculus III **or** MATH 3020 Elementary to Intermediate Statistics and Data Analysis **or** SDS 2020 Elementary Probability and Statistics		3
Total Units		**40**

Students may substitute CHEM 4010 Physical Chemistry for CHEM 2562 Organic Chemistry II With Lab. Students who plan to take physical chemistry must take MATH 2130 Calculus III. SDS 2020 (required for the tracks in ecology and evolution and in genomics and computational biology) and MATH 2130 Calculus III are valuable, particularly for students interested in research. Students who have taken MATH 2130 may take SDS 3020 rather than SDS 2020 for a more advanced treatment of statistics.

At least 18 units in advanced biology courses (numbered 3000 or above) are required. These 18 units may not include the following: BIOL 3030, BIOL 3430, BIOL 3990, BIOL 3991, BIOL 3900, BIOL 4990, or BIOL 4991; courses in the School of Continuing & Professional Studies; or more than 3 units of history-of-science courses. The following courses originating in other departments do count towards the 18 units of advance biology major credit despite external origins: PHYSICS 3354, PHYSICS 3324, ANTHRO 4581, CHEM 4810, CHEM 4820, and CHEM 4833. Up to 6 units of independent research (BIOL 4950, BIOL 4951, BIOL 4952, BIOL 4953, or BIOL 4954) may be counted toward the 18 advanced biology units, and up to 3 units of BIOL 49XX seminar courses may be counted toward the 18 advanced biology units.

Majors are required to take at least one course from each of the following three areas:

Area A: Cellular and Molecular Biology

Code	Title	Units
BIOL 3240	Human Genetics	3
BIOL 3340	Cell Biology	3
BIOL 3371	Eukaryotic Genomes	4
BIOL 3481	Parasitology	3
BIOL 3490	Microbiology	4
BIOL 4240	Immunology	3
BIOL 4242	Virology	3
BIOL 4345	Epigenetics	3
BIOL 4492	Infections Diseaases: History, Pathology, and Prevention	3
BIOL 4510	General Biochemistry	4
CHEM 4810	General Biochemistry I	3
CHEM 4820	General Biochemistry II	3

Area B: Organismal Biology

Code	Title	Units
ANTHRO 4581	Principles of Human Anatomy and Development	3
BIOL 3057	Physiological Control Systems	3
BIOL 3151	Endocrinology	3

BIOL 3280	Principles in Human Physiology	4
BIOL 3411	Principles of the Nervous System	3
BIOL 3421	Introduction to Neuroethology	3
BIOL 3422	Genes, Brains, and Behavior	3
BIOL 3424	Great Discoveries in Neuroscience	3
BIOL 4026	How Plants Work: Physiology, Growth, and Metabolism	3
BIOL 4030	Biological Clocks	3
BIOL 4071	Developmental Biology	3
BIOL 4072	Regenerative and Stem Cell Biology	3
BIOL 4381	Cell-Based Tissue Engineering and Regenerative Medicine	3

Area C: Evolution, Ecology and Population Biology

Code	Title	Units
BIOL 3220	Woody Plants of Missouri	3
BIOL 3221	Research and Public Education in the Arboretum	3
BIOL 3470	Darwin and Evolutionary Controversies*	3
BIOL 3494	Microbes and the Environment	4
BIOL 3501	Evolution	4
BIOL 3700	Animal Behavior	3
BIOL 3810	Introduction to Ecology	3
BIOL 4181	Population Genetics (and Microevolution)	3
BIOL 4182	Macroevolution	3
BIOL 4183	Molecular Evolution	3
BIOL 4195	Disease Ecology	4
BIOL 4197	Community Ecology	3
BIOL 4720	Behavioral Ecology	4

* These courses also satisfy the Arts & Sciences writing-intensive requirement.

Majors also must take an advanced laboratory course from the following list:

Code	Title	Units
BIOL 3110	Vertebrate Structure Laboratory	4
BIOL 3423	Behavioral Genetics Laboratory	3
BIOL 3491	Microbiology Laboratory	3
BIOL 3492	Laboratory Experiments with Eukaryotic Microbes*	3
BIOL 3493	Bacterial Bioprospecting and Biotechnology	3
BIOL 4040	Laboratory of Neurophysiology*	4
BIOL 4193	Experimental Ecology Laboratory*	4
BIOL 4220	Practical Bioinformatics	4
BIOL 4342	Research Explorations in Genomics	4
BIOL 4343	Research Explorations in Genomics*	4
BIOL 4346	Next-Gen Genetics: Merging Genetics With Genomic Insights	3
BIOL 4522	Laboratory in Protein Analysis, Proteomics, and Protein Structure	3
BIOL 4523	Molecular Methods in Enzyme Analysis	4
BIOL 4525	Structural Bioinformatics of Proteins*	4
CHEM 4851	Biological Chemistry Laboratory	
PHYSICS 3324	Biophysics Laboratory	3

* These courses also satisfy the Arts & Sciences writing-intensive requirement.

In special cases, students may earn credit for graduate courses offered by the Division of Biology & Biomedical Sciences.

Specialization Requirements

- **Total units required (including the biology major requirements):** 64

Additional requirements include an advanced genomics/computational biology elective (BIOL 3240, BIOL 4183, BIOL 4344, BIOL 5480, or BIOL 5488); statistics (SDS 2200 or SDS 3200); and two outside electives (CSE 1301 and CSE 2407). CSE 2400 is strongly recommended as well. The course used to fulfill the advanced laboratory requirement for the major must be BIOL 3492, BIOL 3493, BIOL 4220, BIOL 4342, BIOL 4343, BIOL 4346, BIOL 4522, or BIOL 4525. Biology courses recommended for students in this track include BIOL 3340, BIOL 3422, BIOL 3490, BIOL 4030, BIOL 4181, BIOL 4183, and BIOL 4510. Recommended mathematics electives include MATH 2500 and MATH 3300.

Additional Information

Research

Research opportunities are available during the student's first and second years through BIOL 2901, BIOL 2902, BIOL 2903, or BIOL 2904; such opportunities are available during the third and fourth years through BIOL 4950, BIOL 4951, BIOL 4952, BIOL 4953, or BIOL 4954. A research emphasis in the major requires at least 6 credits (two semesters) of independent research (BIOL 4950, BIOL 4951, BIOL 4952, BIOL 4953, or BIOL 4954) and an approved senior thesis on this research, which is presented at the undergraduate symposium. The research emphasis is acknowledged on the degree as a research milestone.

Senior Honors

Biology majors are encouraged to work for senior honors, which require a 3.30 grade point average in biology, a 3.30 GPA in nonbiological sciences (mathematics, chemistry and physics courses), and a 3.65 overall GPA at the time of graduation. Also required are 6 units of BIOL 4950, BIOL 4951, BIOL 4952, BIOL 4953, or BIOL 4954 research and an

approved thesis from this work, equivalent to the research emphasis described in the preceding paragraph. Students interested in senior honors should begin BIOL 4950, BIOL 4951, BIOL 4952, BIOL 4953, or BIOL 4954 no later than the spring of their junior year.

The Department of Biology awards the Marian Smith Spector Prize to an undergraduate who has an excellent academic record and who submits an outstanding honors thesis; it also awards the Ralph S. Quatrano Prize to the student whose thesis shows the greatest evidence of creativity in design, research methodology and/or broader scientific implications. The Harrison D. Stalker Prize is awarded to a graduating senior whose college career is distinguished by scholarship, service and breadth of interest.

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Biology Major, Microbiology Specialization

Program Requirements

- **Total Units Required:** 58
- **Grade Requirement:** All courses to be counted toward a major in biology must be taken for a letter grade if a letter grade is offered. A grade of C- or better must be earned in all of these courses.

Required Courses

Code	Title	Units
BIOL 2960	Principles of Biology I	4
BIOL 2970	Principles of Biology II	4
CHEM 1601 Principles of General Chemistry I **or** CHEM 1701 General Chemistry I		3
CHEM 1602 Principles of General Chemistry II **or** CHEM 1702 General Chemistry II		3
CHEM 1751	General Chemistry Laboratory I	2
CHEM 1752	General Chemistry Laboratory II	2
CHEM 2561	Organic Chemistry I With Lab	4
CHEM 2562	Organic Chemistry II With Lab	4
PHYSICS 1740 Physics I **or** PHYSICS 1760 Focused Physics I		3
PHYSICS 1741	Physics I Lab	1
PHYSICS 1742 Physics II **or** PHYSICS 1762 Focused Physics II		3
PHYSICS 1743	Physics II Lab	1
MATH 1510	Calculus II	3
MATH 2130 Calculus III **or** MATH 3020 Elementary to Intermediate Statistics and Data Analysis **or** SDS 2020 Elementary Probability and Statistics		3
Total Units		**40**

Students may substitute CHEM 4010 Physical Chemistry for CHEM 2562 Organic Chemistry II With Lab. Students who plan to take physical chemistry must take MATH 2130 Calculus III. SDS 2020 (required for the tracks in ecology and evolution and in genomics and computational biology) and MATH 2130 Calculus III are valuable, particularly for students interested in research. Students who have taken MATH 2130 may take SDS 3020 rather than SDS 2020 for a more advanced treatment of statistics.

At least 18 units in advanced biology courses (numbered 3000 or above) are required. These 18 units may not include the following: BIOL 3030, BIOL 3430, BIOL 3990, BIOL 3991, BIOL 3900, BIOL 4990, or BIOL 4991; courses in the School of Continuing & Professional Studies; or more than 3 units of history-of-science courses. The following courses originating in other departments do count towards the 18 units of advance biology major credit despite external origins: PHYSICS 3354, PHYSICS 3324, ANTHRO 4581, CHEM 4810, CHEM 4820, and CHEM 4833. Up to 6 units of independent research (BIOL 4950, BIOL 4951, BIOL 4952, BIOL 4953, or BIOL 4954) may be counted toward the 18 advanced biology units, and up to 3 units of BIOL 49XX seminar courses may be counted toward the 18 advanced biology units.

Majors are required to take at least one course from each of the following three areas:

Area A: Cellular and Molecular Biology

Code	Title	Units
BIOL 3240	Human Genetics	3
BIOL 3340	Cell Biology	3
BIOL 3371	Eukaryotic Genomes	4
BIOL 3481	Parasitology	3
BIOL 3490	Microbiology	4
BIOL 4240	Immunology	3
BIOL 4242	Virology	3
BIOL 4345	Epigenetics	3
BIOL 4492	Infections Diseaases: History, Pathology, and Prevention	3
BIOL 4510	General Biochemistry	4
CHEM 4810	General Biochemistry I	3
CHEM 4820	General Biochemistry II	3

Area B: Organismal Biology

Code	Title	Units
ANTHRO 4581	Principles of Human Anatomy and Development	3
BIOL 3057	Physiological Control Systems	3
BIOL 3151	Endocrinology	3
BIOL 3280	Principles in Human Physiology	4
BIOL 3411	Principles of the Nervous System	3
BIOL 3421	Introduction to Neuroethology	3
BIOL 3422	Genes, Brains, and Behavior	3
BIOL 3424	Great Discoveries in Neuroscience	3

BIOL 4026	How Plants Work: Physiology, Growth, and Metabolism	3
BIOL 4030	Biological Clocks	3
BIOL 4071	Developmental Biology	3
BIOL 4072	Regenerative and Stem Cell Biology	3
BIOL 4381	Cell-Based Tissue Engineering and Regenerative Medicine	3

Area C: Evolution, Ecology and Population Biology

Code	Title	Units
BIOL 3220	Woody Plants of Missouri	3
BIOL 3221	Research and Public Education in the Arboretum	3
BIOL 3470	Darwin and Evolutionary Controversies*	3
BIOL 3494	Microbes and the Environment	4
BIOL 3501	Evolution	4
BIOL 3700	Animal Behavior	3
BIOL 3810	Introduction to Ecology	3
BIOL 4181	Population Genetics (and Microevolution)	3
BIOL 4182	Macroevolution	3
BIOL 4183	Molecular Evolution	3
BIOL 4195	Disease Ecology	4
BIOL 4197	Community Ecology	3
BIOL 4720	Behavioral Ecology	4

* These courses also satisfy the Arts & Sciences writing-intensive requirement.

Majors also must take an advanced laboratory course from the following list:

Code	Title	Units
BIOL 3110	Vertebrate Structure Laboratory	4
BIOL 3423	Behavioral Genetics Laboratory	3
BIOL 3491	Microbiology Laboratory	3
BIOL 3492	Laboratory Experiments with Eukaryotic Microbes*	3
BIOL 3493	Bacterial Bioprospecting and Biotechnology	3
BIOL 4040	Laboratory of Neurophysiology*	4
BIOL 4193	Experimental Ecology Laboratory*	4
BIOL 4220	Practical Bioinformatics	4
BIOL 4342	Research Explorations in Genomics	4
BIOL 4343	Research Explorations in Genomics*	4
BIOL 4346	Next-Gen Genetics: Merging Genetics With Genomic Insights	3
BIOL 4522	Laboratory in Protein Analysis, Proteomics, and Protein Structure	3
BIOL 4523	Molecular Methods in Enzyme Analysis	4
BIOL 4525	Structural Bioinformatics of Proteins*	4
CHEM 4851	Biological Chemistry Laboratory	
PHYSICS 3324	Biophysics Laboratory	3

* These courses also satisfy the Arts & Sciences writing-intensive requirement.

In special cases, students may earn credit for graduate courses offered by the Division of Biology & Biomedical Sciences.

Specialization Requirements

- **Total units required (including the biology major requirements):** 68

Additional requirements include BIOL 3490, which should be taken during the spring of the sophomore year, and either BIOL 4510 or the pair of courses CHEM 4810 and BIOL 4820. The advanced laboratory course used to fulfill major requirements must be one of the following: BIOL 3491, BIOL 3492, or BIOL 3493. At least one of the following must be taken as an advanced microbiology elective: BIOL 3481, BIOL 3494, BIOL 4242, BIOL 4492, or BIOL 5426. At least one of the following must be taken as an allied elective: the pair of courses BIOL1910 and BIOL1920, BIOL 4240, CHEM 4830, or EEPS 3230. Students should select one course each from biology major areas B and C. BIOL 3501 is highly recommended as the course used to fulfill biology major area C. The total number of upper-level credits earned in major-track biology courses and allied electives must be at least 24 (6 units in addition to the 18 units required for the biology major).

Additional Information

Research

Research opportunities are available during the student's first and second years through BIOL 2901, BIOL 2902, BIOL 2903, or BIOL 2904; such opportunities are available during the third and fourth years through BIOL 4950, BIOL 4951, BIOL 4952, BIOL 4953, or BIOL 4954. A research emphasis in the major requires at least 6 credits (two semesters) of independent research (BIOL 4950, BIOL 4951, BIOL 4952, BIOL 4953, or BIOL 4954) and an approved senior thesis on this research, which is presented at the undergraduate symposium. The research emphasis is acknowledged on the degree as a research milestone.

Senior Honors

Biology majors are encouraged to work for senior honors, which require a 3.30 grade point average in biology, a 3.30 GPA in nonbiological sciences (mathematics, chemistry and physics courses), and a 3.65 overall GPA at the time of graduation. Also required are 6 units of BIOL 4950, BIOL 4951, BIOL 4952, BIOL 4953, or BIOL 4954 research and an

approved thesis from this work, equivalent to the research emphasis described in the preceding paragraph. Students interested in senior honors should begin BIOL 4950, BIOL 4951, BIOL 4952, BIOL 4953, or BIOL 4954 no later than the spring of their junior year.

The Department of Biology awards the Marian Smith Spector Prize to an undergraduate who has an excellent academic record and who submits an outstanding honors thesis; it also awards the Ralph S. Quatrano Prize to the student whose thesis shows the greatest evidence of creativity in design, research methodology and/or broader scientific implications. The Harrison D. Stalker Prize is awarded to a graduating senior whose college career is distinguished by scholarship, service and breadth of interest.

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Biology Major, Molecular Biology and Biochemistry Specialization

Program Requirements

- **Total Units Required:** 58
- **Grade Requirement:** All courses to be counted toward a major in biology must be taken for a letter grade if a letter grade is offered. A grade of C- or better must be earned in all of these courses.

Required Courses

Code	Title	Units
BIOL 2960	Principles of Biology I	4
BIOL 2970	Principles of Biology II	4
CHEM 1601 Principles of General Chemistry I **or** CHEM 1701 General Chemistry I		3
CHEM 1602 Principles of General Chemistry II **or** CHEM 1702 General Chemistry II		3
CHEM 1751	General Chemistry Laboratory I	2
CHEM 1752	General Chemistry Laboratory II	2
CHEM 2561	Organic Chemistry I With Lab	4
CHEM 2562	Organic Chemistry II With Lab	4
PHYSICS 1740 Physics I **or** PHYSICS 1760 Focused Physics I		3
PHYSICS 1741	Physics I Lab	1
PHYSICS 1742 Physics II **or** PHYSICS 1762 Focused Physics II		3
PHYSICS 1743	Physics II Lab	1
MATH 1510	Calculus II	3
MATH 2130 Calculus III **or** MATH 3020 Elementary to Intermediate Statistics and Data Analysis **or** SDS 2020 Elementary Probability and Statistics		3
Total Units		**40**

Students may substitute CHEM 4010 Physical Chemistry for CHEM 2562 Organic Chemistry II With Lab. Students who plan to take physical chemistry must take MATH 2130 Calculus III. SDS 2020 (required for the tracks in ecology and evolution and in genomics and computational biology) and MATH 2130 Calculus III are valuable, particularly for students interested in research. Students who have taken MATH 2130 may take SDS 3020 rather than SDS 2020 for a more advanced treatment of statistics.

At least 18 units in advanced biology courses (numbered 3000 or above) are required. These 18 units may not include the following: BIOL 3030, BIOL 3430, BIOL 3990, BIOL 3991, BIOL 3900, BIOL 4990, or BIOL 4991; courses in the School of Continuing & Professional Studies; or more than 3 units of history-of-science courses. The following courses originating in other departments do count towards the 18 units of advance biology major credit despite external origins: PHYSICS 3354, PHYSICS 3324, ANTHRO 4581, CHEM 4810, CHEM 4820, and CHEM 4833. Up to 6 units of independent research (BIOL 4950, BIOL 4951, BIOL 4952, BIOL 4953, or BIOL 4954) may be counted toward the 18 advanced biology units, and up to 3 units of BIOL 49XX seminar courses may be counted toward the 18 advanced biology units.

Majors are required to take at least one course from each of the following three areas:

Area A: Cellular and Molecular Biology

Code	Title	Units
BIOL 3240	Human Genetics	3
BIOL 3340	Cell Biology	3
BIOL 3371	Eukaryotic Genomes	4
BIOL 3481	Parasitology	3
BIOL 3490	Microbiology	4
BIOL 4240	Immunology	3
BIOL 4242	Virology	3
BIOL 4345	Epigenetics	3
BIOL 4492	Infections Diseaases: History, Pathology, and Prevention	3
BIOL 4510	General Biochemistry	4
CHEM 4810	General Biochemistry I	3
CHEM 4820	General Biochemistry II	3

Area B: Organismal Biology

Code	Title	Units
ANTHRO 4581	Principles of Human Anatomy and Development	3
BIOL 3057	Physiological Control Systems	3
BIOL 3151	Endocrinology	3
BIOL 3280	Principles in Human Physiology	4
BIOL 3411	Principles of the Nervous System	3
BIOL 3421	Introduction to Neuroethology	3
BIOL 3422	Genes, Brains, and Behavior	3
BIOL 3424	Great Discoveries in Neuroscience	3

BIOL 4026	How Plants Work: Physiology, Growth, and Metabolism	3
BIOL 4030	Biological Clocks	3
BIOL 4071	Developmental Biology	3
BIOL 4072	Regenerative and Stem Cell Biology	3
BIOL 4381	Cell-Based Tissue Engineering and Regenerative Medicine	3

Area C: Evolution, Ecology and Population Biology

Code	Title	Units
BIOL 3220	Woody Plants of Missouri	3
BIOL 3221	Research and Public Education in the Arboretum	3
BIOL 3470	Darwin and Evolutionary Controversies*	3
BIOL 3494	Microbes and the Environment	4
BIOL 3501	Evolution	4
BIOL 3700	Animal Behavior	3
BIOL 3810	Introduction to Ecology	3
BIOL 4181	Population Genetics (and Microevolution)	3
BIOL 4182	Macroevolution	3
BIOL 4183	Molecular Evolution	3
BIOL 4195	Disease Ecology	4
BIOL 4197	Community Ecology	3
BIOL 4720	Behavioral Ecology	4

* These courses also satisfy the Arts & Sciences writing-intensive requirement.

Majors also must take an advanced laboratory course from the following list:

Code	Title	Units
BIOL 3110	Vertebrate Structure Laboratory	4
BIOL 3423	Behavioral Genetics Laboratory	3
BIOL 3491	Microbiology Laboratory	3
BIOL 3492	Laboratory Experiments with Eukaryotic Microbes*	3
BIOL 3493	Bacterial Bioprospecting and Biotechnology	3
BIOL 4040	Laboratory of Neurophysiology*	4
BIOL 4193	Experimental Ecology Laboratory*	4
BIOL 4220	Practical Bioinformatics	4
BIOL 4342	Research Explorations in Genomics	4
BIOL 4343	Research Explorations in Genomics*	4
BIOL 4346	Next-Gen Genetics: Merging Genetics With Genomic Insights	3
BIOL 4522	Laboratory in Protein Analysis, Proteomics, and Protein Structure	3
BIOL 4523	Molecular Methods in Enzyme Analysis	4
BIOL 4525	Structural Bioinformatics of Proteins*	4
CHEM 4851	Biological Chemistry Laboratory	
PHYSICS 3324	Biophysics Laboratory	3

* These courses also satisfy the Arts & Sciences writing-intensive requirement.

In special cases, students may earn credit for graduate courses offered by the Division of Biology & Biomedical Sciences.

Specialization Requirements

- **Total units required (including the biology major requirements):** 58

Additional requirements include both CHEM 4810 and CHEM 4820 as well as either BIOL 3340 or BIOL 3490. The advanced laboratory course used to fulfill major requirements must be one of the following: BIOL 3423, BIOL 3491, BIOL 3492, BIOL 3493, BIOL 4342/BIOL 4343, BIOL 4346, BIOL 4522, BIOL 4523, BIOL 4525, or CHEM 4851. Additional biology courses recommended for students in this track include BIOL 4023, BIOL 4071, BIOL 4183, BIOL 4344, BIOL 4833, and BIOL 5312.

Additional Information

Research

Research opportunities are available during the student's first and second years through BIOL 2901, BIOL 2902, BIOL 2903, or BIOL 2904; such opportunities are available during the third and fourth years through BIOL 4950, BIOL 4951, BIOL 4952, BIOL 4953, or BIOL 4954. A research emphasis in the major requires at least 6 credits (two semesters) of independent research (BIOL 4950, BIOL 4951, BIOL 4952, BIOL 4953, or BIOL 4954) and an approved senior thesis on this research, which is presented at the undergraduate symposium. The research emphasis is acknowledged on the degree as a research milestone.

Senior Honors

Biology majors are encouraged to work for senior honors, which require a 3.30 grade point average in biology, a 3.30 GPA in nonbiological sciences (mathematics, chemistry and physics courses), and a 3.65 overall GPA at the time of graduation. Also required are 6 units of BIOL 4950, BIOL 4951, BIOL 4952, BIOL 4953, or BIOL 4954 research and an approved thesis from this work, equivalent to the research emphasis described in the preceding paragraph. Students interested in senior honors should begin BIOL 4950, BIOL 4951, BIOL 4952, BIOL 4953, or BIOL 4954 no later than the spring of their junior year.

The Department of Biology awards the Marian Smith Spector Prize to an undergraduate who has an excellent academic record and who submits an outstanding honors thesis; it also awards the Ralph S. Quatrano Prize to the student whose thesis shows the greatest evidence

of creativity in design, research methodology and/or broader scientific implications. The Harrison D. Stalker Prize is awarded to a graduating senior whose college career is distinguished by scholarship, service and breadth of interest.

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Biology Major, Neuroscience Specialization

Program Requirements

- **Total Units Required:** 58
- **Grade Requirement:** All courses to be counted toward a major in biology must be taken for a letter grade if a letter grade is offered. A grade of C- or better must be earned in all of these courses.

Required Courses

Code	Title	Units
BIOL 2960	Principles of Biology I	4
BIOL 2970	Principles of Biology II	4
CHEM 1601 Principles of General Chemistry I **or** CHEM 1701 General Chemistry I		3
CHEM 1602 Principles of General Chemistry II **or** CHEM 1702 General Chemistry II		3
CHEM 1751	General Chemistry Laboratory I	2
CHEM 1752	General Chemistry Laboratory II	2
CHEM 2561	Organic Chemistry I With Lab	4
CHEM 2562	Organic Chemistry II With Lab	4
PHYSICS 1740 Physics I **or** PHYSICS 1760 Focused Physics I		3
PHYSICS 1741	Physics I Lab	1
PHYSICS 1742 Physics II **or** PHYSICS 1762 Focused Physics II		3
PHYSICS 1743	Physics II Lab	1
MATH 1510	Calculus II	3
MATH 2130 Calculus III **or** MATH 3020 Elementary to Intermediate Statistics and Data Analysis **or** SDS 2020 Elementary Probability and Statistics		3
Total Units		**40**

Students may substitute CHEM 4010 Physical Chemistry for CHEM 2562 Organic Chemistry II With Lab. Students who plan to take physical chemistry must take MATH 2130 Calculus III. SDS 2020 (required for the tracks in ecology and evolution and in genomics and computational biology) and MATH 2130 Calculus III are valuable, particularly for students interested in research. Students who have taken MATH 2130 may take SDS 3020 rather than SDS 2020 for a more advanced treatment of statistics.

At least 18 units in advanced biology courses (numbered 3000 or above) are required. These 18 units may not include the following: BIOL 3030, BIOL 3430, BIOL 3990, BIOL 3991, BIOL 3900, BIOL 4990, or BIOL 4991; courses in the School of Continuing & Professional Studies; or more than 3 units of history-of-science courses. The following courses originating in other departments do count towards the 18 units of advance biology major credit despite external origins: PHYSICS 3354, PHYSICS 3324, ANTHRO 4581, CHEM 4810, CHEM 4820, and CHEM 4833. Up to 6 units of independent research (BIOL 4950, BIOL 4951, BIOL 4952, BIOL 4953, or BIOL 4954) may be counted toward the 18 advanced biology units, and up to 3 units of BIOL 49XX seminar courses may be counted toward the 18 advanced biology units.

Majors are required to take at least one course from each of the following three areas:

Area A: Cellular and Molecular Biology

Code	Title	Units
BIOL 3240	Human Genetics	3
BIOL 3340	Cell Biology	3
BIOL 3371	Eukaryotic Genomes	4
BIOL 3481	Parasitology	3
BIOL 3490	Microbiology	4
BIOL 4240	Immunology	3
BIOL 4242	Virology	3
BIOL 4345	Epigenetics	3
BIOL 4492	Infections Diseaases: History, Pathology, and Prevention	3
BIOL 4510	General Biochemistry	4
CHEM 4810	General Biochemistry I	3
CHEM 4820	General Biochemistry II	3

Area B: Organismal Biology

Code	Title	Units
ANTHRO 4581	Principles of Human Anatomy and Development	3
BIOL 3057	Physiological Control Systems	3
BIOL 3151	Endocrinology	3
BIOL 3280	Principles in Human Physiology	4
BIOL 3411	Principles of the Nervous System	3
BIOL 3421	Introduction to Neuroethology	3
BIOL 3422	Genes, Brains, and Behavior	3
BIOL 3424	Great Discoveries in Neuroscience	3
BIOL 4026	How Plants Work: Physiology, Growth, and Metabolism	3
BIOL 4030	Biological Clocks	3
BIOL 4071	Developmental Biology	3
BIOL 4072	Regenerative and Stem Cell Biology	3
BIOL 4381	Cell-Based Tissue Engineering and Regenerative Medicine	3

Area C: Evolution, Ecology and Population Biology

Code	Title	Units
BIOL 3220	Woody Plants of Missouri	3
BIOL 3221	Research and Public Education in the Arboretum	3
BIOL 3470	Darwin and Evolutionary Controversies*	3
BIOL 3494	Microbes and the Environment	4
BIOL 3501	Evolution	4
BIOL 3700	Animal Behavior	3
BIOL 3810	Introduction to Ecology	3
BIOL 4181	Population Genetics (and Microevolution)	3
BIOL 4182	Macroevolution	3
BIOL 4183	Molecular Evolution	3
BIOL 4195	Disease Ecology	4
BIOL 4197	Community Ecology	3
BIOL 4720	Behavioral Ecology	4

* These courses also satisfy the Arts & Sciences writing-intensive requirement.

Majors also must take an advanced laboratory course from the following list:

Code	Title	Units
BIOL 3110	Vertebrate Structure Laboratory	4
BIOL 3423	Behavioral Genetics Laboratory	3
BIOL 3491	Microbiology Laboratory	3
BIOL 3492	Laboratory Experiments with Eukaryotic Microbes*	3
BIOL 3493	Bacterial Bioprospecting and Biotechnology	3
BIOL 4040	Laboratory of Neurophysiology*	4
BIOL 4193	Experimental Ecology Laboratory*	4
BIOL 4220	Practical Bioinformatics	4
BIOL 4342	Research Explorations in Genomics	4
BIOL 4343	Research Explorations in Genomics*	4
BIOL 4346	Next-Gen Genetics: Merging Genetics With Genomic Insights	3
BIOL 4522	Laboratory in Protein Analysis, Proteomics, and Protein Structure	3
BIOL 4523	Molecular Methods in Enzyme Analysis	4
BIOL 4525	Structural Bioinformatics of Proteins*	4
CHEM 4851	Biological Chemistry Laboratory	
PHYSICS 3324	Biophysics Laboratory	3

* These courses also satisfy the Arts & Sciences writing-intensive requirement.

In special cases, students may earn credit for graduate courses offered by the Division of Biology & Biomedical Sciences.

Specialization Requirements

- **Total Units Required (including the biology major requirements):** 60

Biology major requirements must be met with the following courses: BIOL 3057, area A (BIOL 3340, BIOL 4510, CHEM 4810, or CHEM 4820), area B (BIOL 3411), and any course in area C. Students must then choose one of the following laboratory pathways: (1) Laboratory Pathway 1: one of the following courses: BIOL 3423, PHYSICS 3324, or BIOL 4040; or (2) Laboratory Pathway 2: any other upper-level biology laboratory course on the list of approved laboratory courses for the biology major plus 6 credits of BIOL 4954 and/or BIOL 4953 (Independent Research in Neuroscience). (Note: students selecting Laboratory Pathway 2 will need to carefully plan how to fulfill the advanced lab requirement as many advanced lab courses prioritize enrollment for students in related specializations, just as enrollment in BIOL 4040 is largely reserved for those in the neuroscience specialization. Students must select at least one biology elective (BIOL 3110, BIOL 3151, BIOL 3280, BIOL 3421, BIOL 3422, BIOL 3424, BIOL 4030, BIOL 4345, or ANTHRO 4581) and one outside elective either in physics (PHYSICS 3350, PHYSICS 3355, or PHYSICS 3324) or psychology (PSYCH 3300, PSYCH 3600, or PSYCH 3604). SDS 2200 or SDS 3200 is recommended. Optional seminar courses in neuroscience include BIOL 1171 and BIOL 4934. PHYSICS 3324 may count either as the advanced laboratory requirement or the outside elective course but not for both requirements.

Additional Information

Research

Research opportunities are available during the student's first and second years through BIOL 2901, BIOL 2902, BIOL 2903, or BIOL 2904; such opportunities are available during the third and fourth years through BIOL 4950, BIOL 4951, BIOL 4952, BIOL 4953, or BIOL 4954. A research emphasis in the major requires at least 6 credits (two semesters) of independent research (BIOL 4950, BIOL 4951, BIOL 4952, BIOL 4953, or BIOL 4954) and an approved senior thesis on this research, which is presented at the undergraduate symposium. The research emphasis is acknowledged on the degree as a research milestone.

Senior Honors

Biology majors are encouraged to work for senior honors, which require a 3.30 grade point average in biology, a 3.30 GPA in nonbiological sciences (mathematics, chemistry and physics courses), and a 3.65 overall GPA at the time of graduation. Also required are 6 units of BIOL 4950, BIOL 4951, BIOL 4952, BIOL 4953, or BIOL 4954 research and an approved thesis from this work, equivalent to the research emphasis described in the preceding paragraph. Students interested in senior honors should begin BIOL 4950, BIOL 4951, BIOL 4952, BIOL 4953, or BIOL 4954 no later than the spring of their junior year.

The Department of Biology awards the Marian Smith Spector Prize to an undergraduate who has an excellent academic record and who submits an outstanding honors thesis; it also awards the Ralph S. Quatrano Prize to the student whose thesis shows the greatest evidence of creativity in design, research methodology and/or broader scientific implications. The Harrison D. Stalker Prize is awarded to a graduating senior whose college career is distinguished by scholarship, service and breadth of interest.

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Environmental Biology Major

Program Requirements

- **Total Units Required:** 58-65

Students interested in Environmental Biology typically take BIOL 2150 Introduction to Environmental Biology during fall of the first year of study, although it may be taken later.

Required Courses

Code	Title	Units
EEPS 2010	Earth and the Environment	3-4
or EEPS 2020	Introduction to Earth, Environmental & Planetary Science	
or EEPS 2190	Energy and the Environment	
or ENST 2220	One Health: Linking the Health of Humnas, Animals, and the Environment	
BIOL 2150	Introduction to Environmental Biology	3
BIOL 2960	Principles of Biology I	4
BIOL 2970	Principles of Biology II	4
BIOL 3810	Introduction to Ecology	3
CHEM 1601	Principles of General Chemistry I	3
or CHEM 1701	General Chemistry I	
CHEM 1751	General Chemistry Laboratory I	2
CHEM 1602	Principles of General Chemistry II	3
or CHEM 1702	General Chemistry II	
CHEM 1752	General Chemistry Laboratory II	2
MATH 1510	Calculus I	3
MATH 1520	Calculus II	3
PHYSICS 1740	Physics I	3
or PHYSICS 1760	Focused Physics I	
PHYSICS 1741	Physics I Laboratory	1
Total Units		**37-38**

One of the following Chemistry courses:

Code	Title	Units
CHEM 2561	Organic Chemistry I	4
EECE 2010	Introduction to Environmental Engineering	3
EEPS 3230	Biogeochemistry	3
EEPS 4414	Introduction to Geochemistry	3
EECE 5050	Aquatic Chemistry	3
EECE 5120	Environmental Organic Chemistry	3

One of the following courses in Statistics or GIS:

Code	Title	Units
CSE 1301	Introduction to Computer Science	3
SDS 2020	Elementary Probability and Statistics	3
SDS 3020	Elementary to Intermediate Statistics and Data Analysis	3
ENST 3710	Applications in GIS	3

One upper-level Biology lab course:

Any course that fulfills the advanced laboratory requirement of the Biology major is acceptable; we recommend BIOL 4193 Experimental Ecology Lab (4 credits, writing intensive).

One Biol 3000+ courses in Areas A or B in Biology:

Code	Title	Units
ANTHR 4581	Principles of Human Anatomy and Development	3
BIOL 3057	Physiological Control Systems	3
BIOL 3151	Endocrinology	3
BIOL 3240	Human Genetics	3
BIOL 3280	Principles in Human Physiology	3
BIOL 3340	Cell Biology	3
BIOL 3411	Principles of the Nervous System	3
BIOL 3421	Introduction to Neuroethology	3
BIOL 3422	Genes, Brains, and Behavior	3
BIOL 3424	Great Discoveries in Neuroscience	3
BIOL 3481	Parasitology	3
BIOL 3490	Fundamentals of Microbiology	4
BIOL 4026	How Plants Work	3
BIOL 4030	Biological Clocks	3
BIOL 4071	Developmental Biology	3
BIOL 4072	Regenerative and Stem-Cell Biology	3
BIOL 4073	Human Reproductive Physiology	3
BIOL 4240	Immunology	4
BIOL 4242	Virology	3
BIOL 4345	Epigenetics	3

BIOL 4381	Cell-Based Tissue Engineering and Regenerative Medicine	3
BIOL 4510	General Biochemistry	
CHEM 4810	General Biochemistry I	3
CHEM 4820	General Biochemistry II	3

One of the following Biol 3000+ courses (Area C in Biology):

Code	Title	Units
BIOL 3220	Woody Plants of Missouri	3
BIOL 3221	Research and Public Education in the Arboretum	3
BIOL 3470	Darwin and Evolutionary Controversies*	3
BIOL 3494	Microbes and the Environment	4
BIOL 3501	Evolution	4
BIOL 3700	Animal Behavior	3
BIOL 4181	Population Genetics and Microevolution	3
BIOL 4182	Macroevolution	3
BIOL 4183	Molecular Evolution	3
BIOL 4195	Disease Ecology	4
BIOL 4197	Community Ecology	3
BIOL 4720	Behavioral Ecology	4

* These courses also satisfy the Arts & Sciences writing-intensive requirement.

One additional Biol 3000+ major-track course (may include Biology Undergraduate Independent Research (BIOL 2901, 4950, etc.):

Please refer to the Biology Course Listings (p. 318) in this *Bulletin*.

One of the following EEPS or ENST 3000+ courses:

Code	Title	Units
EEPS 3173	Soil Science	3
EEPS 3230	Biogeochemistry	3
EEPS 3410	Introduction to Geochemistry	3
EEPS 3420	Environmental Systems	3
EEPS 3530	Earth Forces	3
EEPS 3853	Earth History	3
EEPS 3863	Earth's Climate System	3
EEPS 4094	Surface Processes	3
EEPS 4284	Hydrology	3
EEPS 4424	Aqueous Geochemistry	3
EEPS 4434	Methods in Biogeochemistry	3
EEPS 4864	Paleoclimatology	3
ENST 3600	Field Methods for Environmental Science	3
ENST 3620	Applied Conservation Biology	3

Additional Information

Research

Research opportunities are available during the student's first and second years through BIOL 2901, BIOL 2902, BIOL 2903, or BIOL 2904; such opportunities are available during the third and fourth years through BIOL 4950, BIOL 4951, BIOL 4952, BIOL 4953, or BIOL 4954. A research emphasis in the major requires at least 6 credits (two semesters) of independent research (BIOL 4950, BIOL 4951, BIOL 4952, BIOL 4953, or BIOL 4954) and an approved senior thesis on this research, which is presented at the undergraduate symposium. The research emphasis is acknowledged on the degree as a research milestone.

Senior Honors

Biology majors are encouraged to work for senior honors, which require a 3.30 grade point average in biology, a 3.30 GPA in nonbiological sciences (mathematics, chemistry and physics courses), and a 3.65 overall GPA at the time of graduation. Also required are 6 units of BIOL 4950, BIOL 4951, BIOL 4952, BIOL 4953, or BIOL 4954 research and an approved thesis from this work, equivalent to the research emphasis described in the preceding paragraph. Students interested in senior honors should begin BIOL 4950, BIOL 4951, BIOL 4952, BIOL 4953, or BIOL 4954 no later than the spring of their junior year.

The Department of Biology awards the Marian Smith Spector Prize to an undergraduate who has an excellent academic record and who submits an outstanding honors thesis; it also awards the Ralph S. Quatrano Prize to the student whose thesis shows the greatest evidence of creativity in design, research methodology and/or broader scientific implications. The Harrison D. Stalker Prize is awarded to a graduating senior whose college career is distinguished by scholarship, service and breadth of interest.

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Bioinformatics Minor

Program Requirements

- **Total Units Required:** 23-24 units

Mindful of the emerging opportunities at the interface of biology and computer science, the Department of Biology and the Department of Computer Science & Engineering have fashioned the minor in bioinformatics.

Core Courses

Code	Title	Units
ESE 3260	Probability and Statistics for Engineering	3
BIOL 2960	Principles of Biology I	4
BIOL 2970	Principles of Biology II	4
CSE 1301	Introduction to Computer Science	3
CSE 2407	Data Structures and Algorithms	3
or SDS 2020	Elementary Probability and Statistics	
or SDS 3020	Elementary to Intermediate Statistics and Data Analysis	
or MATH 3211	Statistics for Data Science	
or DAT 1200	Managerial Statistics I **and** DAT 1201: Managerial Statistics II	
Total Units		**17**

Advanced Biology Elective

Choose one of the following:

Code	Title	Units
BIOL 3492	Laboratory Experiments with Eukaryotic Microbes*	3
BIOL 3493	Bacterial Bioprospecting and Biotechnology	3
BIOL 4181	Population Genetics	3
BIOL 4220	Practical Bioinformatics	4
BIOL 4342	Research Explorations in Genomics	4
BIOL 4343	Research Explorations in Genomics*	4
BIOL 4370	DNA Manipulations Lab	3
BIOL 4525	Structural Bioinformatics of Proteins*	4

* These courses also satisfy the Arts & Sciences writing-intensive requirement.

Computer Science & Engineering Elective

Choose one of the following:

Code	Title	Units
CSE 5104	Data Mining	3
CSE 5804	Algorithms for Biosequence Comparison	3
CSE 5807	Algorithms for Computational Biology	3

Additional Information

It is anticipated that, for certain students, some portion of the introductory sequence will overlap with the courses required for the major and that these courses will be applicable to both the major and the minor. Upper-level courses used to fulfill the minor requirements may not be used to fulfill the requirements of another major or minor in Arts & Sciences.

Arts & Sciences students should declare the minor within Arts & Sciences. They will be assigned an advisor in Biology. Per Arts & Sciences policy, students with a major in the Department of Biology are not eligible to declare this minor. Per Arts & Sciences policy, Arts & Sciences students must complete 9 units of upper-level course work toward the minor.

McKelvey, Olin, and Sam Fox students should declare the minor within the McKelvey School of Engineering. They will be assigned an advisor in Computer Science & Engineering.

A minimum grade of C- is required for all courses to count toward the minor. Students may apply no more than one course taken outside of Washington University toward the minor requirements. Courses earned through Washington University–approved study abroad programs are considered to be resident units and may count toward this minor where applicable with no limit.

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Biology Minor

Program Requirements

- **Total Units Required:** 32 (18 units of biology and 14 units of chemistry)
- **Grade Requirement:** A grade of C- or better must be earned in all of these courses

Required Courses

Code	Title	Units
BIOL 2960	Principles of Biology I	4
BIOL 2970	Principles of Biology II	4
CHEM 1701	General Chemistry I	3
or CHEM 1601	Principles of General Chemistry I	
CHEM 1702	General Chemistry II	3
or CHEM 1602	Principles of General Chemistry II	
CHEM 1751	General Chemistry Laboratory I	2
CHEM 1752	General Chemistry Laboratory II	2
CHEM 2561	Organic Chemistry I With Lab	4
Total Units		**22**

Elective Courses

The minor requires 10 advanced units in biology selected from the following:

Code	Title	Units
ANTHRO 4581	Principles of Human Anatomy and Development	3
BIOL 3010	Biotechnology Project	3
BIOL 3041	Plant Biology & Genetic Engineering	4

BIOL 3057	Physiological Control Systems	3
BIOL 3100	R Workshop in Biology	1
BIOL 3110	Vertebrate Structures Lab	4
BIOL 3151	Endocrinology	3
BIOL 3183	A History of Genetics in the 20th Century	3
BIOL 3220	Woody Plants of Missouri	3
BIOL 3221	Research and Public Education in the Arboretum	3
BIOL 3240	Human Genetics	3
BIOL 3280	Principles in Human Physiology	4
BIOL 3340	Cell Biology	3
BIOL 3411	Principles of the Nervous System	3
BIOL 3421	Introduction to Neuroethology	3
BIOL 3422	Genes, Brains, and Behavior	3
BIOL 3423	Behavioral Genetics Lab	3
BIOL 3424	Great Discoveries in Neuroscience	3
BIOL 3470	Darwin and Evolutionary Controversies	3
BIOL 3481	Parasitology	3
BIOL 3490	Microbiology	4
BIOL 3491	Microbiology Lab	3
BIOL 3492	Laboratory on Eukaryotic Microbes	3
BIOL 3493	Bacterial Bioprospecting and Biotechnology	3
BIOL 3494	Microbes and the Environment	4
BIOL 3501	Evolution	4
BIOL 3700	Animal Behavior	3
BIOL 3810	Introduction to Ecology	3
BIOL 4026	How Plants Work: Physiology, Growth and Metabolism	3
BIOL 4030	Biological Clocks	3
BIOL 4040	Laboratory of Neurophysiology	4
BIOL 4071	Developmental Biology	3
BIOL 4072	Regenerative and Stem Cell Biology	3
BIOL 4073	Human Reproductive Physiology	3
BIOL 4181	Population Genetics and Microevolution	3
BIOL 4182	Macroevolution	3
BIOL 4183	Molecular Evolution	3
BIOL 4193	Experimental Ecology Lab	4
BIOL 4195	Disease Ecology	4
BIOL 4197	Community Ecology	3
BIOL 4220	Practical Bioinformatics	4
BIOL 4240	Immunology	4
BIOL 4242	Virology	3
BIOL 4270	Problem-based Learning in Biomedical Sciences	3
BIOL 4271	Science of Cats	3
BIOL 4310	Biology of Aging	3
BIOL 4342	Research Explorations in Genomics	4
BIOL 4343	Research Explorations in Genomics (Writing-Intensive)	4
BIOL 4345	Epigenetics	3
BIOL 4346	Next-Gen Genetics	3
BIOL 4381	Cell-Based Tissue Engineering	3
BIOL 4492	Infectious Diseases	3
BIOL 4510	General Biochemistry	4
BIOL 4522	Laboratory in Protein Analysis	3
BIOL 4523	Molecular Methods in Enzyme Analysis	3
BIOL 4525	Structural Bioinformatics of Proteins	4
BIOL 4715	Basic Cancer Biology	3
BIOL 4716	Advanced Cancer Biology	3
BIOL 4720	Behavioral Ecology	4
BIOL 4933	Molecular Biology on the Cutting Edge	2
CHEM 4810	General Biochemistry I	3
CHEM 4820	General Biochemistry II	3
CHEM 4833	Protein Biochemistry	3
PHYSICS 3324	Biophysics Laboratory	3
PHYSICS 3354	Physics of Living Systems	3

Additional Information

All courses used for the biology minor must be taken for a letter grade. A grade of C- or better must be earned in all of these courses. A student may not receive credit for both BIOL 3700 and BIOL 4720 or for both BIOL 4342 and BIOL 4343.

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Chemistry

For students interested in discovering insights into nature, exploring new ways to meet the needs of our technological society, and learning new methods for creating novel compounds and useful materials, chemistry is an excellent major to pursue.

Chemistry is a multifaceted science that extends into biology, medicine, physics, mathematics, business, and commerce. Studying chemistry provides students with the opportunity to explore the structure and constitution of the microworlds of atoms and molecules, the chemical and physical transformations that occur there, and the principles that govern these changes.

Our program provides a strong foundation in the core areas of chemistry: organic, physical, inorganic, nuclear, and theoretical. Special emphases in the department include such emerging interdisciplinary fields as organometallic, bioorganic, biophysical, macromolecular, polymer, environmental, and materials chemistry. The department has close research ties with the departments of Physics;

Earth, Environmental, and Planetary Sciences; Biology; Biomedical Engineering; Energy, Environmental & Chemical Engineering; and Mechanical Engineering & Materials Science. It also works closely with various departments at the Washington University School of Medicine.

Undergraduate majors in chemistry study with renowned scientists who are teacher-scholars dedicated to the students' learning experiences. The department is small and has world-class instruments and facilities, which allow students to receive individualized instruction and to participate in cutting-edge science. Each student works closely with a faculty member to design and carry out an original research project. Students may participate in interdisciplinary research at the School of Medicine or the McKelvey School of Engineering. Research internships at local companies can also be arranged.

A variety of creative and productive careers are available to graduates with a degree in chemistry. Graduates may pursue a career in chemistry or in such related professions as biochemistry, medicine, and chemical engineering. Most students continue on to graduate or medical school, and some students go on to business or law school. Positions in government, industry, and education are also feasible career paths.

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Majors

- Chemistry Major (p. 362)
- Chemistry Major, Biochemistry Specialization (p. 364)

Minors

- Chemistry Minor (p. 365)

Courses

CHEM 1020 Topics in General Chemistry
This course is designed to help students successfully transition from high school AP chemistry to the college level. It provides a general introduction to topics that entering freshmen typically find among the most difficult to master in a first-semester general chemistry course, including the nature and structure of the atom, quantum chemistry, and the nature of bonding. Students gain familiarity with the way in which a rigorous college chemistry course is taught and receive a realistic exposure to the nature of quizzes and exams. Problem sets, selected readings, and group problem-solving strengthen skills and facilitate learning. Prerequisites: two years of high school mathematics (including some familiarity with calculus nomenclature), one year each of high school chemistry and physics.
Credit 3 units. A&S IQ: NSM BU: SCI
Typical periods offered: Summer

CHEM 1030 Advanced Placement Chemistry I
The course permits the award of academic credit for advanced placement scores of 4 or 5.
Credit 3 units.

CHEM 1040 Advanced Placement Chemistry II
The course permits the award of academic credit for advanced placement score of 5.
Credit 3 units.

CHEM 1101 First-Year Opportunity: Why is Chemistry Called The Central Science?
In this course, we seek to answer that question by showing how chemistry is a thread that runs through many disciplines, including biology, physics, astronomy, geology, medicine and environmental science. We will learn about the many types of chemistry-oriented research that are conducted at WashU, along with presentations by several chemists who have gone on to use their chemistry degree in industry or in other adjacent fields. This is a terrific way to gain exposure about how to prepare your own academic pathway through many diverse fields, through using chemistry as a platform. In this

first year opportunity seminar style course, we rely on active dialogue in the classroom, through questions and discussion. You can expect to learn about science communication tools and gain some practice with translating difficult science concepts to a broader audience. This will include short written assignments, but also can include graphical depictions of information and data (tools that may be understood well for science outreach or for professional uses of social media.)
Credit 1 unit. A&S IQ: NSM Art: NSM
Typical periods offered: Fall

CHEM 1102 Chemistry for Concerned Citizens: Topics in Energy, the Environment, and More
This course is designed to provide an overview of chemistry as it relates to problems in environmental science, energy, and related topics. It is constructed such that all students, irrespective of their major area of study, can learn about chemistry in these contexts. The course is intended to be highly interdisciplinary; therefore, it will cover subjects including chemistry, physics, engineering, geology, biology, environmental policy, and others.
Credit 3 units. A&S IQ: NSM, AN Art: NSM

CHEM 1103 First-Year Opportunity: Chemistry and Energy
This seminar is intended for first-year undergraduates to learn about the role that chemistry can play in addressing one of the greatest challenges we face: climate change. Chemistry has played a vital role in providing the energy needs of society, and advances in chemistry can help to develop abundant and economically viable energy technologies that do not have adverse consequences on the environment. Chemistry has long been central to the use of fossil fuel, and there remain opportunities to improve the efficiency of fossil energy resources, thereby contributing to lower carbon dioxide emission per unit of energy generated. Chemistry is critical to the development of renewable energy resources, especially solar energy for the generation of electricity and fuels. Material covered will include the challenges associated with meeting the world's increasing energy needs while reducing the emission of carbon dioxide. This class will cover the role of chemistry in energy technologies, including the storage of energy.
Credit 1 unit.
Typical periods offered: Fall

CHEM 1600 Topics in General Chemistry
This course is designed to help students successfully transition from high school AP chemistry to the college level. It provides a general introduction to topics that entering freshmen typically find among the most difficult to master in a first-semester general chemistry course, including the nature and structure of the atom, quantum chemistry, and the nature of bonding. Students gain familiarity with the way in which a rigorous college chemistry course is taught and receive a realistic exposure to the nature of quizzes and exams. Problem sets, selected readings, and group problem-solving strengthen skills and facilitate learning. Prerequisites: one year of high school chemistry, 2 years of highschool algebra.
Credit 3 units. A&S IQ: NSM Art: NSM BU: SCI

CHEM 1601 Principles of General Chemistry I
This course traces the development of chemistry from early atomic theory to modern descriptions of structure, bonding, and intermolecular interactions. Over the course of the semester, the students learn how macroscopic observations of stoichiometry, chemical reactions, the properties of elements and compounds, and chemical periodicity developed into the microscopic understanding of molecular structure and bonding. The semester begins with fundamentals related to stoichiometry, chemical reactions, solution chemistry, and gas properties, with an emphasis on quantitative problem solving. The octet rule, Lewis structures, and valence-shell-electron-pair repulsion (VSEPR) theory are then introduced as early efforts to describe the stability and structures of molecules. The localized electron model (LEM) and molecular-orbital theory (MOT) are next described as modern descriptions of chemical bonding. The course concludes with intermolecular forces such as hydrogen bonding and van der Waals interactions. This course will be a serious introductory series that requires and develops algebraic-computation and problem-solving skills.
Credit 3 units. A&S IQ: NSM, AN Art: NSM BU: SCI
Typical periods offered: Fall, Summer

CHEM 1602 Principles of General Chemistry II
This course covers chemical equilibrium, thermodynamics, and kinetics at a fundamental level, with an emphasis on in-class problem solving. Gas-phase reactions, heterogeneous (multi-phase) reactions, acid-base reactions, and solubility equilibria are introduced first. Chemical thermodynamics is then taught in its relation to chemical equilibrium. The course finishes with chemical kinetics and rate laws. The content is similar to that of Chem 1702, but advanced applications are omitted.
Credit 3 units. A&S IQ: NSM, AN BU: SCI
Typical periods offered: Spring, Summer

CHEM 1611 Peer-Led Team-Learning: Principles of General Chemistry I
This is an elective one-credit course that can only be taken concurrently with L07 Chem 105 Introductory General Chemistry I. The purpose of the course is to encourage students to work in small groups, supervised by a trained peer leader, on problems from the course that are designed to require a collaborative effort and to enhance understanding. PLTL sessions guide students to become conscious of the problem-solving process and to rigorously evaluate and revise those processes in light of the reasonableness of their results rather than an answer key. In this course, student groups facilitated by a peer leader meet weekly and work together on a problem set building on topics covered in the parent course, with the aim of developing problem-solving, critical-thinking, and collaboration skills. Sign-ups for PLTL begin in Week 1 of the semester, with meetings beginning on the weekend of Week 2. Students must attend at least nine sessions during the semester to earn credit; those who do not reach the attendance threshold will be dropped from the course, and the course will be removed from their transcript. To receive credit for PLTL, a student must remain enrolled in the parent course. Please note the following exceptions to the enrollment and drop policy: (1) Students will not be able to enroll in PLTL if doing so would bring them above 21 credit units, but they will still be able to participate. (2) Students who wish to participate in PLTL but want to opt-out of receiving credit should contact their course's program manager. (3) If dropping PLTL would bring a student below 12 credit units, the drop will be entered as a withdrawal instead.
Credit 1 unit.
Typical periods offered: Fall

CHEM 1612 Peer-Led Team-Learning: Introductory General Chemistry II
This is an elective 1-credit course that can only be taken concurrently with Chem 106 Introductory General Chemistry II. The purpose of the course is to encourage students to work in small groups, supervised by a trained peer leader, on problems from the course that are designed to require a collaborative effort and to enhance understanding. Peer-led team learning sessions guide students to become conscious of the problem-solving process and to rigorously evaluate and revise that process in light of the reasonableness of their results rather than an answer key. In this course, student groups facilitated by a peer leader meet weekly and work together on a problem set building on topics covered in the parent course, with the aim of developing problem-solving, critical-thinking, and collaboration skills. Sign-ups for PLTL

begin in Week 1 of the semester, with meetings beginning on the weekend of Week 2. Students must attend at least nine sessions during the semester to earn credit; those who do not reach the attendance threshold will be dropped from the course, and the course will be removed from their transcript. To receive credit for PLTL, a student must remain enrolled in the parent course. Please note the following exceptions to the enrollment and drop policy: (1) Students will not be able to enroll in PLTL if doing so would bring them above 21 credit units, but they will still be able to participate. (2) Students who wish to participate in PLTL but want to opt-out of receiving credit should contact their course's program manager. (3) If dropping PLTL would bring a student below 12 credit units, the drop will be entered as a withdrawal instead.

Credit 1 unit.

Typical periods offered: Spring

CHEM 1701 General Chemistry I

Systematic treatment of fundamental chemical and physical principles and their applications to the properties and transformations of materials, including the concept of energy and its uses, atomic and molecular structure, periodic classification of the elements, chemical bonding, gas laws, and laws of chemical combination. Pre-requisite: AP Chemistry, or two years of high-school chemistry, or one school of high school chemistry and one year of high school physics. Students can also enroll by permission of the instructors.

Credit 3 units. A&S IQ: NSM, AN Art: NSM BU: SCI

Typical periods offered: Fall

CHEM 1702 General Chemistry II

An introduction to the principles of chemical equilibrium and chemical change. Topics include chemical equilibria, acid/base chemistry, and other ionic equilibria, electrochemistry, elementary chemical thermodynamics and kinetics. Three lecture hours and a problem-solving subsection.

Credit 3 units. A&S IQ: NSM, AN Art: NSM BU: SCI

Typical periods offered: Spring

CHEM 1711 Peer-Led Team-Learning: General Chemistry I

This is an elective one-credit course that can only be taken concurrently with L07 Chem 111A General Chemistry I. The purpose of the course is to encourage students to work in small groups, supervised by a trained peer leader, on problems from the course that are designed to require a collaborative effort and to enhance understanding. PLTL sessions guide students to become conscious of the problem-solving process and to rigorously evaluate and revise those processes in light of the reasonableness of their results rather than an answer key. In this course, student groups facilitated by a peer leader meet weekly and work together on a problem set building on topics covered in the parent course, with the aim of developing problem-solving, critical-thinking, and collaboration skills. Sign-ups for PLTL begin in Week 1 of the semester, with meetings beginning on the weekend of Week 2. Students must attend at least nine sessions during the semester to earn credit; those who do not reach the attendance threshold will be dropped from the course, and the course will be removed from their transcript. To receive credit for PLTL, a student must remain enrolled in the parent course. Please note the following exceptions to the enrollment and drop policy: (1) Students will not be able to enroll in PLTL if doing so would bring them above 21 credit units, but they will still be able to participate. (2) Students who wish to participate in PLTL but want to opt-out of receiving credit should contact their course's program manager. (3) If dropping PLTL would bring a student below 12 credit units, the drop will be entered as a withdrawal instead.

Credit 1 unit.

Typical periods offered: Fall

CHEM 1712 Peer-Led Team-Learning: General Chemistry II

This is an elective one-credit course that can only be taken concurrently with Chem 112A General Chemistry II. The purpose of the course is to encourage students to work in small groups, supervised by a trained peer leader, on problems from the course that are designed to require a collaborative effort and to enhance understanding. Peer-led team learning sessions guide students to become conscious of the problem-solving process and to rigorously evaluate and revise that process in light of the reasonableness of their results rather than an answer key. In this course, student groups facilitated by a peer leader meet weekly and work together on a problem set building on topics covered in the parent course, with the aim of developing problem-solving, critical-thinking, and collaboration skills. Sign-ups for PLTL begin in Week 1 of the semester, with meetings beginning on the weekend of Week 2. Students must attend at least nine sessions during the semester to earn credit; those who do not reach the attendance threshold will be dropped from the course, and the course will be removed from their transcript. To receive credit for PLTL, a student must remain enrolled in the parent course. Please note the following exceptions to the enrollment and drop policy: (1) Students will not be able to enroll in PLTL if doing so would bring them above 21 credit units, but they will still be able to participate. (2) Students who wish to participate in PLTL but want to opt-out of receiving credit should contact their course's program manager. (3) If dropping PLTL would bring a student below 12 credit units, the drop will be entered as a withdrawal instead.

Credit 1 unit. BU: SCI

Typical periods offered: Spring

CHEM 1751 General Chemistry Laboratory I

This course provides an introduction to basic laboratory techniques, the experimental method, and the presentation of scientific data, as well as direct experience with chemical principles and the properties and reactions of substances. The topics and experiments in this course complement the material covered in the first semester General Chemistry lecture courses.

Credit 2 units. A&S IQ: NSM Art: NSM

Typical periods offered: Fall, Summer

CHEM 1752 General Chemistry Laboratory II

Continuation of General Chemistry Laboratory I. The topics and experiments in this course complement the material covered in the second semester General Chemistry lecture courses.

Credit 2 units. A&S IQ: NSM Art: NSM

Typical periods offered: Spring, Summer

CHEM 1801 Introductory General Chemistry I PB

This course covers the systematic treatment of fundamental chemical principles and their applications. Emphasis is on atomic and molecular theories, laws of chemical combination, periodic classification of the elements, and properties of gases, liquids, solids, and solutions. Prerequisites: Math U20 141 and Math U20 142 or equivalent, one year of high school chemistry, or permission of department. This course is restricted to students admitted to the Post-Baccalaureate Premedical Program or in University College. All other students should enroll in Chem 105 or Chem 111.

Credit 3 units. BU: SCI

Typical periods offered: Fall

CHEM 1802 Introductory General Chemistry II PB

Continuation of L07-125 General Chemistry I PB. Considers oxidation-reduction, chemical equilibria, electro-chemical cells, and the chemistry of representative elements. Prerequisite: L07-125. Students desiring to satisfy lab science requirements must also enroll in L07-156.

This course is restricted to students admitted to the Post-Baccalaureate Premedical program or the School of Continuing & Professional Studies. Others may register with instructor permission, and on a space available basis.
Credit 3 units. BU: SCI
Typical periods offered: Spring

CHEM 1851 General Chemistry Laboratory I PB
This course provides an introduction to basic laboratory techniques and the experimental method as well as direct experience with chemical principles and the properties and reactions of substances. The topics and experiments in this course complement the material covered in Chem 125. Prerequisite: Concurrent enrollment in Chem 125 or permission of instructor. The first two lab lectures will be longer than the regular lectures, but without lab session. The lab sessions will convene for the first time beginning with the third class meeting. This course is restricted to students admitted to the Post-Baccalaureate Premedical program or in the School of Continuing & Professional Studies. All other students should enroll in Chem 151.
Credit 2 units. Art: NSM
Typical periods offered: Fall

CHEM 1852 General Chemistry Laboratory II PB
Continuation of L07-155 Chem Lab I PB. Topics and experiments complement the material covered in the L07-126 lecture course. Students attend a three-hour laboratory session and a one-hour laboratory lecture. Prerequisite: concurrent enrollment in L07-126, or permission of the instructor. This course is restricted to students admitted to the Post-Baccalaureate Premedical program or the School of Continuing & Professional Studies. Others may register with instructor permission, and on a space available basis.
Credit 2 units.
Typical periods offered: Spring

CHEM 1900 First-Year Research
This course presents an introduction to research for first- and second-year students. Students are mentored by a faculty advisor. Prerequisite: Permission of the sponsor and the Department of Chemistry. Credit/no credit only.
Credit 0.5-3 units. A&S IQ: NSM Art: NSM
Typical periods offered: Fall, Spring

CHEM 1996 Chemistry Elective: 100-Level
Course used for transcribing 1000-level elective CHEM units.
Credit 3 units.
Typical periods offered: Fall, Spring, Summer

CHEM 2501 Organic Chemistry I
Code for transfer credit equivalent to lecture portion of Organic Chemistry I
Credit 3 units. A&S IQ: NSM Art: NSM BU: SCI
Typical periods offered: Fall, Summer

CHEM 2502 Organic Chemistry II
Code for transfer credit equivalent to lecture portion of Organic Chemistry II
Credit 3 units. A&S IQ: NSM Art: NSM BU: SCI
Typical periods offered: Spring, Summer

CHEM 2551 Organic Chemistry Laboratory I
Code for transfer credit equivalent to lab portion of Organic Chemistry I
Credit 1 unit. A&S IQ: NSM
Typical periods offered: Fall

CHEM 2552 Organic Chemistry Laboratory II
Code for transfer credit equivalent to lab portion of Organic Chemistry II
Credit 1 unit.
Typical periods offered: Spring

CHEM 2561 Organic Chemistry I With Lab
This is the first part of a two-semester survey of organic chemistry. The course will include an introduction to organic structures, reactions, and reaction mechanisms. The laboratory will meet on alternate weeks and include an introduction to laboratory methods in organic chemistry, including separation and methods of purification of organic compounds. Prerequisites: Chem 106 or Chem 112 and Chem 152.
Credit 4 units. A&S IQ: NSM Art: NSM BU: SCI
Typical periods offered: Fall, Summer

CHEM 2562 Organic Chemistry II With Lab
A course covering certain areas of organic chemistry in more detail than the prerequisite course, with special emphasis on the mechanisms and the synthetic applications of organic reactions and on the organic chemistry of biological compounds. The laboratory will meet eight times and include organic synthesis and spectroscopic techniques. Required course for chemistry majors.
Credit 4 units. A&S IQ: NSM Art: NSM
Typical periods offered: Spring, Summer

CHEM 2565 Organic Chemistry Problem Solving Workshops I
The workshops for Organic Chemistry I, CHEM 2561, aim at helping students master the
fundamental key concepts, following the lecture schedule, in a collaborative learning enrollment.
The focus of the workshops is problem solving and creative/critical thinking. The workshop
problem sets are designed based on the topics discussed in the lecture. In-person instruction. Corequisite: Concurrent enrollment in CHEM 2561.
Credit 1 unit.
Typical periods offered: Fall

CHEM 2566 Organic Chemistry Problem Solving Workshops II
The workshops for Organic Chemistry II, CHEM 262, aim at helping students master the fundamental key concepts, following the lecture schedule, in a collaborative learning enrollment. The focus of the workshops is problem solving and creative/critical thinking. The workshop problem sets are designed based on the topics discussed in the lecture. Corequisite: Concurrent enrollment in CHEM 262
Credit 1 unit.
Typical periods offered: Spring

CHEM 2811 Organic Chemistry I PB (Lecture Only)
This is the lecture-only version of the first part of a two-semester survey of organic chemistry. The course will include an introduction to organic structures, reactions, and reaction mechanisms. Prerequisites: Chem 126 and Chem 156. This course is restricted to students admitted to the Post-Baccalaureate Premedical program or in University College.
Credit 3 units. Art: NSM BU: SCI
Typical periods offered: Fall

CHEM 2821 Introduction to Medicinal Chemistry PB
This is an introductory course covering the basic concepts of drug structure, interactions and metabolism relevant to medicinal chemistry. The course will provide an understanding of the structure and physicochemical properties of drugs and their targets and how these determine the drug's mechanism of action and the body's response. In addition, basic concepts of drug design and development will be covered. Prerequisites: A background in general chemistry is required. Knowledge of organic or biochemistry is not required. Organic and biochemistry concepts needed for an understanding of the material will be taught as part of the course. Priority given to students enrolled in the Post-Baccalaureate Premedical program or in the School of Continuing & Professional Studies.
Credit 3 units. BU: SCI
Typical periods offered: Fall, Spring

CHEM 2851 Organic Chemistry I With Lab PB
This is the first part of a two-semester survey of organic chemistry. The course will include an introduction to organic structures, reactions, and reaction mechanisms. The laboratory portion of the course will have eight experiments and include an introduction to laboratory methods in organic chemistry, including separation and methods of purification of organic compounds. Prerequisites: Chem 126 and Chem 156. This course is restricted to students admitted to the Post-Baccalaureate Premedical program or in University College. All other students should enroll in Chem 261.
Credit 4 units. Art: NSM BU: SCI
Typical periods offered: Fall

CHEM 2900 Second Year Research
This course presents research for second-year students. Students are mentored by faculty advisor. Pass/no pass.
Credit 3 units. A&S IQ: NSM
Typical periods offered: Fall, Spring

CHEM 2991 Chemical Laboratory Safety
This course presents an overview of current laboratory safety, regulatory, and compliance practices. Safety and compliance issues that impact chemical, biological, and materials research will be covered.
Credit 0.5 units. A&S IQ: NSM Art: NSM
Typical periods offered: Fall

CHEM 2996 Chemistry Elective: 200-Level
Credit 3 units.

CHEM 3996 Chemistry Elective: 300-Level
Credit 3 units.

CHEM 4001 Physical Science in 12 Problems
Exercises related to general chemistry, classical mechanics, quantum mechanics, statistical mechanics, thermodynamics, and kinetics, will be solved with numerical software. Each exercise will be accompanied by a lecture, a software template solving a problem and presenting a related take-home problem. The software will allow us to focus on, and treat in a transparent fashion, physical problems without the unworldly idealizations and contrivances found in textbooks.
Credit 1 unit. A&S IQ: NSM Art: NSM
Typical periods offered: Fall

CHEM 4010 Physical Chemistry I
Introduction to quantum chemistry with applications to electronic structure and elementary spectroscopy. Prerequisites: Chem 106/112A and Math 233; prior completion of Physics 191 and 192 is strongly encouraged (but concurrent enrollment in Physics I will be accepted); or permission of instructor. Required course for all Chemistry majors.
Credit 3 units. A&S IQ: NSM Art: NSM BU: SCI
Typical periods offered: Fall

CHEM 4020 Physical Chemistry II
This course presents an introduction to chemical thermodynamics, statistical mechanics, and transport phenomena, and it is a required course for all Chemistry majors. Prerequisites: Chem 401, and Math 233; or permission of instructor. Prior completion of Physics 192/194 is strongly encouraged, but prior completion of Physics 191/193 and concurrent enrollment in Physics 192/194 will be accepted.
Credit 3 units. A&S IQ: NSM Art: NSM BU: SCI
Typical periods offered: Spring

CHEM 4030 Chemical Kinetics
This lecture course will provide an introduction to the kinetics of chemical reactions for graduate and upper-level undergraduate science and engineering students. Bulk and molecular-level considerations will be discussed and provide a foundation for the understanding of chemical reaction mechanisms and the techniques used for their study. Students will gain an understanding of the importance and significance of the rate laws of reactions and in particular the reaction rate constant. Details of how the environment in which reactions occur (i.e., gas phase, solution phase, and surface reactions) and molecular structure are reflected in the rate constant will be discussed. Examples such as catalytic loss cycles in the atmosphere, enzyme catalysis, combustion systems, chain reactions, and explosions are presented in detail to illustrate how the fundamental principles of chemical kinetics can be applied to predict reaction rates, chemical reactivity, and the outcomes of particular processes. Prerequisites: Chem 106/112A and/or permission of instructor.
Credit 3 units. A&S IQ: NSM Art: NSM
Typical periods offered: Fall, Spring

CHEM 4035 Nuclear and Radiochemistry Lab
Application of radiochemistry to problems in chemistry, physics, and nuclear medicine, with emphasis on particle detectors and experimental techniques. Prerequisites: 3 units of physical chemistry or quantum mechanics, or permission of instructor. Five hours of laboratory a week.
Credit 3 units. A&S IQ: NSM Art: NSM
Typical periods offered: Fall, Spring

CHEM 4036 Introduction to the Atomic Nucleus
Introduction to the interaction of radiation with matter, the production and decay of radioactive nuclides, the structure and properties of nuclei, and various applications of nuclear science (including nuclear power) are all presented. Lectures will be in-person but a complete set of taped lectures will also be available. A weekly, in-person or remote, help session will be scheduled at a mutually agreed to time. There will be about 6 timed quizzes, one midterm and one final, all of which must be taken in-person on mutually agreed dates.
Credit 3 units. A&S IQ: NSM Art: NSM
Typical periods offered: Fall, Spring

CHEM 4050 Computational Problem Solving in the Chemical Sciences

Have you ever wondered how molecular interactions shape the world around us? Why do certain materials exhibit unique properties? How can we predict and manipulate chemical reactions at the atomic level? These are the mysteries at the heart of chemistry, where understanding the unseen world of atoms and molecules can unlock groundbreaking advances in science and technology. However, one needs specialized numerical methods and computational chemistry skills to explore these questions. This course is designed to bridge this gap. It provides a comprehensive introduction to the mathematical and computational skills necessary to model chemical phenomena at the atomic level. We start by building a strong foundation in mathematical representations of chemical problems, utilizing open-source software tools for problem-solving, data interpretation, and visualization of materials and molecular structures. In the second part of the course, we delve into the fascinating world of atomic-level computer modeling. You'll learn various methodologies, such as Monte Carlo and molecular dynamics. We'll analyze static (thermodynamic and structural) and dynamic properties and their statistical errors. Don't worry if you're new to coding - we'll cover the basics of Python programming in the first few lectures, setting you up for success. By the end of this course, you will be proficient in using computational tools, understanding atomic interactions, and approaching chemical problems with a structured and strategic thought process. Join us to unlock the secrets of the molecular world and transform the way you see chemistry!

Credit 3 units. A&S IQ: NSM

Typical periods offered: Fall

CHEM 4079 Instrumental Methods: Physical Chemistry

A course providing direct hands-on experience with the principles of physical chemistry (thermodynamics, quantum, kinetics) and associated experimental methods and instrumentation, including optical, infrared, and nuclear and electron spin resonance, electrochemistry, calorimetry, laser kinetics, and basic electronics. Prerequisite: Chem 401 or concurrent enrollment in Chem 402.

Credit 3 units. A&S IQ: NSM, WI Art: NSM

Typical periods offered: Spring

CHEM 4090 Physical Chemistry for the Life Sciences

This course will cover theoretical and practical aspects of physical chemistry principles applied to
biological problems

Credit 3 units. A&S IQ: NSM

Typical periods offered: Spring

CHEM 4101 Special Topics in Physical Chemistry

This course is an overview of instrumentation and techniques that are found in modern chemistry laboratories. We shall cover the design of experiments, including basic electronics, signal-to-noise considerations and signal handling. We shall also discuss the applications of a wide variety of spectroscopies, imaging techniques, surface analytical techniques, mass spectrometry and NMR. This course will be of interest to students who expect to pursue chemical research involving modern physical measurements and who wish to understand the fundamental principles behind complex analytical instrumentation. In detail, topics covered will be: 1. Physical Chemistry for Spectroscopy: Electromagnetic Spectrum; Molecular Energy Levels. 2. Signal-to-Noise: Different sources e.g. Shotky, Flicker, Johnson, interference, background radiation. 3. Basic Electronics: Kirchoff's Laws, impedance, capacitance, diodes, op-amps, filters, oscilloscopes. 4. Experimental Considerations: Light sources, magnetic fields, detectors, signal handling, vacuums. 5. CW Spectroscopies: IRS, Raman, Rayleigh Scattering, flourescence, UV-Vis. 6. Lasers: types, Q-switching, laser spectroscopies. 7. Imaging: SEM, TEM, NSOm. 8. Surface techniques: AES, WPS, RAIRS, HREELS, STM, AFM. 9. Mass Spectrometry. 10. NMR.

Credit 3 units. Art: NSM

Typical periods offered: Fall, Spring

CHEM 4510 Organic Chemistry III

A lecture course that builds on the material in the first two semesters of Organic Chemistry, covering in more detail certain topics in those courses while also introducing new topics. A transition to graduate-level study in organic chemistry; recommended for chemistry, biochemistry, and biology majors.

Credit 3 units. A&S IQ: NSM Art: NSM

Typical periods offered: Fall

CHEM 4511 Synthetic Polymer Chemistry

This course describes various methods for the synthesis and characterization of polymers. Copolymers, control of architecture, polymer reactivity, polymer properties, structure/property relationships, and applications of polymers will be discussed. Current topics of interest from the recent literature will also be covered.

Credit 3 units. A&S IQ: NSM Art: NSM

Typical periods offered: Spring

CHEM 4521 Physical Organic Chemistry

The goal of physical organic chemistry is to understand the details of reaction mechanisms, and gain insight into structures and reactivity common to organic chemicals and of high-energy chemical intermediates. This course focuses on the structure of any intermediates, the extent of a reaction from the perspective of the transition state, and identifying the relative energies of reactants, products, intermediates, and transition states. Students will learn concepts needed to solve mechanistic organic problems encountered in research, covering common organic reaction mechanisms, experimental techniques, and theoretical approaches. After the course, students will be able to design experiments to probe mechanistic questions and propose reasonable mechanisms and intermediates to explain experimental observations.

Credit 3 units. A&S IQ: NSM Art: NSM BU: SCI

Typical periods offered: Fall

CHEM 4523 Organic & Inorganic Reaction Mechanisms

This course covers the fundamentals of the study of the mechanisms of reactions of organic, organometallic, and inorganic molecular compounds, primarily in the solution phase, and it surveys examples through case studies. A basic knowledge of organic chemistry is assumed. Prerequisites: Grade of B- or better Chem 261 and Chem 262 or the equivalent.

Credit 3 units. A&S IQ: NSM Art: NSM BU: SCI

Typical periods offered: Spring

CHEM 4530 Spectral Methods in Organic Chemistry

A detailed treatment of the structure and stereochemistry of organic compounds with particular emphasis on ultraviolet, visible, infrared, nuclear magnetic resonance, and mass spectroscopic techniques for structure determination. Prerequisite: Chem 262 or permission of instructor.

Credit 3 units.

Typical periods offered: Spring

CHEM 4531 Computational Chemistry and Molecular Modeling

Lectures will cover the background, practice and applications of computational chemistry to the modeling of the structures and chemical reactions of organic molecules. Different levels of calculation will be presented, from molecular mechanics calculations and Hhckel

molecular orbital theory, through semi-empirical and ab initio self-consistent field calculations with correlation energy corrections, and density functional theory. Hands-on experience performing calculations is an important element in this course.
Credit 3 units. A&S IQ: NSM, WI Art: NSM

CHEM 4559 Advanced Organic Chemistry Laboratory
Initially, problem solving in organic chemistry is emphasized through an introduction to the methods of qualitative organic analysis, including the use of chromatographic and spectroscopic techniques. Each student then selects an independent synthetic project to perform. Prerequisite, Chem 262. Six laboratory hours per week. Lectures held three hours a week for the first half of the semester.
Credit 4 units. A&S IQ: NSM, WI Art: NSM
Typical periods offered: Fall

CHEM 4570 Synthetic Polymer Chemistry Laboratory
An upper-level undergraduate laboratory course that complements Chem 4511 Synthetic Polymer Chemistry. This twice-a-week lab provides hands-on training in the design, synthesis, and characterization of polymers and polymeric materials through four standard experiments (each one week) and one independent project (over five to six weeks). The independent project involves using an article from the literature as the basis for developing a short proposal. At the end of the course, students give oral presentations of their proposals, which are reviewed by their classmates.
Credit 3 units. A&S IQ: NSM Art: NSM BU: SCI
Typical periods offered: Spring

CHEM 4579 Synthetic Polymer Chemistry Laboratory -- Writing Intensive
An upper-level undergraduate laboratory course that complements Chem 4511 Synthetic Polymer Chemistry. This twice-a-week lab provides hands-on training in the design, synthesis, and characterization of polymers and polymeric materials through four standard experiments (each one week) and one independent project (over five to six weeks). The independent project involves using an article from the literature as the basis for developing a short proposal. At the end of the course, students give oral presentations of their proposals, which are reviewed by their classmates. This course satisfies the writing-intensive requirement.
Credit 3 units. A&S IQ: NSM, WI BU: SCI
Typical periods offered: Spring

CHEM 4610 Inorganic Chemistry
Inorganic chemistry encompasses the structure, properties, and reactivity of inorganic molecules and solids and it is a required course for all Chemistry majors. This course will focus on the symmetry, bonding, electronic structure, spectroscopy, and reactivity of inorganic coordination complexes in which ligands are bound to one or more metal centers. The course will start with using group theory to classify molecules based on the symmetry elements they possess. A series of different bonding models including VSEPR, valence bond theory, molecular orbital theory, crystal field theory, and ligand field theory will be used to describe the structure and bonding of inorganic molecules, coordination complexes, and organometallic compounds. These models will serve as a basis for interpreting and predicting the electronic and vibrational spectra of inorganic compounds.
Credit 3 units. A&S IQ: NSM Art: NSM
Typical periods offered: Fall, Spring

CHEM 4611 Organometallic Chemistry
Survey of organometallic compounds with discussion of their synthesis, structure, spectroscopy, and reactivity. Prerequisite: Chem 262.
Credit 3 units. A&S IQ: NSM Art: NSM
Typical periods offered: Fall

CHEM 4620 Solid-State and Materials Chemistry
A description of how the structures of crystalline solids at different length scales control their chemical and physical properties is critical for understanding how these materials are applied in a variety of technologies ranging from solar cells to lithium batteries. This course begins with basic crystallography and introduces common inorganic structure types as well as common defects in crystalline solids. With the aid of computer models, students will learn to analyze and index x-ray powder-diffraction patterns that provide a fingerprint to identify a crystal. The relation between the crystal structure of a solid and its resulting electronic structure, chemical reactivity, and physical properties (e.g., optical, electrical, and mechanical) will be discussed throughout the semester with an emphasis on how crystal defects alter these properties. The course will conclude with the use of phase diagrams to assess the composition and microstructure of metals and ceramics. Prerequisite: Chem 105/111A or permission of instructor
Credit 3 units. A&S IQ: NSM Art: NSM
Typical periods offered: Fall, Spring

CHEM 4630 Inorganic Electrochemistry and Photochemistry
An understanding of electrochemical processes is critical in describing the behavior of batteries, fuel cells, and other important devices used in energy conversion and environmental remediation. This course will cover modern inorganic electrochemistry, photochemistry, and photoelectrochemistry from a microscopic perspective of solid-electrolyte interfaces. The course material will start with the thermodynamics of solid-electrolyte interfaces and the kinetics of electron transfer across these interfaces. Electroanalytical techniques, including cyclic voltammetry and potential-step experiments, will be described to understand the mechanism of electrochemical and photochemical reactions. Lectures will include applications of electrochemical cells in catalysis, materials synthesis, and solar-fuel generation. Prerequisites: Chem 461, or Chem 465, or consent of instructor.
Credit 3 units. A&S IQ: NSM Art: NSM
Typical periods offered: Fall

CHEM 4631 Inorganic Biochemistry
A class in biological chemistry that emphasizes the role of metals in electron transfer and enzymatic catalysis. After a brief survey of essential concepts from biology, coordination chemistry, and spectroscopy, topics will include: electron transfer systems; oxygen transport and activation; metal ion acquisition, transport, and homeostasis; enzymes catalyzing atom transfer reactions and radical-mediated processes. Prerequisite: Chem 262; Chem 461 recommended but not required.
Credit 3 units. A&S IQ: NSM Art: NSM
Typical periods offered: Spring

CHEM 4670 Inorganic Chemistry Laboratory
A laboratory course emphasizing both the synthesis of inorganic compounds and the study of their physical properties. Laboratory exercises will introduce novel synthetic techniques including high-temperature synthesis and vacuum-line manipulations. Compounds will be spectroscopically characterized by UV-visible absorption, gas-phase infrared, and multinuclear and dynamic NMR spectroscopies. Measurements of electrochemical behavior, magnetic susceptibility, and electrical conductivity will be performed.
Credit 3 units. A&S IQ: NSM Art: NSM
Typical periods offered: Spring

CHEM 4679 Inorganic Chemistry Laboratory -- Writing Intensive
A laboratory course emphasizing both the synthesis of inorganic compounds and the study of their physical properties. Laboratory exercises will introduce novel synthetic techniques including high-temperature synthesis and vacuum-line manipulations. Compounds will be spectroscopically characterized by UV-visible absorption, gas-phase infrared, and multinuclear and dynamic NMR spectroscopies. Measurements of electrochemical behavior, magnetic susceptibility, and electrical conductivity will be performed. This course satisfies the Writing Intensive requirement.
Credit 3 units. A&S IQ: NSM, WI Art: NSM
Typical periods offered: Spring

CHEM 4810 General Biochemistry I
Topics include the properties and structures of biomolecules, including amino acids, nucleotides, lipids, carbohydrates, proteins and nucleic acids. Additional topics include enzyme kinetics and mechanisms, membrane structure and properties, protein folding, an introduction to metabolism, oxidative phosphorylation and photosynthesis. This course is the first semester of an integrated two-semester sequence.
Credit 3 units. A&S IQ: NSM Art: NSM
Typical periods offered: Fall

CHEM 4820 General Biochemistry II
Biochemistry explores the chemistry of life processes at the molecular level. This course is the second semester of a two-semester General Biochemistry sequence. The first semester of the Biochemistry sequence covered the basics of the topic with an emphasis on the structures, functions, and interactions of biomolecules including proteins, nucleic acids, carbohydrates, and lipids. This second semester course will emphasize metabolism, the biosynthetic (anabolism) and degradation (catabolism) pathways that provide the energy of life and define the molecules associated with healthy and disease states.
Credit 3 units. A&S IQ: NSM Art: NSM
Typical periods offered: Spring

CHEM 4821 Chemical Biology
This course is a survey of modern chemical biology focusing on the application of a broad array of chemical tools to biological problems. The course is roughly divided into four sections; biopolymers, computational methods and bioinformatics, tools for chemical biology, and applications of chemical biology. A mandatory discussion section accompanies the course and is used to review current and classical literature in the field. Prereqs: Chem 262 and Biol 2970, or permission of the instructor.
Credit 3 units. A&S IQ: NSM Art: NSM
Typical periods offered: Fall

CHEM 4830 Bioorganic Chemistry
This course presents a molecule-centered perspective on the current state of the art in antibiotic drug discovery and natural products chemistry. The molecular mechanisms of antibiotic drug action and pathogen resistance will be covered along with the biosynthetic origins of antibiotics from plants and microbes. The course is taught from the perspective of understanding how organic chemistry plays out in biological systems, with an emphasis on small organic molecules and enzymes. Curved arrow mechanisms will be used frequently in learning activities and assignments. A working knowledge of protein structure and function is helpful. Students are encouraged (but not required) to take General Biochemistry I and/or General Biochemistry II in preparation for this course. Students will be responsible for writing a review article on an assigned antibiotic molecule and presenting their paper to the class.
Credit 3 units. A&S IQ: NSM Art: NSM
Typical periods offered: Fall

CHEM 4831 Nucleic Acids
This course presents the structure, synthesis, properties, and interactions of nucleic acids and the design and synthesis of nucleic acid-based and/or targeted drugs, probes, and tools. Topics include primary, secondary, and tertiary structure; topological and thermodynamic properties; biological and chemical synthesis; DNA chips; PCR; site-directed natural and unnatural mutagenesis; chemical evolution (SELEX); ribozymes; phage display; carcinogen, drug, and protein interactions; affinity cleaving; ultraviolet light and ionizing radiation damage; DNA repair of mutagenesis; and the design and synthesis of anti-sense and anti-gene probes and drugs. Extensive use is also made of molecular modeling and the protein databank of nucleic acid structures. Prerequisites: Chem 261 and Chem 262 or equivalents.
Credit 3 units. A&S IQ: NSM Art: NSM
Typical periods offered: Fall

CHEM 4833 Protein Biochemistry
The focus of this course is protein biochemistry, and is intended to build upon General Biochemistry I. In this course we will focus on protein structure, folding, and techniques to purify and characterize protein activity. We will progress from initial studies to first understand protein fold and function to current efforts to better characterize protein structure-function relationships. We will also highlight human diseases that are underpinned by protein misfolding. This course will focus on reading and understanding primary literature, including landmark papers along with more recent work. During the second half of the semester, each student will select a paper and prepare a written analysis of that paper. The student will then present the paper and lead a journal club style discussion of the paper.
Credit 3 units. A&S IQ: NSM Art: NSM BU: SCI
Typical periods offered: Fall, Spring

CHEM 4839 Bioorganic Chemistry-- Writing Intensive
This course presents a molecule-centered perspective on the current state of the art in antibiotic drug discovery and natural products chemistry. The molecular mechanisms of antibiotic drug action and pathogen resistance will be covered along with the biosynthetic origins of antibiotics from plants and microbes. The course is taught from the perspective of understanding how organic chemistry plays out in biological systems, with an emphasis on small organic molecules and enzymes. Curved arrow mechanisms will be used frequently in learning activities and assignments. A working knowledge of protein structure and function is helpful. Students are encouraged (but not required) to take General Biochemistry I and/or General Biochemistry II in preparation for this course. Students will be responsible for writing a review article on an assigned antibiotic molecule and presenting their paper to the class. This course satisfies the Writing Intensive requirement.
Credit 3 units. A&S IQ: NSM, WI Art: NSM BU: SCI
Typical periods offered: Fall

CHEM 4840 Simulation in Chemistry and Biochemistry
This course explores a wide range molecular modeling techniques and applications of computational chemistry to problems in chemistry and biochemistry. Topics include ab initio quantum mechanics, semi-empirical MO theory, molecular mechanics, molecular dynamics simulation, coarse-grained models, electrostatic methods and biomolecular structure prediction. A major component of the course is weekly laboratory sessions using common software programs in the field, including Spartan, Q-Chem, Gaussian, VMD, TINKER, APBS,

AutoDock, SDA7 and others. Many of the lab exercises target proteins, nucleic acids and other biological structures. As a final lab experience, students will complete an independent project using tools covered in the course.
Credit 3 units. A&S IQ: NSM Art: NSM
Typical periods offered: Spring

CHEM 4842 Modern Medicinal Chemistry
The focus of this course in an overview of Modern Medicinal Chemistry from the selection of a therapeutic target through the FDA-approval process. Each aspect will be exemplified by examples of drugs currently in clinical use, or in late-stage development. One aspect of particular interest to synthetic chemists is the underlying development chemistry that often determines the competitive success of a product. Topics to be covered include peptidomimetic HIV protease inhibitors, topoisomerase inhibitors, HMGCoA-reductase inhibitors (Lipitor, etc.), receptor tyrosine-kinase inhibitors (Gleevac, etc.), a synthetic mimetic of superoxide dismutase, and several others depending on the interests of the participants. Students will be responsible for presenting to the class the synthetic routes developed for the discovery and commercialization of these drugs focusing on development chemistry. Prerequisite: Chem 262 or permission of the instructor.
Credit 3 units. A&S IQ: NSM Art: NSM

CHEM 4851 Biological Chemistry Laboratory
This is an advanced laboratory course emphasizing the application of chemical methods to study biological problems of metabolism and enzyme function. This laboratory is structured as a course-based undergraduate research experience that begins with a series of "training experiments" to familiarize students with methods and instrumentation (UV/Vis & fluorescence spectroscopies, electrochemistry, qPCR, site-directed mutagenesis). Once trained in these techniques, pairs of students will use this set of experimental tools as a basis to follow their own independent hypothesis-driven line of biochemical investigation along one of two thematic pathways: cellular metabolic adaptation or structure/function relationships of flavoenzymes.
Credit 4 units. A&S IQ: NSM
Typical periods offered: Fall

CHEM 4900 Introduction to Research
Third- and fourth-year students register for this course to perform research on a selected topic in chemistry. A student planning to register with a Department of Chemistry research mentor MUST obtain approval from that faculty member before registering, but a formal proposal is not required. For research experiences with mentors outside of the chemistry department, the student must submit the Chem 4900 Project Proposal Form, which identifies the faculty mentor and includes a short description of the proposed chemical research. The Chem 4900 Project Proposal Form, which is available on the chemistry department website, should be submitted to the director of undergraduate studies in the chemistry department for approval. Pass/No Pass only.
Credit 0.5-6 units. A&S IQ: NSM
Typical periods offered: Fall, Spring

CHEM 4950 Advanced Undergraduate Research in Chemistry
Registration for this course allows for advanced research mentored by a Department of Chemistry faculty member. Chemical research with a faculty member outside of the chemistry department may be allowed with prior approval. At the end of the semester, the mentor will chair a faculty committee to evaluate an oral presentation by the student, and a letter grade will be assigned. A concise written report may also be requested by the mentor or committee in addition to the oral examination. Before registration can be allowed, the student must fill out the Chem 4950 Application Form, available on the chemistry department website, and submit it to the director of undergraduate studies. This form includes a short description of the proposed research and a list of the committee members. This course may provide a Capstone Experience, but it does not fulfill the Writing Intensive requirement. The units earned may be applied as elective advanced credits toward a chemistry major with Latin honors eligibility. The course may be taken only once for credit.
Credit 3 units. A&S IQ: NSM
Typical periods offered: Fall, Spring

CHEM 4995 Chemistry Coursework Completed Abroad
Credit 0 units.

CHEM 4996 Chemistry Elective: 400-Level
Credit 3 units.

Chemistry Major

Program Requirements

- **Total Units Required:** 53
- **Grade Requirement:** All chemistry coursework must be taken in residence at Washington University to be applied toward the chemistry major. A minimum grade of C– must be earned in each course to count toward the chemistry major.
- **Note:** Regarding the double counting of course credits, College of Arts & Sciences Guidelines will be followed.

Required Courses

To prepare for a major in chemistry, students will take the following:

Code	Title	Units
CHEM 1701	General Chemistry I*	3
CHEM 1702	General Chemistry II*	3
CHEM 1751	General Chemistry Laboratory I	2
CHEM 1752	General Chemistry Laboratory II	2
CHEM 2561	Organic Chemistry I With Lab	4
CHEM 2562	Organic Chemistry II With Lab	4
PHYSICS 1740	Physics I**	3
PHYSICS 1741	Physics I Laboratory	1
PHYSICS 1742	Physics II**	3
PHYSICS 1743	Physics II Laboratory	1
MATH 1510	Calculus I***	3
MATH 1520	Calculus II***	3
MATH 2130	Calculus III***	3
Total Units		**35**

* Students may substitute CHEM 1601 Principles of General Chemistry I and CHEM 1602 Principles of General Chemistry II for CHEM 1701 General Chemistry I and CHEM 1702 General Chemistry II. Please consult the department's director of undergraduate studies for details.

** PHYSICS 1760 Focused Physics I may replace PHYSICS 1740 Physics I. PHYSICS 1762 Focused Physics II may replace PHYSICS 1742 Physics II.

*** MATH 2801 Honors Mathematics I may replace both MATH 1510 Calculus I and MATH 1520 Calculus II. MATH 2802 Honors Mathematics II may replace MATH 2130 Calculus III.

PHYSICS 2170 Introduction to Quantum Physics and additional mathematics courses are also recommended. The optional CHEM 1101 First-Year Opportunity: Why is Chemistry Called the Central Science? is open to first-year students, highlighting research activities in the department.

A working knowledge of computer programming and of a foreign language, such as German or Russian, is encouraged for the Chemistry major but not required.

Majors in Chemistry must take a minimum of 18 units of advanced courses in chemistry or biochemistry, among which the following must be included:

Code	Title	Units
CHEM 4010	Physical Chemistry I	3
CHEM 4020	Physical Chemistry II	3
CHEM 4610	Inorganic Chemistry	3
Total Units		**9**

In addition, 9 units in chemistry at the 3000 level or above must be taken (not including CHEM 4900 Introduction to Research or CHEM 4950 Advanced Undergraduate Research in Chemistry). BIOL 4510 General Biochemistry may be used to complete 3 of these additional 9 units, but this cannot occur in combination with CHEM 4810 General Biochemistry I or CHEM 4820 General Biochemistry II.

At least 3 of these 9 advanced units must be in a laboratory course chosen from the following list:

Code	Title	Units
CHEM 4035	Nuclear and Radiochemistry Lab	3
CHEM 4079	Instrumental Methods: Physical Chemistry	3
CHEM 4559	Advanced Organic Chemistry Laboratory	4
CHEM 4570	Synthetic Polymer Chemistry Laboratory	3
or CHEM 4579	Synthetic Polymer Chemistry Laboratory - Writing Intensive	
CHEM 4670	Inorganic Chemistry Laboratory	3
or CHEM 4679	Inorganic Chemistry Laboratory - Writing Intensive	
CHEM 4851	Biological Chemistry Laboratory	4

Neither CHEM 4900 Introduction to Research nor CHEM 4950 Advanced Undergraduate Research in Chemistry can be used to satisfy the advanced laboratory requirement.

Students have the advantage of planning their programs with their advisors in accordance with their personal interests. Some graduate courses are also available to seniors.

Additional Information

Study Abroad

Study Abroad programs are available both for chemistry and pre-medical studies. Details of these programs can be found at the Overseas Programs website. For chemistry programs, students may be able to receive elective/research credit for courses taken or research done abroad. It is strongly advised that students contact the Department of Chemistry Study Abroad Advisor, Prof. Richard Mabbs (mabbs@wustl.edu), as soon as possible after they declare their major in order to discuss study abroad plans.

Latin Honors for the Major in Chemistry

- **Total Units Required:** 56

To qualify for Latin Honors, students must complete a minimum of 21 units in advanced courses in chemistry or biochemistry, among which the following must be included:

Code	Title	Units
CHEM 4010	Physical Chemistry I	3
CHEM 4020	Physical Chemistry II	3
CHEM 4610	Inorganic Chemistry	3

In addition, 6 units in Chemistry at the 3000 level or above must be taken (not including CHEM 4900 Introduction to Research). CHEM 4950 Advanced Undergraduate Research in Chemistry can be used to satisfy 3 of these additional 6 units on the Chemistry Honors track. BIOL 4510 General Biochemistry may be used to complete 3 of these additional 6 units, but this cannot occur in combination with CHEM 4810 General Biochemistry I or CHEM 4820 General Biochemistry II.

Student must also take an advanced lab from at least two of the following three areas:

Synthetic:

Code	Title	Units
CHEM 4559	Advanced Organic Chemistry Laboratory	4
CHEM 4570	Synthetic Polymer Chemistry Laboratory	3
or CHEM 4579	Synthetic Polymer Chemistry Laboratory - Writing Intensive	
CHEM 4670	Inorganic Chemistry Laboratory	3
or CHEM 4679	Inorganic Chemistry Laboratory - Writing Intensive	

Physical:

Code	Title	Units
CHEM 4035	Nuclear and Radiochemistry Lab	3
CHEM 4079	Instrumental Methods: Physical Chemistry	3

BioChem:

Code	Title	Units
BIOL 4522	Laboratory in Protein Analysis, Proteomics, and Protein Structure	3
BIOL 4523	Molecular Methods in Enzyme Analysis	4
CHEM 4851	Biological Chemistry Laboratory	4

Neither CHEM 4900 Introduction to Research nor CHEM 4950 Advanced Undergraduate Research in Chemistry can be used to satisfy the advanced laboratory requirements.

Departmental Honors for the Major in Chemistry

To be eligible for Departmental Honors, a student must complete the Latin Honors program in chemistry. To graduate "with distinction," a student must maintain a Chemistry grade point average of 3.5 and complete the equivalent of at least 3 units of CHEM 4900 Introduction to Research. To graduate "with high distinction," a student must maintain a Chemistry GPA of 3.65 and complete the equivalent of at least 3 units of CHEM 4900 Introduction to Research and one semester of CHEM 4950 Advanced Undergraduate Research in Chemistry. To graduate "with highest distinction," a student must maintain a Chemistry GPA of 3.8 and complete the equivalent of at least 3 units of CHEM 4900 Introduction to Research and one semester of CHEM 4950 Advanced Undergraduate Research in Chemistry. Chemistry research is defined as a research project performed under the direction of a Chemistry faculty member or a research project approved by the Chemistry Department Undergraduate Work Committee. The Chemistry GPA is calculated from the grades received in Chemistry courses and prerequisites for the Chemistry major. The level of Departmental Honors that a student achieves will appear on the student's final transcript.

Phone: 314-935-6530
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Website: http://chemistry.wustl.edu

Chemistry Major, Biochemistry Specialization

Program Requirements

- **Total Units Required:** 61-62
- **Grade Requirement:** All required chemistry coursework must be taken in residence at Washington University to be applied toward the chemistry major. A minimum grade of C- must be earned in each course to count toward the chemistry major.
- **Note Regarding Double Counting Course Credits:** College of Arts & Sciences Guidelines will be followed.

Required Courses

To prepare for a major in chemistry with a specialization in biochemistry, students will take the following:

Code	Title	Units
CHEM 1701	General Chemistry I*	3
CHEM 1702	General Chemistry II*	3
CHEM 1751	General Chemistry Laboratory I	2
CHEM 1752	General Chemistry Laboratory II	2
CHEM 2561	Organic Chemistry I With Lab	4
CHEM 2562	Organic Chemistry II With Lab	4
BIOL 2960	Principles of Biology I	4
BIOL 2970	Principles of Biology II	4
PHYSICS 1740	Physics I**	3
PHYSICS 1741	Physics I Laboratory	1
PHYSICS 1742	Physics II**	3
PHYSICS 1743	Physics II Laboratory	1
MATH 1510	Calculus I***	3
MATH 1520	Calculus II***	3
MATH 2130	Calculus III***	3
Total Units		**43**

* Students may substitute CHEM 1601 Principles of General Chemistry I and CHEM 1602 Principles of General Chemistry II for CHEM 1701 General Chemistry I and CHEM 1702 General Chemistry II. Please consult the department's director of undergraduate studies for details.

** PHYSICS 1760 Focused Physics I may replace PHYSICS 1740 Physics I. PHYSICS 1762 Focused Physics II may replace PHYSICS 1742 Physics II.

** MATH 2801 Honors Mathematics I may replace both MATH 1510 Calculus I and MATH 1520 Calculus II. MATH 2802 Honors Mathematics II may replace MATH 2130 Calculus III.

Majors in chemistry with a specialization in biochemistry must take a minimum of 18 units of advanced courses in chemistry or biochemistry, among which the following must be included:

Code	Title	Units
CHEM 4810	General Biochemistry I	3
CHEM 4820	General Biochemistry II	3
CHEM 4010	Physical Chemistry I	3
CHEM 4020	Physical Chemistry II	3
CHEM 4610	Inorganic Chemistry	3
Total Units		**15**

In addition, at least one advanced lab must be chosen from the following list:

Code	Title	Units
CHEM 4035	Nuclear and Radiochemistry Lab	3
CHEM 4079	Instrumental Methods: Physical Chemistry	3
CHEM 4559	Advanced Organic Chemistry Laboratory	4
CHEM 4570	Synthetic Polymer Chemistry Laboratory	3
or CHEM 4579	Synthetic Polymer Chemistry Laboratory - Writing Intensive	

CHEM 4670	Inorganic Chemistry Laboratory	3
or CHEM 4679	Inorganic Chemistry Laboratory - Writing Intensive	
CHEM 4851	Biological Chemistry Laboratory	4

Additional Information

Study Abroad

Study Abroad programs are available both for chemistry and pre-medical studies. Details of these programs can be found on the Overseas Programs website. For chemistry programs, students may be able to receive elective/research credit for courses taken/research done abroad. It is strongly advised that students contact the Department of Chemistry Study Abroad Advisor, Prof. Richard Mabbs (mabbs@wustl.edu), as soon as possible after declaring the major to discuss study abroad plans.

Latin Honors for the Major in Chemistry With a Specialization in Biochemistry

- **Total Units Required:** 64-66

To qualify for Latin Honors, students must complete a minimum of 21 units in advanced courses, including **one** of the following courses:

Code	Title	Units
CHEM 4101	Special Topics in Physical Chemistry	3
CHEM 4631	Inorganic Biochemistry	3
CHEM 4821	Chemical Biology	3
CHEM 4830	Bioorganic Chemistry	3
CHEM 4839	Bioorganic Chemistry - Writing Intensive	3
CHEM 4831	Nucleic Acids	3
CHEM 4833	Protein Biochemistry	3
CHEM 5841	Chemical Dynamics of Biological Pathways	3
BIOL 3340	Cell Biology	3
BIOL 3490	Microbiology	4

or a second advanced laboratory course in chemistry or biology chosen from the following list:

Code	Title	Units
CHEM 4035	Nuclear and Radiochemistry Lab	3
CHEM 4079	Instrumental Methods: Physical Chemistry	3
CHEM 4559	Advanced Organic Chemistry Laboratory	4
CHEM 4570	Synthetic Polymer Chemistry Laboratory	3
or CHEM 4579	Synthetic Polymer Chemistry Laboratory - Writing Intensive	
CHEM 4670	Inorganic Chemistry Laboratory	3
or CHEM 4679	Inorganic Chemistry Laboratory - Writing Intensive	
CHEM 4851	Biological Chemistry Laboratory	4
BIOL 4522	Laboratory in Protein Analysis, Proteomics, and Protein Structure	3
BIOL 4523	Molecular Methods in Enzyme Analysis	4

All required chemistry course work must be taken in residence at Washington University to be applied toward the chemistry major. A minimum grade of C- must be earned in each course to count toward the chemistry major.

Departmental Honors for the Major in Chemistry With a Specialization in Biochemistry

To be eligible for Departmental Honors, a student must complete the Latin Honors program in chemistry. To graduate "with distinction," a student must maintain a chemistry grade point average of 3.5 and complete the equivalent of at least 3 units of CHEM 4900 Introduction to Research. To graduate "with high distinction," a student must maintain a chemistry GPA of 3.65 and complete the equivalent of at least 3 units of CHEM 4900 Introduction to Research and one semester of CHEM 4950 Advanced Undergraduate Research in Chemistry. To graduate "with highest distinction," a student must maintain a chemistry GPA of 3.8 and complete the equivalent of at least 3 units of CHEM 4900 Introduction to Research and one semester of CHEM 4950 Advanced Undergraduate Research in Chemistry. Chemistry research is defined as a research project performed under the direction of a chemistry faculty member or a research project approved by the Chemistry Department Undergraduate Work Committee. The chemistry GPA is calculated from the grades received in chemistry courses and prerequisites for the chemistry major. The level of Departmental Honors that a student achieves will appear on the student's final transcript.

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Chemistry Minor

Program Requirements

- **Total Units Required:** 41 (27 in chemistry; 14 in math and physics)
- **Grade Requirement:** All chemistry coursework must be taken in residence at Washington University to be applied toward the chemistry minor. A minimum grade of C- must be earned in each course to count toward the chemistry minor.
- **Note:** Regarding the double counting of course credits, Arts & Sciences Guidelines will be followed.

Required Courses

Code	Title	Units
CHEM 1701	General Chemistry I*	3
CHEM 1702	General Chemistry II*	3
CHEM 1751	General Chemistry Laboratory I	2
CHEM 1752	General Chemistry Laboratory II	2
CHEM 2561	Organic Chemistry I With Lab	4
CHEM 2562	Organic Chemistry II With Lab	4
PHYSICS 1740	Physics I**	3
PHYSICS 1741	Physics I Laboratory	1
PHYSICS 1742	Physics II**	3
PHYSICS 1743	Physics II Laboratory	1
MATH 1510	Calculus I***	3
MATH 1520	Calculus II***	3
Total Units		**32**

* Students may substitute CHEM 1601 Principles of General Chemistry I and CHEM 1602 Principles of General Chemistry II for CHEM 1701 General Chemistry I and CHEM 1702 General Chemistry II. Please consult the department's director of undergraduate studies for details.

** PHYSICS 1760 Focused Physics I may replace PHYSICS 1740 Physics I. PHYSICS 1762 Focused Physics II may replace PHYSICS 1742 Physics II.

** MATH 2801 Honors Mathematics I may replace both MATH 1510 Calculus I and MATH 1520 Calculus II.

Elective Courses

Student must complete 9 units of chemistry encompassing three courses in at least two subdisciplines. BIOL 4510 General Biochemistry may be used to complete 3 of these additional 9 units, but not in combination with CHEM 4810 General Biochemistry I or CHEM 4820 General Biochemistry II. Courses must be at the 3000 level or above, but CHEM 4900 Introduction to Research and CHEM 4950 Advanced Undergraduate Research in Chemistry are specifically excluded.

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Website:	http://chemistry.wustl.edu

Classics

The major in Classics focuses on the study of the Latin and/or ancient Greek languages. The major in Ancient Studies is for students who want to explore the whole spectrum of the classical world with little or no work in the ancient languages. Resources on campus that support the study of classics include a substantial library collection of materials related to the ancient world, collections of Greek papyri and art, and the Wulfing Coin Collection.

Phone:	314-935-5123
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Faculty

Endowed Professor and Chair

Timothy Moore
John and Penelope Biggs Distinguished Professor of Classics
Department Chair
PhD, University of North Carolina

Director of Graduate Studies

Thomas Keeline
Associate Professor
PhD, Harvard University

Director of Undergraduate Studies

Luis Alejandro Salas
Associate Professor
PhD, University of Texas at Austin

Department Faculty

Nicola Aravecchia
Associate Professor
PhD, University of Minnesota

William Bubelis
Associate Professor
Curator of the Wulfing Coin Collection
PhD, University of Chicago

Christopher Erdman
Assistant Professor
PhD, University of California at Santa Barbara

Ian Hollenbaugh
Assistant Professor
PhD, University of California, Los Angeles

Lance Jenott
Senior Lecturer
PhD, Princeton University

Catherine Keane
Professor
PhD, University of Pennsylvania

Robert D. Lamberton
Professor Emeritus
PhD, Yale University

Justin Meyer
Lecturer
PhD, Washington University in St. Louis

Susan I. Rotroff
Jarvis Thurston & Mona Van Duyn Professor Emerita
PhD, Princeton University

Rebecca Sears
Senior Lecturer
PhD, University of Michigan

Kathryn Wilson
Senior Lecturer
PhD, University of Pennsylvania

Majors

- Ancient Studies Major (p. 383)
- Classics Major (p. 384)

Minors

- Ancient Studies Minor (p. 385)
- Classics Minor (p. 385)

Courses

Courses include the following:

- Classics (p. 367)
- Greek (p. 374)
- Latin (p. 377)
- Interdisciplinary Courses (p. 380)

Classics

CLASSICS 1011 First-Year Seminar: Ancient Mediterranean Textile Production
Humans of the ancient world had to devote vast amounts of time and resources to the production of textiles such as clothing, bedding, ship's sails, and beyond. In this course you will dive into the textile production techniques of the ancient Mediterranean, with units on fiber preparation, spinning, weaving, laundry, and non-clothing textiles. In addition, we will explore the social structures (especially gender) which influence and are influenced by textile production. This course has a significant hands-on component. It will be approximately 50% engagement with scholarship and 50% studio work. That means that every week you will be participating in the processes that you are reading about. There are no required prerequisite courses or skills, but you must be ready and willing to try new things with your hands. The evidence for ancient fiber production is varied, and so the scholarship portion of this class will involve work in the fields of classical philology, art history, and archaeology.
Credit 3 units. A&S IQ: HUM, LCD BU: HUM
Typical periods offered: Spring

CLASSICS 1120 Freshman Seminar: The World of Cleopatra
Cleopatra -- the last queen of ancient Egypt -- captivated her contemporaries and has fascinated the Western world ever since her famous suicide by asp in 31 BCE. She was a woman of contrasts: Pharaoh of Egypt and Greco-Macedonian queen; seductive woman and shrewd political strategist; a ruthless monarch using every means available to consolidate her position in the face of the encroaching power of the Roman Empire. Through texts and material culture, the seminar will seek to understand Cleopatra in the context both of her native Egypt and of the wider Mediterranean world. We will thus examine the traditions of Pharaonic Egypt; the historical events that brought Egypt under the control of the Macedonian Ptolemies (Cleopatra's dynasty); the wider stage of East-West tension and conquest in which Cleopatra struggled to maintain her power; her relationships (political and personal) with famous men of her day (Caesar, Herod, Mark Antony); her capital city of Alexandria, the largest metropolis of its day; Cleopatra's brilliant court and its luxury arts; and finally the many Cleopatras that have populated art and literature of later times. We will emerge with a sense of Cleopatra, both as a unique individual and as a product of her time.
Credit 3 units. A&S IQ: HUM, LCD Art: CPSC BU: HUM, IS EN: H
Typical periods offered: Fall

CLASSICS 1130 First-Year Seminar: Wining and Dining in the Classical World
The focus of this course will be food culture in Greek and Roman societies from the Archaic to the late Roman period. However, foodways from adjacent contemporary cultures will also be briefly examined. Sources will include textual evidence, as well as ethnographic studies of ancient people, iconographic and archaeological evidence, specifically osteological and botanical remains from archaeological sites. Experimental studies will be conducted in class to augment the learning experience of students.
Credit 3 units. A&S IQ: HUM, LCD BU: HUM EN: H
Typical periods offered: Spring

CLASSICS 1140 First-Year Seminar: Ancient Literary Journeys
Recent social histories exploring Greek childhood have emphasized the reconstruction of the ancient child's agency. Such studies have been interested to illuminate the lived experience of children and to apprehend their voices so often silent in the sources. While such inquiry has clearly widened our understanding of ancient children's lives, the present course is designed instead to explore explicitly the representation of children as particularly rich reservoirs of cultural values. Drawing upon a range of art historical and archaeological sources and literary genres, we will examine the ways in which children were presented to mirror back social mores, thus capturing the aspirations of ancient Greek society. As figures of future potential, children continue to offer social historians one of the most striking lenses through which to explore the question of our humanity. The protean answer to this question at once reveals the proximity and vast distance that stands between our modern society and the ancient Greek one.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

CLASSICS 1150 First-Year Seminar: Engaging the Classical Past in Modern Fiction
This course will explore the persistent -- but often camouflaged -- influence of classical antiquity on modern genre (popular) fiction. Students will read and discuss both texts from antiquity (e.g., Ovid's Metamorphoses, Lucian's A True History) and selections from the works of major 20th-century authors drawn from the canon of a specific genre. Although popular fiction embraces a wide range of authors and styles, genres that are particularly engaged with the classical past include science fiction (e.g., Jules Verne, Suzanne Collins), fantasy (e.g., J.R.R. Tolkien, Rick Riordan), horror (e.g., H.P. Lovecraft, Stephen King), mystery (e.g., Elizabeth Peters, Steven Saylor), and adventure (e.g., Clive Cussler, David Gibbins). Discussion of these texts will include theorization about the nature of the genre and its origins as well as specific examples of allusions and intertexts to ancient Greek and

Roman authors, focusing on the characters, artifacts, monsters, themes, legends, and plot devices drawn from Greco-Roman mythology or modern mythology about Classical antiquity. Course is for first-year, non-transfer students only.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H
Typical periods offered: Fall, Spring

CLASSICS 1160 First-Year Seminar: Magicians and Witches in Greco-Roman Literature
This course examines the representation of magicians and witches in ancient Greek and Roman literature. The starting point is Apuleius' Metamorphoses (or The Golden Ass, as St. Augustine dubbed it), written in the second century CE. This work of narrative prose collects several tales of witches, magical transformations, and religious revelation. From there, we examine other tales of magicians and witches, paying particular attention to the role of gender in these representations and the conflict between magic and religion. The goal is to understand how these representations function within their particular society, what anxieties they reveal, and how they relate to the archaeological evidence we have for these practices.
Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: HUM EN: H
Typical periods offered: Fall

CLASSICS 1170 First-Year Seminar: Villians of Ancient Rome
Fall 2024: Who were the ancient Romans? What were their lives like? What did they care about, and what did they believe? In this seminar, you will work to answer these questions and more as you examine the rich culture and literature of the ancient Romans through the lens of villainy. You will read historical and literary accounts of ancient Rome and explore the great villains of the monarchy, republic, and empire-to name a few: Tarquinius Superbus, Lucius Catiline, Livia Drusilla, Marc Anthony, and Agrippina the Younger. As we make our way through our sources you will learn about the daily life, social structures, governments,economies, and multiple religions of Roman culture. Furthermore, you will come to see how traces of Romans (virtuous and villainous) live on today! After a semester of critical reading and class discussions, you should leave the course with a greater understanding of three things: Roman culture broadly, the impact that this culture has on our modern world, and what constitutes a villain in the Roman mind across the centuries. Note: This course is for first-year, non-transfer students only.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall

CLASSICS 1171 Christianity and Polytheism in Late Antique Egypt
This course explores the subject of polytheism in late Roman Egypt and the role that Christianity played in shaping a new religious, social, and cultural environment between the third century CE and the advent of Islam in the seventh century. The goal is to gain an understanding of the process by which the new religion spread in a deeply Hellenized part of the Mediterranean world such as Egypt. Indeed, its inhabitants had not only largely adopted the Greek language, but were deeply imbued with Greco-Roman culture and lifestyle, at the same time remaining attached to their traditional religious heritage. The seminar will touch upon issues of religious and cultural resistance, imperial involvement, official propaganda, proselytism, and syncretic manifestations of devotional practice. Attention will also be paid to the variety of forms in which Christianity (and modes of Christian life) developed in Egypt, revealing a complex but deeply fascinating world of ideas and beliefs. The religious topography of pre-Christian Egypt, in which temples were prime visual landmarks, will be examined and compared with the dramatic changes brought about, both to the built and the natural environment, by the appearance and dissemination of Christian places of cult and monastic life.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Spring

CLASSICS 1180 First Year Seminar: The Emperor Nero: Prince, Monster, Artist
The destructive, scandal-ridden career of the Roman emperor Nero (mid-1st century CE) almost defies belief. From his assumption of power as a teenager to his suicide after a military revolt, Nero flouted political and cultural conventions left and right. His inspiring debut notwithstanding, he killed off his family and mentor, held wild parties, poured money into extravagant projects, and neglected state business to pursue a career on stage. He came to be labeled one of the Bad Emperors, and seen as a symbol of the decline of Rome itself - especially by sympathizers of the Christians he persecuted. Yet Nero as an emperor and a literary character was also a creation of his time. The figure of Nero is examined in his context. The central text is the Life of Nero by Suetonius (2nd century CE), a dense and colorful text read first in its entirety and then more carefully in pieces. Supplementary readings are from the abundant other sources on and interpretations of Nero, both ancient and modern. Discussions and writing assignments are varied and designed to develop analytical and writing skills.
Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: HUM EN: H
Typical periods offered: Fall

CLASSICS 1190 First-Year Seminar: Power and Persuasion: The Courts and Laws of Ancient Athens
In ancient Athens, each citizen had the power to prosecute others for wrongs committed not only against him but also against society as a whole. Each citizen defended himself without aid of lawyers and judges. This system depended upon an intensely democratic structure of jury courts and laws and upon the development of rhetoric as an artful speech by which to persuade fellow citizens to find one way or the other. Nearly 100 speeches survive from the Athenian courts. and they provide a remarkable window into Athenian society, politics, and law. In addition to reading translations of many of these speeches, we will examine the physical setting of Athenian courts and explore the manner in which this legal system was integral to Athens' democracy.
Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: HUM EN: H
Typical periods offered: Spring

CLASSICS 1200 First-Year Seminar: Fabricated Histories: Ancient Greece and Rome in European Fascism
Fascist Italy and Nazi Germany created and expressed unique forms of power and justification through fabricating connections to Ancient Greece and Rome. For almost 1,500 years before Benito Mussolini and Adolf Hitler began their rises to power after World War I, these ancient civilizations had been two of the most significant symbols of power, culture, achievement, and imitation. In this class, we will dive deeply into the nature of the relationship between the ancient world and these two fascist states. We will investigate how the leaders and their states attempted to cultivate relationships with the ancient past through history, film, architecture, and propaganda. We will strive to answer two fundamental questions of great value for understanding how knowledge is manipulated to serve political power:

1. Why did Italian and German fascists turn to Ancient Greece and Rome? Addressing this question will help us understand the decisive role classical antiquity has had in one of the most destructive political ideologies of the modern era.
2. What specific mechanisms were used to interpret Graeco-Roman culture and knowledge? Answering this will allow us to evaluate how ideologies reframe knowledge to create specific identities and cultivate power.

Credit 3 units. A&S IQ: HUM, LCD BU: HUM

Typical periods offered: Fall

CLASSICS 1330 Ampersand: The Age of Pericles
This seminar will explore the relationship between the sociopolitical history and cultural development of Athens in the fifth and fourth centuries BC. Students will be encouraged to analyze both archeological and literary evidence throughout the process of democratization, paying particular attention to the Periclean building program, including the sanctuary of Athena on the Acropolis, the Agora, domestic Athenian architecture, and the panhellenic sanctuaries of Delphi and Olympia. Selections from the histories of Herodotus and Thucydides, the plays of Sophocles and Aristophanes, the dialogues of Plato, and Aristotle's Constitution of Athens will highlight the functions and limitations of the democratic regime. This course is for first-year, non-transfer students in the Democracy and Myth in Ancient Greece Ampersand program.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H
Typical periods offered: Spring

CLASSICS 1510 Beginning Coptic I
This course provides an introduction to the Coptic language in the Sahidic (southern) dialect. Coptic was the vernacular language spoken and written in Egypt during the Roman, Byzantine, and Arab periods (until about 1300 CE) and as such is important for studying the history of premodern Egypt. It preserves some of the oldest known translations of the Bible, many apocryphal and heretical books that illustrate the wide diversity of ancient Christianity (e.g., the Gospels of Thomas and Mary), as well as sermons, saints' lives, monastic instructions, and liturgical manuals that still constitute the literary culture of the Coptic Orthodox Church today. In addition, a plethora of magical papyri illustrate medical and religious practices; personal letters reveal the lives of everyday people; and troves of business documents (e.g., contracts, wills, governmental petitions, receipts) have proved important for understanding Roman and Byzantine economies. Because Roman Egypt was a highly bilingual society, there are even instances of Classical Greek literature translated into Coptic (e.g., selections of Homer and Plato), and these offer a unique witness to how such texts were received by Egyptians. The goal of this course is to cover 15 of the 20 lessons in the grammar book. The remainder will be covered in the second level of this course.
Credit 4 units. A&S IQ: HUM, LCD BU: HUM EN: H
Typical periods offered: Fall

CLASSICS 1520 Beginning Coptic II
After completing the remaining grammar lessons from Beginning Coptic I, we will build skill and confidence as translators by reading selections from a variety of Coptic texts: the Sahidic Gospel of Mark, the hagiographic Life of John the Monk, selections from the Gospels of Mary and Thomas, and a unique Coptic translation of Plato's Republic. In our readings from the Bible and Plato, those who read Classical Greek will also have the opportunity to study how ancient translators chose to render the Greek texts into Egyptian, and how, in the process of translation, they changed the meaning of the originals. Prerequisite: Classics 188 or permission of instructor.
Credit 4 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Spring

CLASSICS 1996 Classics Elective: 100-Level
Course is used transcribing 1000-level Classics electives
Credit 3 units. EN: H
Typical periods offered: Fall, Spring, Summer

CLASSICS 2101 Beginning Sanskrit I
This course is an introduction to Classical Sanskrit, the ancient literary language of India. Students will learn to read and write in the Devanagari writing system and be introduced to the basics of Sanskrit grammar. By the end of the course students will be able to produce grammatical paradigms of Sanskrit words, understand and produce complex sentences in Sanskrit, and will even start reading passages of the Mahabharata in the original.
Credit 4 units. A&S IQ: HUM, LCD BU: HUM EN: H
Typical periods offered: Fall

CLASSICS 2110 Beginning Sanskrit II
Credit 3 units. A&S IQ: LCD, LS EN: H
Typical periods offered: Spring

CLASSICS 2250 Latin and Greek in Current English
An astonishingly large number of English words, especially in areas such as medicine, science, and law, are derived from Latin and Greek. This course will provide a study of the impact of Latin and Greek on the English language through study of the Latin and Greek roots, prefixes, and suffixes that are most commonly found in English technical and non-technical vocabulary and the linguistic principles through which these elements have entered the English language.
Credit 3 units. A&S IQ: HUM BU: HUM EN: H
Typical periods offered: Fall

CLASSICS 2340 The Greek World
This course offers an introduction to the society and culture of ancient Greece, the civilization that created Homer, Socrates, and Herodotus, among many others. Using a wide variety of literary, documentary, and material sources, we will focus on one central question: what does it mean to be Greek in antiquity? We will explore how the negotiation of 'Greekness' affects cultural values, how it influences the geopolitics of the ancient Mediterranean, how women, slaves, and immigrants fit (or do not fit) into this Greekness, how ancient Greek democracy arises, and how it dies.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Spring

CLASSICS 2360 The Roman World
An introduction to the society and culture of the ancient Roman Republic and Empire. The Roman World began as a small settlement by the Tiber River and became a huge and diverse empire extending into three continents, with a cultural legacy that has lasted to this day. The course will cover key events over a millennium of Roman political history, but much of our time will be given to study and analysis of Roman concepts of national identity, moral and political thought, social hierarchies and dynamics, family, religion, and entertainment. To this end, we will examine a diverse combination of primary sources - literary, documentary, and material.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Spring

CLASSICS 2510 Projecting the Past: Ancient Greece and Rome in Modern Film
Since the earliest days of film, screenwriters and directors have mined the rich history of Ancient Greece and Rome to captivate audiences with tales of heroes and slaves, soldiers and lovers. This course will examine such cinematic representations across a variety of American and European films from the 20th and 21st century. Drawing upon translated selections from ancient Greek and Roman authors,

secondary readings and weekly screenings, students will reflect upon the ways in which film adaptations of antiquity both tell us much about Ancient Greece and Rome and reveal as much about our present as they do the past.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H
Typical periods offered: Fall

CLASSICS 2900 Directed Research in Classics
Introduces first-years and sophomores to research by engaging them in ongoing faculty research projects within the department. Under the direction of a faculty mentor, students take part in tasks that contribute to the mentor's research. Through this hands-on experience, students learn about the research process and build foundational research skills that can benefit their future academic experience and development. Faculty mentors provide regular guidance, training, and feedback to support students' understanding and growth. Students are registered by the department after approval from the faculty member leading the research project. The course may be taken for 1-3 credit hours based on the weekly hours required. Credit/No Credit only
Credit 3 units.

CLASSICS 2996 Classics Elective: 200-Level
Course is used for transcribing 2000-level Classics electives
Credit 3 units. EN: H
Typical periods offered: Fall, Spring, Summer

CLASSICS 3000 Writing Intensive in Ancient Studies
This is a Writing Intensive course involving the study of selected topics in Classics. Recent topics include The Banquet in Antiquity; The Art of Reading and Writing an Ancient Greek Vase; and Golden Ages, Nostalgia, and the Idealized Past.
Credit 3 units. A&S IQ: HUM, LCD, WI Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

CLASSICS 3010 Greek Mythology
The myths of ancient Greece are not only inherently interesting, but they are an incomparable starting point for the study of the ancient world, and they have offered numerous images and paradigms to poets, artists, and theorists. This course provides an introduction to the major Greek myths, their role in literature and art, their historical and social background, and ancient and modern approaches to their interpretation. Student work will include discussing course material in sections and online, taking two exams covering both the myths themselves and the ancient authors who represent our richest sources, and writing several essays interpreting or comparing ancient literary treatments. 3 units.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM
Typical periods offered: Fall, Spring, Summer

CLASSICS 3060 Race and Identity in Greco-Roman Antiquity
This seminar will start from one big question: Were the ancient Greeks and Romans white? We will examine this question -- and the questions that spring from it -- from two angles. First, using literary and archaeological evidence and informed by modern critical race theory, we will investigate how people living in the ancient Mediterranean understood difference: between themselves and others as well as among their own citizens. Did they have a concept of race at all? If not, how did they theorize difference? Second, we will study how and why the modern race system in the United States uses antiquity and racializes the premodern past. Students will write several short responses to sources over the semester and complete a research paper on a topic of their choice.
Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM BU: ETH, HUM, IS EN: H
Typical periods offered: Fall

CLASSICS 3077 From the Renaissance to Nazi Germany:Ancient Greece and Rome in German Nationalism
In 1943 the Nazi SS stormed the Italian Villa Fontedamo in search of a book: the Germania of the ancient Roman historian Tacitus. Storming the villa was just one example of a quest Germans had been undertaking since the Renaissance: to find German national identity with the help of Ancient Greece and Rome. Graeco-Roman antiquity provided the Germans with the first comprehensive description of their ancient ancestors in the Germania and their first national hero, Arminius. In this course, we will study the impact of that Greece and Rome had on German national identity starting in the 16th century when a group of poet-scholars transformed the Germania and Arminius into central components of German national identity. We will trace it through the Enlightenment in the 17th-18th centuries and into the age of imperialism in the 19th century when the first monument to Arminius was erected in Germany, the so-called "Hermannsdenkmal" (Monument to Arminius). We will end with how the Nazis reinterpreted the culture of Ancient Greece and Rome as a justification for fascism and violent nationalism. We will debate extensively and write in detail about questions of authority, identity, tolerance, intolerance, belonging, and ultimately why classical culture has been one of the most influential forces of the last 500 years. Our focus will lie on three key questions, each of incomparable relevance in today's world: 1. Why did German nationalists turn to Ancient Greece and Rome? Addressing this question willhelp us understand the decisive role classical antiquity has had since Rome fell in 476 CE 2. What specific mechanisms were used to interpret Graeco-Roman culture and knowledge? Answering this will allow us to evaluate how history is always in service of identity and power. 3. How did German identity develop? Evaluating this will help us understand how Renaissance-era poet-scholars were at the beginning of an identity creation that exploded in the 1900s. Our goals are to understand classical culture's potential for use and abuse, and to develop tools for historical thought and insight that help us understand the past and present. Writing Intensive Course
Credit 3 units. A&S IQ: HUM, LCD, WI BU: HUM
Typical periods offered: Spring

CLASSICS 3150 Gender and Sexuality in Greco-Roman Antiquity
In this course, we'll explore how ancient Greeks and Romans thought about gender and sexuality. We'll draw on ancient texts in translation as well as visual and material culture, and we'll engage with different scholarly approaches to the topic. As we do this, we'll discuss questions such as: How did the Greeks and the Romans define masculinity and femininity? What can we tell from our sources about those who did not fit neatly into this binary? How did ancient Greeks and Romans think about male and female anatomy and psychology? How did the Greeks and the Romans construct sexuality and how did they approach homosexual and heterosexual relationships? How did class, ethnicity, and age intersect with ideas about gender and sexuality in antiquity? We'll study both societal ideals as well as individuals who broke norms. While our focus will be on the ancient world, we'll also think about how the past can provide new perspective on the present.
Credit 3 units. A&S IQ: HUM, LCD, SC Art: HUM BU: BA, HUM EN: H
Typical periods offered: Fall

CLASSICS 3160 The Women of Greek Tragedy
This course examines the role of women in Athenian drama. Students will read English translations of the works of the three major tragedians -- Aeschylus, Sophocles, and Euripides -- and their near contemporary, the comedian Aristophanes. Direct engagement with ancient texts will encourage students to develop their own interpretations of and written responses to the political, social, and ethical manipulation that these mythological women were compelled to endure and the subtle ways

in which they appear to exercise power themselves. Selected scholarly articles and book chapters will help students to contextualize these ancient dramas in their culture of origin. Because such issues continue to preoccupy both sexes today, students will see how Greek tragedy addresses perennial historical and cultural concerns through the examination of adaptations of Greek tragedies ranging from Seneca in ancient Rome to Spike Lee's Chi-Raq and Luis Alfaro's Mojada: A Medea in Los Angeles. The final research paper will encourage students to consider how a specific female character from antiquity is transformed for a modern dramatic audience.
Credit 3 units. A&S IQ: HUM, SC, WI Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

CLASSICS 3230 The Arts and Culture of Rome
An introduction to the culture of the ancient Romans as revealed by their arts, literature, and institutions.
Credit 3 units. A&S IQ: HUM Art: AH BU: HUM
Typical periods offered: Spring

CLASSICS 3370 Ancient History: Greece
Emphasis on Athenian democracy and imperialism, the crisis of the polis, Alexander the Great, and the emergence of an international culture.
Credit 3 units. A&S IQ: HUM Art: HUM BU: HUM
Typical periods offered: Spring

CLASSICS 3400 Guided Research Experiences in Field Archaeology
Credit 3 units.

CLASSICS 3410 Ancient History: The Roman Republic
Rome from its legendary foundation until the assassination of Julius Caesar. Topics include: the establishment, development, and collapse of Rome's Republican government; imperial expansion; Roman culture in a Mediterranean context; and the dramatic political and military events associated with figures like the Carthaginian general Hannibal, the Thracian rebel Spartacus, and the Roman statesman Cicero.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H
Typical periods offered: Fall

CLASSICS 3420 Ancient History: The Roman Empire
An introduction to the political, military, and social history of Rome from the first emperor Augustus to the time of Constantine. Topics include: Rome's place as the center of a vast and diverse empire; religious movements, such as Jewish revolts and the rise of Christianity; and the stability of the state in the face of economic crises, military coups, and scandals and intrigues among Rome's imperial elite.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H
Typical periods offered: Spring, Summer

CLASSICS 3450 Greek History: The Dawn of Democracy
From the so-called Dark Ages to the death of Socrates, a survey of the political, social, economic, and military development of early Greece, with emphasis upon citizenship and political structure, religion and culture, and the complex relationships between Greeks and neighboring peoples.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall

CLASSICS 3460 Greek History: The Age of Alexander
From the death of Socrates until the foundation of the Roman Empire, Greece and the Ancient Near East underwent profound changes that still resonate today. This course surveys the political, social, economic, and military developments of this period, especially Alexander the Great's legacy.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Spring

CLASSICS 3540 Gender, Class, and Comedy: Ancient and Modern
Few cultural products are effective as dramatic comedy in revealing, reflecting, critiquing how societies respond to differences of gender and social class. In this course we will consider how writer, performers, and audiences of dramatic comedies have responded to issues surrounding gender and class. We will read, discuss, and write about comedies from ancient Greece and Rome and from various modern nations, paying particular attention to the following questions: Do comic plays reinforce or challenge the preconceptions of their audiences surrounding gender and social class? Why does comedy have such power both to unite and divide people as they respond to gender and class? Does dramatic comedy have the power to change attitudes surrounding gender and class? This course has an extensive writing component, so much of our time will be spent writing about the comedies we will read, revising what we have written, and discussing how best to write about comedy and its responses to society.
Credit 3 units. A&S IQ: HUM, LCD, SC, WI BU: HUM
Typical periods offered: Fall, Spring

CLASSICS 3560 Ancient Sport and Spectacle
Ancient sport and spectacle seem both familiar and foreign to us today. We share the Greek obsession with athletic success, and we have revived their Olympic games-and yet the Greeks competed nude and covered in oil and included in their celebration a sacrifice of 100 oxen to Zeus. So too do we recognize the familiar form of the Roman arena, but recoil from the bloody spectacles that it housed. In this class we will examine the world of ancient Greco-Roman sport and spectacle, seeking to better understand both ancient culture and our own. We will consider Greek athletic competition, Roman gladiatorial combat, chariot racing, and other public performances. We will set these competitions in their social and historical context, considering both their evolution and their remarkable staying power.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall

CLASSICS 3670 Ancient Political Thought
The course examines the most significant ancient attempts to construct an ethically and practically viable politics. Topics include imperialism, citizenship, the cultivation of virtue, utopianism, and dissent. Although the focus is on understanding key texts as interventions in particular contexts, attention is also paid to contemporary reinventions of ancient thought. Readings are drawn from historians (Herodotus, Thucydides), philosophers (Plato, Aristotle), and orators (Demosthenes, Cicero).
Credit 3 units. A&S IQ: SSC BU: BA
Typical periods offered: Spring

CLASSICS 3700 Ancient Writing
A survey of the development of writing and ancient writing systems, including cuneiform, Egyptian Hieroglyphics, Mycenaean Greek, Etruscan, early Latin, Irish Ogam, Asian writing systems, and Mayan Glyphs.
Credit 3 units. A&S IQ: HUM BU: HUM
Typical periods offered: Spring

CLASSICS 3750 Topics in Comparative Literature: Pastoral Literature
Credit 3 units.

CLASSICS 3753 Writing About the Ancient World
Classics courses at the 300 level with enhanced requirements in writing may be taken under this designation as writing-intensive courses. REQUIRED: PERMISSION OF INSTRUCTOR.
Credit 3 units. A&S IQ: HUM, WI BU: HUM EN: H
Typical periods offered: Fall

CLASSICS 3800 Ancient Greek and Roman Medicine
This course introduces students to the practice and theory of medicine in the ancient Mediterranean, beginning in Egypt and continuing through Greece and Rome. It ends in the Middle Ages. Greco-Roman medicine will be our focus. How was disease understood by practitioners and, as far as can be reconstructed, by laypeople? What form did surgical, pharmacological, and dietitic treatment take? What were the intellectual origins of Greek medicine? The social status of medical practitioners? How was medicine written and in what terms did its practitioners conceive it?
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H
Typical periods offered: Spring

CLASSICS 3830 Magicians, Healers, and Holy Men
Magic is perhaps not one of the first words one associates with Greco-Roman antiquity. Yet for most individuals living in the ancient Mediterranean, including philosophers, businessmen, and politicians, magic was a part of everyday life. Casting spells, fashioning voodoo dolls, wearing amulets, ingesting potions, and reading the stars are just some of the activities performed by individuals at every level of society. This course examines Greco-Roman, early Christian, and Judaic magical practices. Students read spell-books which teach how to read the stars, make people fall in love, bring harm to enemies, lock up success in business, and win fame and the respect of peers. Students also look at what is said, both in antiquity and in contemporary scholarship, about magic and the people who practiced it, which helps illuminate the fascinating relationship between magic, medicine, and religion.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall

CLASSICS 3850 Comedy, Ancient and Modern
In this course we will examine the nature of dramatic comedy and its role in society. We will read, discuss and write about comedies from ancient Greece and Rome and from various modern nations, paying particular attention to the following questions: Do comic plays reinforce or challenge the preconceptions of their audiences? How have comic playwrights responded to issues such as class, gender, religion, and politics? Why does comedy have such power both to unite and to divide people? This course has an extensive writing component, so much of our time will be spent writing about the comedies we will read, revising what we have written, and discussing how best to write about comedy.
Credit 3 units. A&S IQ: HUM, LCD, WI Art: CPSC BU: HUM EN: H
Typical periods offered: Spring

CLASSICS 3890 The Ancient Novel
Many modern readers are familiar with the mythological and dramatic literature of Greco-Roman antiquity, but fewer are aware that the same cultures developed a tradition of prose fiction concerned with romance, human psychology and sexuality, exotic travel and adventure, and religious experience. The European tradition of extended fictional narrative begins with the Greeks, and their novels, along with Apuleius' GOLDEN ASS and Petronius' SATYRICON, had a formative influence on later narrative traditions. Students read and analyze all the surviving examples of the Greco-Roman novel, including some fragmentary works, with the goal of throwing light on the history and conventions of the genre, its appeal, and its influence.
Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: HUM
Typical periods offered: Fall

CLASSICS 3990 Undergraduate Teaching Assistant
Exceptional undergraduates serve as teaching assistants for selected lecture courses. Credit may not be counted towards a major in Classics or Ancient Studies. Prerequisite: Permission of instructor.
Credit 3 units.
Typical periods offered: Fall

CLASSICS 3996 Classics Elective: 300-Level
Course is used for transcribing 3000-level Classics electives
Credit 3 units. EN: H
Typical periods offered: Fall, Spring, Summer

CLASSICS 4012 Ancient Greek Numismatics
Coins are one of the most powerful, mysterious, and enduring inventions of classical antiquity. Invented in western Anatolia c. 2,700 years ago, coins transformed every economy into which they entered and quickly became one of the hallmarks of ancient Greek society above all others. Adorned with a bewildering array of symbols for the kings and city-states that minted them,
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Spring

CLASSICS 4080 Sacred Ways and Holy Spaces: Athenian Religion and Topography
From seashore to mountain top, ancient Athens was famous for being a landscape rich with myth and religion. In order to worship their gods with processions, sacrifices, and other acts of devotion, Athenians moved through, across, and within space as defined by such things as sacred roads, monumental gateways and altars, and even places considered so holy that one was forbidden to enter. This course will introduce students to the study of place (topography) and to the methods and evidence by which we can determine where specific buildings and sites were, how they were used, and what they signified. We will explore major sites like the Acropolis as well as a variety of other temples, shrines, and holy sites across urban and rural landscapes alike, each of which structured space in itsr own way. By examining a wide range of archaeological and textual evidence (c. 800 BC-AD 400), we will develop an integrated understanding of Athenian religious belief and ritual in the context of architecture and space. While this course will concentrate on the topography of architecturally definable religious sites, we will also explore religious practices (e.g., magic, early Christianity) that employed the landscape in fundamentally different ways than other parts of the Athenian religious system.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH, HUM, IS EN: H
Typical periods offered: Fall

CLASSICS 4230 The Reception of Egypt in the Graeco-Roman World
Ancient Greeks and Romans found Egypt to be an exceptionally enthralling world, in terms not only of its physical features but also of its people, monuments, and traditions. This course will explore how different views of Egypt emerged in the Graeco-Roman world; it will also investigate the possible reasons for the remarkable popularity and allure of Egypt and things Egyptian as reflected in the writings of Greek and Roman authors as well as in the art and architecture of the

Mediterranean world in Classical antiquity. In this seminar, we will read primary literary sources (in translation) that focus on the reception of ancient Egypt and, more specifically, its history, religion, and customs. Several of these sources also offer a privileged viewpoint to investigate how the perception of notable Egyptian figures -- chiefly Cleopatra -- was shaped by Rome to suit a specific agenda. In addition to the written sources, we will look at the artistic and archaeological evidence that best showcases the impact of Egypt's legacy on Graeco-Roman traditions. The readings assigned for each class will also provide a broad sample of secondary sources, consisting of some of the most significant scholarship on the image of Egypt in Classical antiquity.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H
Typical periods offered: Fall

CLASSICS 4250 The Archaeology of Christian Monasticism
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: AH, HUM BU: HUM EN: H
Typical periods offered: Spring

CLASSICS 4260 Ancient Athens
Athens was one of the great cities of antiquity. From lavishly decorated marble temples on the Acropolis, to public office buildings and inscriptions in the Agora (civic center), to the houses of the living and the monuments for the dead, the city has left a rich record of her material culture. These buildings and objects, together with an exceptionally large number of literary and historical texts, make it possible to paint a vivid picture of the ancient city. The course concentrates on the physical setting and monuments of Athens, as revealed by both archaeology and texts, and how they functioned within the context of Athenian civic and religious life. PREREQUISITES: CLA 345C, CLA 350, OR PERMISSION OF INSTRUCTOR.
Credit 3 units. A&S IQ: HUM, LCD BU: HUM
Typical periods offered: Spring

CLASSICS 4360 Topics in Ancient Studies
Study of one or more themes recurring in the traditions of Greek and Roman literature, history, and culture. Topic will vary each semester.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

CLASSICS 4420 The Later Roman Empire: From Constantine to Justinian
Covers the period from c. 300 through the reign of Justinian. Focus on legal developments and codification of law, social changes, rise of Christianity, and fall of the Roman Empire in the west. PREREQUISITES: CLA 342C OR PERMISSION OF INSTRUCTOR.
Credit 3 units. A&S IQ: HUM BU: HUM EN: H
Typical periods offered: Spring

CLASSICS 4530 The Greek Symposion
This course explores the history, archaeology, material culture, and sociology of the symposion in ancient Greece. While we will focus mainly on the archaic and classical Greek symposion, we will also examine its reception in the Roman world. In this context, we will study art and literature produced for the symposion, as well as representations of the symposion in literature, especially in lyric poetry, drama, and philosophical prose.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H
Typical periods offered: Spring

CLASSICS 4600 Ancient Greek Religion
For the ancient Greeks, religion lay at the very core of all that they valued, thought, accomplished, created, and experienced. The correct worship of the gods constituted one of the great drivers of all social interaction and structure, be that in matters of war or of housekeeping. The religion of the ancient Greeks stands therefore as one of the most important, surprising, varied, and challenging domains of ancient society that we can study and it has formed an essential part of Classics since the very inception of this discipline some seven centuries ago. There is no text, no image, no place, no idea, no act, and no object that did not partake of or was somehow deeply informed by religious experience, belief, and practice. We will explore thematically a range of major topics ranging from the nature of myth and the actuality of animal sacrifice to the architecture of temples and the development of tomb cult, especially for heroes, in early Greece. We will pay special attention to the nature and limitations of our evidence and to methodological problems, as well as to an array of perspectives and questions. Concepts such as pollution, sin, purity, and the afterlife will be frequent topics of discussion, and most of our course will focus on the archaic and classical periods. We will therefore spend time elucidating as wide a range of what constitutes 'ancient Greek religion' as possible, including the role of curse tablets and magic, the mystery cults, the prevalence and function of oracles, the introduction of new gods and cults and non-Greeks, and much more. By virtue of the evidence at hand, much of our attention will be devoted to Athens, but we will also elucidate other histories and religious phenomena across the Greek world, spatially and chronologically, wherever possible. Our practical objectives include achieving broad as well as incisive knowledge of ancient Greek world in its manifold varieties and dimensions, as well as a deep familiarity with an important branch of scholarship devoted to it. In addition, the two assigned papers will constitute important practice in the development of students' abilities to write logical, clear, and properly substantiated research papers, while the presentations and discussion will further students' abilities to develop and defend their ideas and scholarly arguments.
Credit 3 units. A&S IQ: HUM, LCD BU: HUM
Typical periods offered: Fall, Spring

CLASSICS 4620 Ancient Greek and Roman Music
Music played a vital role in ancient Greece and Rome. New resources and perspectives now allow us to appreciate the ancients' music better than ever before. This course addresses the nature of ancient music (instruments, melody and rhythm, modes), ancient attitudes towards music, and its contribution to public and private life. Although the focus throughout will be on our ancient sources, both literary and archaeological, this course will also address the work done by experimental archaeology and present day musicians in reconstructing the soundscapes of ancient music.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Spring

CLASSICS 4640 Ancient Madness
In this course we will ask what madness meant in Greek and Roman culture. We will find reading strategies that are sensitive both to ancient evidence and to the ethical demands of talking about, evaluating, and categorizing people treated as mad. While we will concentrate on literary (particularly tragic and epic), philosophical, and medical texts, we will also look at visual representations and evidence from ritual and cult. An important part of our project will involve tracing the afterlife of classical ideas: the history of melancholia will ground this aspect of the course. Finally, we will consider how antiquity informs psychoanalysis (Oedipus, Antigone, Narcissus), and how ancient madness might partake in a critique of contemporary understandings of mental illness.
Credit 3 units. A&S IQ: HUM, LCD BU: HUM EN: H
Typical periods offered: Fall

CLASSICS 4701 Ancient Greek and Roman Gynecology
This course examines gynecological theory and practice in ancient Greece and Rome, from about the 5th century BCE to the 3rd century CE. The task is complicated by the nature of our evidence. Our surviving textual sources are authored exclusively by men, mainly physicians. They have a pronounced tendency to conceptualize the health and disease in terms of a single body, which was male by default. They distinguished female bodies from male primarily in reproductive aspects. How exactly did these physicians understand diseases of women and, as far as can be recovered, to what extent were their views represented among laypeople? What form did treatment take and what was the social status of practitioners, both that of our extant sources and female practitioners whose voices have largely been silenced by the textual tradition? We will approach the study of Greek and Roman gynecology, first from the perspective of Greco-Roman medical views, then from the point of view of contemporary Western biomedicine. The limited nature of our sources will allow students to read the majority of surviving material. These primary readings will be accompanied by current secondary scholarship that explores these fascinating and often frustrating questions about the female body in ancient medical thought. All primary materials will be available in English translation. There will be an option for students with a background in Greek or Latin to form a satellite reading group. The course does not assume familiarity with Greek and Roman medicine more broadly.
Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall

CLASSICS 4760 Money, Exchange, and Power: Economy and Society in the Ancient Mediterranean World
From seaborne trade and banking to slavery and the impact of new technology, the economy of the ancient Mediterranean world constitutes a particularly dynamic field of study. To examine a society's underlying economics is to gain critical insight into those historical phenomena that are themselves the product of multiple, overlapping dimensions of human action and thought. This course engages directly with a fascinating array of primary evidence for economic behaviors, beliefs, structures, and institutions among the Romans, Greeks, and their neighbors. We will also explore the methodological challenges and implications of that evidence as well as a variety of modern theoretical approaches. This year our focus is mainly upon developments among the Greeks, ranging from the transformative invention of coinage to the rise of commercial networks centered around religious sanctuaries like Delos.PREREQ: CLA 341C OR 342C OR 345C OR 346C OR PERMISSION OF INSTRUCTOR.
Credit 3 units. A&S IQ: HUM, LCD BU: HUM, IS EN: H
Typical periods offered: Fall

CLASSICS 4770 Olympian Shadows: Macedon and Its Neighbors in Antiquity
The home of both Alexander the Great and Aristotle, Macedon was pivotal to the course of ancient Greek and Roman history and yet stood apart as a culturally and politically distinct region. Macedonian dynasts dominated the Hellenistic world and deeply shaped Roman reception of Greek culture, while others profoundly affected the intellectual life of antiquity. We will explore topics ranging from ethnicity, religion, and the nature of kingship to urbanization and Macedon's emergence as a great power until its subsequent transformation at the hands of the conquering Romans. We will pay special attention to Macedon's neighbors, especially Thrace and Illyria, as well as to Macedon's relationships with the Persian Empire and the Greek coastal colonies. PREREQUISITES: AT LEAST ONE SEMESTER OF CLASSICS 341C, 342C, 345C, OR 346C, OR INSTRUCTOR'S PERMISSION.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

CLASSICS 4800 Roman Coins and Their Stories
This course will provide insights into everyday life in Rome and its territories through the evidence of the coins minted from the Roman Republic until the collapse of the Western Roman Empire in AD 476 and beyond. We will discuss general numismatics, starting with the history of coins and coinage, and we will understand how these small objects became an intrinsic part of the Roman way of life and what evidence they provide for daily life in Rome, from ideology to religion and from politics and culture.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Spring

CLASSICS 4900 Independent Study
Credit 3 units.
Typical periods offered: Fall, Spring

CLASSICS 4930 Senior Project
For Classics or Ancient Studies majors who wish to fulfill their capstone requirement in Classics through a one-semester research project. A structured research assignment or independent project under the supervision of one of the department's faculty is required. Prerequisites: Senior standing and permission of the Chair of the Department.
Credit 3 units.
Typical periods offered: Fall, Spring

CLASSICS 4970 Study for Honors
Students interested in pursuing honors should consult the Director of Undergraduate Studies in the Department of Classics. Prereq: Overall GPA of 3.65.
Credit 3 units.
Typical periods offered: Fall

CLASSICS 4980 Study for Honors
Students interested in pursuing honors should consult the Director of Undergraduate Studies in the Department of Classics. Prereq: Overall GPA of 3.65.
Credit 3 units.
Typical periods offered: Spring

CLASSICS 4996 Classics Elective: 400-Level
Course is used for transcribing 4000-level Classics elective units
Credit 3 units. EN: H
Typical periods offered: Fall, Spring, Summer

Greek

GREEK 1510 Beginning Greek I
An introduction to Classical Greek (Attic), which will prepare the student to read texts in Greek History, Philosophy, and Medicine as well as the New Testament. This course builds the foundations for readings in Greek Tragedy, Comedy, and Lyric poetry. Our goal will be to develop reading knowledge as rapidly and efficiently as possible. By the end of the year the student should be reading continuous Greek prose.
Credit 4 units. A&S IQ: LCD, LS EN: H
Typical periods offered: Fall

GREEK 1520 Beginning Greek II
Continuation of the program begun in GREEK 1510. Students will complete their initial study of Classical Greek grammar and will begin reading selections from ancient Greek authors.
Credit 4 units. A&S IQ: LCD, LS EN: H
Typical periods offered: Spring

GREEK 1590 Intensive Beginning Greek I
An intensive study of Attic Greek.
Credit 5 units. A&S IQ: LCD, LS EN: H
Typical periods offered: Spring

GREEK 1996 Greek Elective: 1000-Level
This course is used for transcribing 1000- level GREEK elective units.
Credit 3 units. EN: H
Typical periods offered: Fall, Spring, Summer

GREEK 2010 Intensive Beginning Greek II
Completion of work begun in Greek 190D followed by readings in original Greek poetry and prose. Successful completion of Greek 210 will allow the student to proceed directly to Greek 318C. PREREQ: GREEK 190D OR PLACEMENT BY EXAMINATION.
Credit 5 units. A&S IQ: LCD, LS EN: H
Typical periods offered: Fall

GREEK 2900 Independent Study
For students who wish to acquire or consolidate basic language skills in ancient Greek, under the direction of a faculty member. Prerequisite: permission of the department.
Credit 6 units.
Typical periods offered: Fall, Spring

GREEK 2996 Greek Elective: 2000-Level
This course is used for transcribing 2000-level GREEK elective units.
Credit 3 units. EN: H
Typical periods offered: Fall, Spring, Summer

GREEK 3170 Introduction to Greek Literature: Plato
Introduction to Attic prose through the reading of Plato's APOLOGY and related texts. Prerequisite: L09 102D or placement by examination.
Credit 3 units. A&S IQ: HUM, LCD, LS Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall

GREEK 3180 Introduction to Greek Literature: Homer
Introduction to epic poetry through the reading of selections from Homer's ILIAD and ODYSSEY.
Credit 3 units. A&S IQ: HUM, LCD, LS Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Spring

GREEK 3900 Independent Study
This course is for independent study.
Credit 3 units.
Typical periods offered: Fall, Spring

GREEK 3996 Greek Elective: 3000-Level
This course is used for transcribing 3000-level GREEK elective units.
Credit 3 units. A&S IQ: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring, Summer

GREEK 4110 Homer: The Odyssey
Prerequisite: Greek 312C or permission of the department.
Credit 3 units. A&S IQ: HUM, LCD, LS Art: HUM BU: HUM
Typical periods offered: Spring

GREEK 4130 Homer: The Iliad
This course will develop students' ability to read Homeric Greek and will serve as an introduction to the academic study of Homeric poetry. Students will be expected to read sizable amounts of Homeric text and to develop an expertise in the grammar of Homeric language, both from a practical and a linguistic perspective. A wide range of scholarly topics will be included in this course, but chief among them will be the nature of Homeric composition and the relationship between orality and literacy in the history of Homer and of Greek poetry generally. PREREQ: GREEK 318C OR PERMISSION OF INSTRUCTOR.
Credit 3 units. A&S IQ: HUM, LCD, LS Art: HUM BU: HUM
Typical periods offered: Fall

GREEK 4160 Hesiod
In this course, we will read substantial passages from the works attributed to Hesiod, an archaic period Greek poet whose style and subject matter are often contrasted to Homer, and whose influence on Greek literary culture was second only to Homer's. Hesiod's two major poems - Theogony and Works and Days - form important evidence for the Greek rhapsodic tradition, and the mythological content and compressed styles of these mini-epics strongly influenced later Hellenistic Greek and Roman poets. Through discussion of readings from recent scholarship, we will consider topics including the authorship and dating of the Hesiodic corpus, Hesiod's Near-Eastern influences, oral poetics, mythography, genre studies, and narratology. Preparation of substantial Greek reading assignments will be supplemented with frequent practice of scansion (both written and oral) and the parallel development of sight translation skills. Students will be responsible for the development of a portfolio consisting of written translations, creative and interpretive mini-projects, a commentary, and an original research project.
Credit 3 units. A&S IQ: HUM, LCD, LS BU: HUM EN: H
Typical periods offered: Spring

GREEK 4210 Sophocles
In this course, we will read closely two plays by Sophocles: OEDIPUS REX and TRACHINIAN WOMEN.
Credit 3 units. A&S IQ: HUM, LCD, LS Art: HUM BU: HUM EN: H
Typical periods offered: Spring

GREEK 4220 Euripides
The tragedies of Euripides are among the most powerful dramas ever produced. In this class we will read one or more plays of Euripides in Greek as well as scholarly works on the tragedies. Among the topics discussed will be language and style, meter and music, mythological and historical backgrounds, elements of performance, and Euripides' influence in the modern world. PREREQUISITES: GREEK 318C OR PERMISSION OF THE INSTRUCTOR AND SOPHOMORE STANDING OR ABOVE.
Credit 3 units. A&S IQ: HUM, LCD, LS Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall

GREEK 4230 Aeschylus
This course will focus on Aeschylus' SEVEN AGAINST THEBES and on the PROMETHEUS BOUND; in addition, we will look at a few fragmentary plays. Readings will include relevant secondary literature.
Credit 3 units. A&S IQ: HUM, LCD, LS Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall

GREEK 4240 Aristophanes
A close reading of CLOUDS, FROGS, and PLUTUS, three plays that span the career of Aristophanes. No other author can tell us more about the lives and sensibilities of fifth- and fourth-century Athenians. PREREQ: GRK 318C OR PERMISSION OF INSTRUCTOR AND SOPHOMORE STANDING OR ABOVE. (INTERESTED FRESHMEN SHOULD CONSULT THE INSTRUCTOR AND CANNOT REGISTER WITHOUT PERMISSION.)
Credit 3 units. A&S IQ: HUM, LCD, LS Art: HUM BU: HUM
Typical periods offered: Spring

GREEK 4300 Herodotus
The Histories of Herodotus are our most important source for a key period of Greek history and are also a delight to read. We will read in Greek sections from various parts of the Histories. Among the topics discussed will be Herodotus' attitudes towards cultural and ethnic differences, the accuracy of Herodotus' narrative, and Herodotus' literary techniques. PREREQUISITES: GREEK 318C OR PERMISSION OF THE INSTRUCTOR AND SOPHOMORE STANDING OR ABOVE.
Credit 3 units. A&S IQ: HUM, LCD, LS Art: HUM BU: HUM
Typical periods offered: Fall

GREEK 4310 Thucydides
The course aims to help students read and comprehend the historian in the original. PREREQUISITE: GREEK 318C OR PERMISSION OF THE INSTRUCTOR AND SOPHOMORE STANDING OR ABOVE. (INTERESTED FRESHMEN SHOULD CONSULT THE INSTRUCTOR AND CANNOT REGISTER WITHOUT PERMISSION.)
Credit 3 units. A&S IQ: HUM BU: HUM
Typical periods offered: Spring

GREEK 4320 The Attic Orators
More than mere prose, Attic oratory consists of a rich body of literature in which style was paramount to its persuasive aims, and provides vital evidence for Athenian culture, politics, mores, institutions, thought, and history. This course will survey a representative-and important-sample of forensic, epideictic, and symbouleutic speeches from classical Athenian oratory, and will give special attention to the social, legal and political context of these speeches. In addition, the class will focus on improving students' command of syntax, vocabulary and idiom as the basis for further development as well as the study of different orators and their style.
Credit 3 units. A&S IQ: HUM, LCD, LS Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall

GREEK 4360 Attic Prose of the 4th Century BC
Selected texts of Attic orators, Xenophon, Plato, or Aristotle; specific readings for each semester in COURSE LISTINGS. May be repeated for credit for study of a different author or text.
Credit 3 units. A&S IQ: HUM Art: HUM BU: HUM
Typical periods offered: Fall

GREEK 4370 Topics in Greek Poetry
Reading in Greek and discussion of one or more texts by one or more ancient Greek poets. May be repeated for credit for study of different texts.
Credit 3 units. A&S IQ: HUM, LCD, LS Art: HUM BU: HUM EN: H
Typical periods offered: Fall

GREEK 4380 Topics in Greek Literature
Study of selected problems, eras, or generic sequences; specific topic for each semester in Course Listings. May be repeated for credit for study of different topics.
Credit 3 units. A&S IQ: HUM, LCD, LS Arch: HUM Art: HUM BU: HUM
Typical periods offered: Spring

GREEK 4390 The Greek Novel:
AN ETHIOPIAN STORY by Heliodorus (4th century CE) is a Greek novel unparalleled in length, ingenious in construction, and sophisticated in style. As expected, a pair of ill-fated but faithful lovers suffer their way through the tale. That tale, meanwhile, is steeped in Greek literary and philosophical history, and Heliodorus is fascinated by identity-formation in the cosmopolitan world he depicts. Issues of race and ethnicity take center stage as we follow our hero and heroine from Greece to Ethiopia. Across the semester we will engage the social and political stances the novel takes, while we also translate and analyze selections in Greek and read the whole novel in translation. PREREQ: GREEK 317C AND 318C OR THE EQUIVALENT, AND SOPHOMORE STANDING OR ABOVE.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall

GREEK 4400 Lucian
Lucian's TRUE HISTORIES is neither true, nor a history, but it is often called the first science fiction novel. Lucian's voice is one of the most distinctive in antiquity: wry, sarcastic, and too clever by half. He feels distinctly modern but is steeped in the literary tradition before him. In this class, we will read his TRUE HISTORIES and several other of his works, with a focus on his questions about truth and fiction, and his engagement with other genres of writing, including historiography, epic, philosophy, and rhetoric. We also read about the first journey to the moon.
Credit 3 units. A&S IQ: HUM, LCD BU: HUM EN: H
Typical periods offered: Spring

GREEK 4450 Greek Prose Composition
The tradition of writing in Attic Greek stretches from classical antiquity to the present. In this course, students will become connoisseurs of that tradition and enter into it themselves. In the process, they will become better Hellenists. Each week, students will review points of Greek grammar, compose Greek sentences illustrating those points, read and analyze the style of a Greek passage, and write an original Greek composition of their own device. We will focus not only on grammatical and idiomatic accuracy but also on elegance of style. In this course, students will develop a more nuanced understanding of the Attic Greek language in all its many-splendored glory. They will thereby increase their ability to read ancient Greek with depth, ease, and pleasure. Prerequisite: Greek 317C and Greek 318C or equivalent and sophomore standing or higher. Note: This course is required for MA and PhD students in Classics.
Credit 3 units. A&S IQ: HUM, LCD, LS BU: HUM EN: H
Typical periods offered: Fall

GREEK 4510 Plato
This course will focus on a set of Plato's dialogues known as his Early Dialogues. We will read two and perhaps three of the Euthyphro, Protagoras, and Meno in Greek. We will accompany these readings with a relatively small sample of secondary scholarship in English that aims at contextualizing the dialogues in the broader scope of Plato's work. Our aim will be to gain familiarity with Plato as a prose author as well as a philosophical thinker.
Credit 3 units. A&S IQ: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

GREEK 4600 There Be Dragons: Greek Encounters With the Unknown in History and Legend

How did ancient Greeks imagine their world, both in terms of geography and ethnography? What did they know -- or think they knew -- about foreign cultures and faraway lands such as India, Persia, Africa, and the distant north? How have their representations of foreigners influenced European conceptions of the self and others, even into our own time? This course examines these questions by focusing primarily on two foundational authors: first, Herodotus, the father of history, who provides a wealth of information about ancient geography and the customs and lifestyles of non-Greek peoples; and second, Apollonius of Rhodes, whose epic poem The Argonautica tells the legendary tale of Jason and the Argonauts' search for the Golden Fleece. We will read extensive passages of these books in ancient Greek and, we will read and discuss additional passages in English translation, along with modern scholarship and atlases with historical and modern maps.

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

Typical periods offered: Spring

GREEK 4710 Galen's On Prognosis: A Social History of Medicine in Second-Century Rome

Galen of Pergamum was a Greek physician, philosopher, and intellectual active throughout most of the second century CE. He was also a voracious reader and writer of Greek literature; his surviving work far exceeds the extant output of any other Greek author before the third century CE. In this course, we will be reading Galen's treatise On Prognosis, in which he recounts his career in the city of Rome, from his arrival in the early 160s through his tenure as an imperial physician to at least the emperors Marcus Aurelius and Commodus. While ostensibly a medical account, On Prognosis has little to say on technical medical issues. Rather, Galen's story is a carefully constructed professional autobiography that pivots from searing denouncements of Roman life to tense public performances of medical expertise and finally to intimate case histories of Rome's rich and powerful. The text presents us a fascinating window through which to examine not only the social practice of elite medicine in Rome of the second century but also the complicated experience of a Greek intellectual navigating the corridors of the Imperial court. Course goals include improving accuracy and speed in reading Greek prose, acquiring greater familiarity with intellectual discourse of the Imperial Period, and training in methods of research and writing.

Credit 3 units. A&S IQ: HUM, LCD, LS BU: HUM, IS EN: H

Typical periods offered: Spring

GREEK 4900 Independent Study

This course is for independent study.

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

Typical periods offered: Fall, Spring

GREEK 4970 Study for Honors

Students interested in pursuing honors should consult the Director of Undergraduate Studies in the Department of Classics. PREREQUISITE: OVERALL GPA OF 3.65.

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

Typical periods offered: Fall

GREEK 4980 Study for Honors

Students interested in pursuing honors should consult the Director of Undergraduate Studies in the Department of Classics. PREREQUISITE: OVERALL GPA OF 3.65.

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

Typical periods offered: Spring

GREEK 4996 Greek Elective: 4000-Level

This course is used for transcribing 4000-level GREEK elective units.

Credit 3 units. EN: H

Typical periods offered: Fall, Spring, Summer

Latin

LATIN 1510 Beginning Latin I

Salvēte et bene vēnistis ad linguam Latīnam! In this course, students will be introduced to the Latin language and begin developing skills in both written and spoken Latin. The curriculum covers chapters 1–18 of *Familia Romana*, with the remainder completed in Beginning Latin II during the spring term. From the very first class, students will engage with Latin through reading and speaking. By the end of the semester, they will have a strong foundation in introductory Latin forms, vocabulary, and syntax to build upon in the second half of this year-long sequence.

Credit 4 units. A&S IQ: LCD, LS EN: H

Typical periods offered: Fall

LATIN 1520 Beginning Latin II

Continuation and completion of the program begun in Latin 101D.

Credit 4 units. A&S IQ: LCD, LS EN: H

Typical periods offered: Spring

LATIN 1590 Intensive Elementary Latin I

An accelerated study of Latin grammar. For students with previous knowledge of Latin, graduate students outside of Classics, and for students willing to work at an accelerated pace.

Credit 5 units. A&S IQ: LCD, LS BU: IS

Typical periods offered: Spring

LATIN 1996 Latin Elective: 1000-Level

This course is used for transcribing 1000-level LATIN elective units.

Credit 3 units. EN: H

Typical periods offered: Fall, Spring, Summer

LATIN 2090 Intensive Introductory Latin: From Grammar Basics to Translation

An intensive introduction to Latin, especially suitable for graduate students in the humanities, social, and natural sciences, but open to undergraduates who seek permission from the Department of Classics. Thorough introduction to grammar, vocabulary, and syntax will be supplemented by translation practice. The last part of the course will focus on translation of substantial selections from Latin authors including Vergil and Ovid. Students who complete the summer course should subsequently be able to enroll in a 300-level Latin course.

Credit 6 units. A&S IQ: LCD

Typical periods offered: Summer

LATIN 2111 Intensive Introductory Latin I: Introduction to Grammar and Translation

An intensive introduction to Latin, especially suitable for graduate students in the humanities, social, and natural sciences, but open to undergraduates who seek permission from the Department of Classics. Thorough introduction to grammar, vocabulary, and syntax will be supplemented by translation practice. The last part of the course will focus on translation of short selections from Latin authors including Vergil, Cicero and Ovid. Students who complete this course will be able to enroll in the continuation course of LATN L10 2120 Intensive Latin II.

Credit 3 units. A&S IQ: LCD EN: H
Typical periods offered: Summer

LATIN 2121 Intensive Introductory Latin II: Intermediate Syntax and Translation
This course is an intensive introduction to Latin, especially suitable for graduate students in the humanities, social, and natural sciences, but open to undergraduates who seek permission from the Department of Classics. A thorough introduction to grammar, vocabulary, and syntax, continuing from Intensive Latin I. L10 2110. In this continuation course there will be a greater emphasis on Latin syntax and the translation of Classical texts. The last part of the course will focus on translation of substantial selections from Latin authors including Vergil, Cicero and Ovid. Students who complete Intensive Latin II: Intermediate, should subsequently be able to enroll in a 300-level Latin course. Prereq: L10 Latin 2110
Credit 3 units. A&S IQ: LCD EN: H
Typical periods offered: Summer

LATIN 2900 Independent Study
For students who wish to acquire or consolidate basic language skills in Latin, under direction of a faculty member. Prerequisite: permission of the department.
Credit 6 units.
Typical periods offered: Fall, Spring

LATIN 2996 Latin Elective: 2000-Level
This course is for transcribing 2000-level LATIN elective units.
Credit 3 units. EN: H
Typical periods offered: Fall, Spring, Summer

LATIN 3010 Introduction to Latin Literature I
Review of Latin grammar and syntax and development of reading skills and translation techniques through short readings from original texts in prose and poetry such as Caesar and Ovid. PREREQUISITES: LATIN 102D OR LATIN 190D, PLACEMENT BY EXAMINATION, OR PERMISSION OF INSTRUCTOR.
Credit 3 units. A&S IQ: HUM, LCD, LS Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall

LATIN 3020 Introduction to Latin Literature II: Elementary Prose and Poetry
Reading of selected Latin texts, with emphasis on development of reading skills and increasing vocabulary.
Credit 3 units. A&S IQ: HUM, LCD, LS Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Spring

LATIN 3170 Survey of Latin Literature: The Republic
A sampling of the major literary achievements of the last two centuries of the Roman Republic, including prose and verse authors. Readings are typically drawn from Catullus, Lucretius, Caesar, and Cicero. There will be regular, selective grammar review and discussion of translation strategies. PREREQUISITE: LAT 102D OR LAT 190D WITH A GRADE OF B+ OR BETTER, OR LAT 301 AND LAT 3161, OR PLACEMENT BY EXAMINATION.
Credit 3 units. A&S IQ: HUM, LCD, LS Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall

LATIN 3180 Survey of Latin Literature: The Empire
Readings in the verse and prose literature of the Roman Empire, particularly its first two centuries, with targeted grammar review and stylistic analysis. Readings may be drawn from Vergil, Livy, Suetonius, or other appropriate authors.
Credit 3 units. A&S IQ: HUM, LCD, LS Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Spring

LATIN 3900 Independent Study
For students who wish to consolidate language skills in Latin, under direction of a faculty member. Prerequisite: permission of the instructor.
Credit 6 units.
Typical periods offered: Fall, Spring

LATIN 3996 Latin Elective: 3000-Level
This course is used for transcribing 3000- level LATIN elective units.
Credit 3 units. A&S IQ: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring, Summer

LATIN 4010 Medieval Latin
This class is a survey of Latin literature from late antiquity (4th-6th centuries) to the late Middle Ages (13th century). We will read selections from Latin prose and poetry by both male and female authors of this period, including excerpts from the Historia Ecclesiastica of the Anglo-Saxon scholar Bede (the Venerable). Class-time will center on translation of the readings and discussion of the texts. All students should have access to a good Latin dictionary (the large edition of Lewis and Short is recommended; the large Oxford Latin Dictionary is not) and a Latin grammar.
Credit 3 units. A&S IQ: HUM, LCD, LS Art: HUM BU: HUM
Typical periods offered: Spring

LATIN 4081 The Catilinarian Conspiracy
In this course we will study one of the most fascinating and best documented episodes of the late Roman Republic, the Catilinarian Conspiracy of 63-62 BCE. The conspiracy, an attempted coup led by the apparently dissolute and certainly disaffected aristocrat Catiline, was uncovered and suppressed by the consul Marcus Tullius Cicero. We will read the main literary sources for the conspiracy in Latin (Cicero's first and third Catilinarian speeches; Sallust's Bellum Catilinae) or in English (Cicero's second and fourth Catilinarian speeches; Cicero's Pro Murena and Pro Sulla; short extracts from other texts). We will consider these texts both as historical sources and as works of literature.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Spring

LATIN 4130 Latin Philosophical Writers
Readings among various writers of philosophy in Latin, ranging from Cicero to Seneca to Augustine. Texts will vary. Therefore, course may be taken more than once.
Credit 3 units. A&S IQ: HUM, LCD, LS Art: HUM BU: HUM
Typical periods offered: Spring

LATIN 4150 Cicero
Cicero's PHILIPPICS, speeches denouncing Mark Antony after the death of Julius Caesar, are masterpieces of invective from one of Rome's greatest orators. We will read PHILIPPICS 1 and 2, paying particular attention to: Cicero's language and style; rhetorical genre; and Cicero's assassination of Antony's character in the political and cultural context of the 1st century BCE. PREREQUISITES: LATIN 3171 and LATIN 3181 (OR EQUIVALENT) AND SOPHOMORE STANDING OR ABOVE.
Credit 3 units. A&S IQ: HUM, LCD, LS Arch: HUM Art: HUM BU: HUM EN: H

Typical periods offered: Fall

LATIN 4160 Seneca
The tragedies of Seneca are fascinating works in themselves and have had a profound influence on modern theatre and literature. In this class we will read one or more plays of Seneca in Latin as well as scholarly works on the tragedies. Among the topics discussed will be the tradition of tragedy in Rome, questions of performance, and Seneca's responses to the politics and philosophy of his age. PREREQUISITES: LATIN 3171 and LATIN 3181 (OR EQUIVALENT) AND SOPHOMORE STANDING OR ABOVE.
Credit 3 units. A&S IQ: HUM, LCD, LS Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Spring

LATIN 4170 Seneca: Philosopher and Friend
Seneca the Younger was a philosopher, politician, playwright, and propagandist; he rose from the province of Spain to become tutor and advisor to Nero, only to fall from favor and commit suicide at the emperor's command. We will study Seneca's life and works, focusing on the Epistulae Morales and select philosophical treatises. We will pay special attention to issues of language and style, cultural and historical context, and ideological and philosophical content. PREREQUISITES: LATIN 3171 and LATIN 3181 (OR EQUIVALENT) AND SOPHOMORE STANDING OR ABOVE.
Credit 3 units. A&S IQ: HUM, LCD, LS Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Spring

LATIN 4210 Plautus
Readings from the comedies of Plautus. Discussion of play production in Republican Rome, reception, and interpretation. The advanced level Latin reading load will be supplemented by secondary readings, quizzes, and short reports. PREREQUISITES: LATIN 3171 and LATIN 3181 (OR EQUIVALENT) AND SOPHOMORE STANDING OR ABOVE.
Credit 3 units. A&S IQ: HUM, LCD, LS Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Spring

LATIN 4220 Lucretius
In this course, we will read selections from Lucretius' epic-didactic poem ON THE NATURE OF THINGS. The poem explains the basic tenets of Epicurean philosophy with a focus on the physical structure of the universe, the nature of the soul, and why we shouldn't fear death. There are many things in Lucretius that feel scientific in a modern sense, such as atomism and the absence of the gods. In fact, he has been accused of inspiring the Scientific Enlightenment, a charge we will acquit him of in this class. Special attention will be given to how Lucretius uses myth and poetry, the influence of earlier Roman epic poets such as Ennius, and his relationship with earlier Greek sources. No prior knowledge of Epicureanism or any philosophy is necessary; Lucretius will be happy to explain everything to you. PREREQUISITES: LATIN 3171 and LATIN 3181 (OR EQUIVALENT) AND SOPHOMORE STANDING OR ABOVE.
Credit 3 units. A&S IQ: HUM, LCD, LS Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall

LATIN 4310 Vergil: The Aeneid
We will read books 2 and 3 of the Aeneid, in which Aeneas relates the fall of Troy and the strange series of events that leads him to Carthage and Dido. In addition to close analysis of Vergil's poetic practice in the context of the poem as a whole, we will consider ways in which he engages his epic forebear Homer.
Credit 3 units. A&S IQ: HUM, LCD, LS Art: HUM BU: HUM EN: H
Typical periods offered: Fall

LATIN 4320 Horace
This course examines Roman poetry that illuminates ancient and still-influential ideas about the functions of literature. Horace's monumental Ars Poetica and his other literary-critical works will be the major texts. These works convey the complexity of contemporary debates about literature's role in society and history and about the merits of various genres (epic, tragedy, comedy, satire, epigram). Readings in secondary sources will help to fill out the picture of Horace's career and of the climate of literary production in early Imperial Rome.
Credit 3 units. A&S IQ: HUM, LCD, LS Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

LATIN 4330 Ovid
In this course, we will read selections from the monumental and multifaceted Metamorphoses of Ovid, which was composed before the poet's exile from Rome in 8 CE. Supplementary readings from Ovid's elegiac verse will give us a fuller picture of the poet's career and cultural context. Substantial daily Latin readings will be supplemented with practice of scansion, additional readings from related ancient works, and readings from modern scholarship on the poem. There will be regular translation quizzes, a final exam, student presentations, and a final research and writing project. Prerequisites: Latin 3171, Latin 3181 (or equivalent, and sophomore standing or above.
Credit 3 units. A&S IQ: HUM, LCD, LS Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall

LATIN 4410 Roman Satire
This course focuses on the genre of hexameter satire represented by the Roman poets Lucilius, Horace, Persius, and Juvenal (2nd century BCE - 2nd century CE). The Roman professor Quintilian called satire entirely Roman (tota nostra), and our readings will allow us to explore the meaning of this claim for satire's authors and readers. We will read a large sampling of satiric verse in the original Latin, practice reading the dactylic hexameter, and observe and discuss differences between the poets' styles and themes. We'll also read and discuss scholarship on the genre's formal characteristics and influences, its origins in Republican literary culture, and its development in the Imperial period.
Credit 3 units. A&S IQ: HUM, LCD, LS Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Spring

LATIN 4440 Latin Prose Composition
Readings in select authors coupled with Latin composition, primarily in prose but occasionally in verse, with attention to grammatical and idiomatic accuracy as well as elegance of style.
Credit 3 units. A&S IQ: HUM, LCD, LS Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Spring

LATIN 4510 The Roman Historians
The Roman Historians. A survey of the major historians of the late republic and early empire, Sallust, Livy and Tacitus. Emphasis will be on their methodology and purpose in writing history. We will also look at the research activity of the antiquarians like Varro and Gellius. If time permits, we will try to read some of Ammianus Marcellinus.
Credit 3 units. A&S IQ: HUM BU: HUM
Typical periods offered: Spring

LATIN 4650 Silver Latin Epic: Lucan
Lucan's epic poem about the civil war between Caesar and Pompey, written under Nero, investigates themes of individuality, citizenship, morality, and historical inevitability in Roman history. We will read selections from the poem, focusing on Lucan's literary models and poetic style; his treatment of the past and of historical figures

like Caesar, Pompey, and Cato; and Lucan's place in the political, philosophical, and literary world of Neronian Rome. PREREQUISITES: LATIN 3171 and LATIN 3181 (OR EQUIVALENT) AND SOPHOMORE STANDING OR ABOVE.
Credit 3 units. A&S IQ: HUM, LCD, LS Arch: HUM Art: HUM BU: HUM, IS EN: H
Typical periods offered: Fall

LATIN 4710 Elegiac Poetry
In this course we will read a broad selection of the works of the Roman elegiac poets, focusing primarily on the works of Propertius, Tibullus, and Ovid. This course will emphasize the development of Roman elegy as a genre during the Augustan period, and will consider a range of literary topics related to elegy, including poetic voice and persona, fictionality, style, meter, intertextuality, and generic tropes, as well as the political, social, and cultural context(s) for these poems. Coursework will include translation and analysis of Latin texts, written assignments, and readings from scholarly literature on Roman elegy. Prerequisites: L10 3171 & 3181 or the equivalent.
Credit 3 units. A&S IQ: HUM, LCD, LS Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

LATIN 4830 Readings in Latin Prose: Apuleius
A survey of the major genres of Latin prose, history, oratory, and philosophy. Authors may include Caesar, Cicero, Seneca, Tacitus. Aim is to develop reading facility and understanding.
Credit 3 units. A&S IQ: HUM, LCD, LS Art: HUM BU: HUM EN: H
Typical periods offered: Spring

LATIN 4840 Topics in Latin Literature
This course involves the study of selected problems, eras, or generic sequences; the specific topic for each semester can be found in the Course Listings. The course may be repeated for credit for the study of different topics.
Credit 3 units. A&S IQ: HUM, LCD, LS Art: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

LATIN 4850 Topics in Republican Latin
May be repeated for credit for study of different topics.
Credit 3 units. A&S IQ: HUM, LCD, LS Art: HUM BU: HUM
Typical periods offered: Spring, Summer

LATIN 4860 Tacitus
Tacitus, the great historian and orator of the late 1st and early 2nd centuries CE, is one of our best sources for the early history of the Roman Empire. With his concise style and scathing political insight, Tacitus' writings influenced later authors from Ammianus Marcellinus to Macchiavelli. We will read selections from Tacitus' historical works, paying particular attention to: prose style; genre, rhetoric, and historiography; and Tacitus' critique of the Principate. PREREQUISITES: LATIN 3171 and LATIN 3181 (OR EQUIVALENT) AND SOPHOMORE STANDING OR ABOVE.
Credit 3 units. A&S IQ: HUM, LCD, LS Art: HUM BU: HUM EN: H
Typical periods offered: Fall

LATIN 4870 Topics in Empire Latin
May be repeated for credit for study of different topics.
Credit 3 units. A&S IQ: HUM, LCD, LS Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

LATIN 4880 Martial
Martial, the prolific first-century Latin poet, left behind fifteen books of poetry. Martial's epigrams can be witty, sincere, caustic, and often quite sexually explicit. In this course, we will read a selection of Martial's epigrams in Latin, and we will discuss various themes related to Martial's work, such as gender and sexuality, ancient conceptions of authorship and publishing, flattery, invective, and the many personae Martial adopts. We will also pay close attention to Martial's language and style, and we will discuss where Martial fits into the wider social and historical context.
Credit 3 units. A&S IQ: HUM, LCD BU: HUM EN: H
Typical periods offered: Spring

LATIN 4900 Independent Study
This course is for independent research credit.
Credit 3 units. EN: H
Typical periods offered: Fall, Spring

LATIN 4970 Honors Course I
Students interested in pursuing honors should consult the Director of Undergraduate Studies in the Department of Classics. PREREQUISITE: OVERALL GPA OF 3.65.
Credit 3 units. A&S IQ: HUM BU: HUM EN: H
Typical periods offered: Fall

LATIN 4980 Honors Course II
Students interested in pursuing honors should consult the Director of Undergraduate Studies in the Department of Classics. PREREQUISITE: OVERALL GPA OF 3.65.
Credit 3 units. A&S IQ: HUM BU: HUM EN: H
Typical periods offered: Spring

LATIN 4996 Latin Elective: 4000-Level
This course is for transcribing 4000-level LATIN elective units.
Credit 3 units. A&S IQ: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring, Summer

Interdisciplinary Courses

ARTARCH 1100 First-Year Seminar: The Trojan War in Myth, Art, and Reality
The Trojan War was one of the most significant events in the history of the world. It was also, almost certainly, fictional. The goal of this class will be to examine the wide-ranging and varied evidence for the story of the Trojan War and its long-lasting cultural influence, from antiquity to the present day. Ultimately, we will seek to understand how every reflection on the Trojan War as a past event - whether poetic, artistic, or archaeological - has also been a reflection of a contemporary society - Iron Age Greece, Imperial Rome, Modern Europe - and an attempt to situate that society within a global history. In doing so, the class will also address questions of pressing contemporary relevance: including how civilizations form and collapse, how fact and fiction are intertwined in the construction of civic and ethnic identities, and how certain kinds of evidence may be alternately privileged or suppressed in the creation of historical narratives. Prerequisites: none
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: AH, HUM BU: HUM, IS EN: H
Typical periods offered: Fall

ARTARCH 2035 Myths and Monuments of Antiquity
An introduction to the ancient world (circa 3500 B.C. to A.D. 400) based on masterpieces of art and architecture from Mesopotamia, Egypt, Greece, and the Roman Empire. The monuments are accompanied by a selection of myths and documents representing the cultural life of these ancient societies and constituting their legacy to our modern world.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: AH, HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

ARTARCH 2040 Cities and Towns of the Ancient World
This course is an introduction to ancient urbanism in the Mediterranean region, the Near East, and the Indus Valley. The chronological span is wide, ranging from the Neolithic era to the Late Roman/Early Byzantine period. The archaeological evidence of some of the earliest known cities will be presented and discussed, with the aim of understanding the formation process of urban centers and how these shaped and influenced their sociopolitical, economic, and cultural life. Broad issues that will be considered in class concern the origin of urban life and its different manifestations; the relationship between the natural landscape and the built environment and how the former affected the development of the latter; and the ways in which ancient civilizations constructed and used space in order to shape social relations. The course will also highlight the available evidence of monuments and artworks in context as integral parts of the urban landscape of ancient cities and towns. When available, ancient documentary sources will be introduced in order to present a more comprehensive picture of those urban centers and of the communities that created and inhabited them. The readings assigned for each session (and discussed in class) will also provide a broad sample of primary and secondary sources, the latter consisting of relevant scholarship on the topic of ancient urbanism.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: AH, HUM BU: HUM, IS EN: H
Typical periods offered: Spring

ARTARCH 3066 Art & Archaeology of Cleopatra's Egypt
This course is an introduction to the art and archaeology of Egypt from its conquest by Alexander the Great (332 BCE) to the early fourth century CE. It will examine the rich and multi-faceted history and artistic legacy of Egypt under the Ptolemies and their last queen Cleopatra, followed by the Roman conquest under Emperor Augustus up to the flourishing of Egyptian Christianity. Students will become familiar with a wide range of ancient sources, including documentary and literary texts, coins, architecture, paintings and sculpture. Prerequisites: Intro to Western Art (L01 113) or Intro to Modern Art (L01 215), or permission of instructor.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH, HUM BU: HUM, IS EN: H
Typical periods offered: Fall

ARTARCH 3075 Pompeii: Cultural Mosaic of the Ancient Mediterranean
This course will provide an in-depth survey of artistic, architectural, and archaeological material from the ancient town of Pompeii, a river port of middling size and importance in southern Italy with remains that were remarkably well preserved by the ash and pumice stones of Mt. Vesuvius during the eruption of 79 CE. Starting with an overview of its development -- an Oscan settlement under Greek and Etruscan influence that expanded after the conquest of the Samnite and then Roman armies -- students will explore all aspects of urban life through Pompeii's uniquely rich archaeological record, with a particular focus on the social, cultural, and ethnic diversity that can be difficult to detect and appreciate even in the much larger, wealthier, and more cosmopolitan capitals of the Roman Empire. Over the course of the semester, students will learn various methods for applying different types of material evidence (including wall paintings, sculpture, architecture, furniture, and graffiti) to a series of scholarly questions about key points of conflict and tension within society, such as local attitudes toward foreign cultures, resistance to imperialism, the marginalization of women and slaves, opportunities for social mobility, and religious censorship. By the end of the course, a dynamic and colorful mosaic of Pompeii will have emerged, far removed from the image of a static Roman town supposedly frozen in time. Prerequisite: L01 113 or permission of instructor.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: AH, HUM BU: HUM, IS EN: H
Typical periods offered: Spring

ARTARCH 3080 Archaeology of Roman Slavery
Slavery was a fundamental part of the ancient Roman world. In this course, we will survey various ways in which the institution of slavery played a critical role in shaping Roman society. Through an exploration of social, economic, legal, and cultural aspects of Roman slavery, we will pose questions of what it means to be a slave society, how the ubiquity of forced labor impacted the lives of ancient Romans, and the extent to which we can recover the experiences and subjectivities of enslaved people. Throughout the course, we will confront the interpretive problems posed by biased and/or scarce evidence and by assumptions we may carry as the inheritors of modern slaveries. A recurring theme we will explore is the extent to which evidence of slavery and the material traces of enslaved people's lives are visible in the archaeological record. At the end of the term, we will contextualize Roman slavery by comparing it with modern examples and by considering the legacy of ancient slavery in modern visual culture and representations of enslaved people. Prerequisites: Any 100- or 200-level course in art history or archaeology; or permission of instructor.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH, HUM BU: HUM, IS EN: H
Typical periods offered: Spring

ARTARCH 3100 Greek Art and Archaeology
A survey of the artistic achievements and material culture of the Greeks in the first millenium BCE (Iron Age through the Hellenistic period). Development of architecture, sculpture, and painting, as well as minor arts and utilitarian objects, with emphasis on the insights they offer into Greek society and interactions with the wider Mediterranean world.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH, HUM BU: HUM, IS EN: H
Typical periods offered: Spring

ARTARCH 3105 Greek and Roman Painting
This course provides a survey of the major achievements of ancient Greek and Roman painting, broadly understood and encompassing wall painting, panel painting, painted pottery, and mosaic. We will study monuments ranging over a millennium in time and located throughout the ancient Mediterranean. Particular attention will be paid to the social, political, and religious aspects of ancient Greco-Roman painting and to questions of innovation in artistic practice. Special emphasis will be placed on students' cultivation of the tools of art-historical analysis and of the presentation of that analysis in written form. Prerequisite: Intro to Western Art (L01 113) or Intro to Modern Art (L01 215) or permission of instructor.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH, CPSC, FAAM, HUM BU: HUM, IS EN: H
Typical periods offered: Fall

ARTARCH 4140 Rome in Egypt: The Archaeology of an Oasis City
This seminar will focus on the results of the archaeological fieldwork carried out at Trimithis / Amheida, a Graeco-Roman city in Egypt's Western Desert. It will investigate the available documentary and archaeological evidence, including a wealthy house with paintings inspired by Classical themes, a public bath built in the Roman tradition, a rhetorical schoolroom, pyramid-shaped Roman tombs, remains of a temple, and one of the earliest churches discovered in Egypt so far. We will explore how this evidence compares with that from neighboring sites in Egypt's Western Desert as well as in the Nile Valley. The goal is to develop an appreciation and understanding of Romano-Egyptian architecture, Classical and late antique art in Egypt, and Egypt's religious, social, and cultural history. Students will also have the opportunity to familiarize themselves with notions of archaeological methods and practice, as adopted in the context of an Egyptian excavation project. Prerequisites: One course at the 100- or 200-level in Art History, Classics, or Archaeology recommended
Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH, HUM BU: HUM, IS EN: H
Typical periods offered: Fall, Spring

ARTARCH 4155 The Invention of the Image: From Classical Art History to Modern Visual Studies
The scholarly field of Image or Visual Studies has developed in response to the widespread proliferation of images, both still and moving, in contemporary life. It distinguishes itself from traditional art history by examining visual representations of all types, not only works of high art, and by concentrating on the role those representations play in the formation of culture. Though most of the scholarship produced in this field focuses on the modern world, it depends upon ideas first developed in Mediterranean antiquity. This course has two primary goals. We will conduct an historical examination of practices and theories of image making from Near Eastern antiquity to modernity. In so doing, we will also carry out an historiographical survey of the major works in Image/Visual Studies, thereby gaining an appreciation for the wide range of methods of inquiry employed in this important field of research. Prerequisites: Intro to Western Art (L01 113) or Intro to Modern Art (L01 215); one 300-level course in Art History preferred; or permission of instructor.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH, HUM BU: HUM EN: H
Typical periods offered: Spring

ARTARCH 4160 Art and Death in Ancient Rome
Perhaps more than any other phenomenon, death spurred the creation of art in the ancient Roman world. The practice of materially commemorating the deceased -- of perpetuating the memory of the dead through the creation of funerary monuments designed to appeal to both intimate familial relations and the public at large -- stretched across Roman social boundaries and endured for many centuries. But death also frequently provided the subject matter of art even outside the confines of the funerary realm. The goal of this course will be to explore the complex relationship between art and death in the Roman world. It will range from early Rome to the end of the empire and the changes brought about by widespread conversion to Christianity. In conjunction with historical readings, the course will also engage with theoretical texts in the anthropology and philosophy of death. Prerequisites: Intro to Western Art (L01 113) or Intro to Modern Art (L01 215); one 300-level course in Art History preferred; or permission of instructor.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH BU: HUM EN: H
Typical periods offered: Spring

ARTARCH 4210 Pictorial Illusion in the Ancient Mediterranean
Among the many accomplishments in the history of Greco-Roman art, ancient writers especially valued the development of pictorial illusion. Pictorial illusion refers to the techniques of reproducing or approximating aspects of the visual perception of the material world on a two-dimensional surface. These include foreshortening, the application of highlights, and the indication of multiple points of depth in space relative to the picture plane. The purpose of the course is to explore the material, stylistic, and technical history of illusionistic painting practices in the ancient Mediterranean world from Classical Greece to Late Antique Rome and to seek to understand the cultural and social significance of those practices. In addition to examining specific historical questions in the development of ancient painting, the course will investigate trans-historical connections between vision, visuality, and methods of representation. Prerequisites: Either L01 113 or L01 215, or permission of instructor. One 300-level course in Art History preferred.
Credit 3 units. A&S IQ: HUM Art: AH, HUM BU: HUM EN: H

COMPLITTHT 2107 Classical to Renaissance Literature: Text & Traditions
Students enrolled in this course engage in close and sustained reading of a set of texts that are indispensable for an understanding of the European literary tradition, texts that continue to offer invaluable insights into humanity and the world around us. Homer's Iliad is the foundation of our class. We then go on to trace ways in which later poets and dramatists engage the work of predecessors who inspire and challenge them. Readings move from translations of Greek, Latin, and Italian, to poetry and drama composed in English. In addition to Homer, we will read works of Sappho, a Greek tragedian, Plato, Vergil, Ovid, Petrarch, and Shakespeare.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

COMPLITTHT 2108 Early Political Thought: Text & Traditions
A selected survey of the political and moral thought of Europe from the rise of Athenian democracy to the Renaissance, with emphasis on analysis and discussion of writers such as Thucydides, Plato, Aristotle, St. Augustine, Castiglione, and Machiavelli. The course aims to introduce students to basic texts in the intellectual history of Western Europe, understood both as products of a particular time and place and as self-contained arguments that strive to instruct and persuade. The texts are simultaneously used to chart the careers of such fundamental notions as liberty, virtue, and justice.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

DRAMA 2300 Theater Culture Studies I: Antiquity to Renaissance
This course is a survey of ancient, medieval and Renaissance theater and performance: in both the West and in the East, as it both reflects and shapes culture. Coverage will include the following areas: ancient Greece, ancient Rome, classical Sanskrit theater, Yuan China, medieval Japan, medieval Europe, Renaissance Italy, and Renaissance England. Both scripted theater and performance practices will be examined through the lenses of dramatic literature, theater history, performance studies, and dramatic theory. A continual emphasis will be on marginal and underrepresented figures, as we will attempt to excavate forgotten histories from the theatrical past.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM, IS EN: H
Typical periods offered: Fall, Spring

ELIT 3139 Topics in Literature:
Topics course which varies by semester.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM, IS EN: H
Typical periods offered: Fall, Spring

PHIL 3240 Ancient Philosophy
An examination of the high-water marks of philosophy in ancient Greece and Rome, focusing primarily on Plato and Aristotle. A wide range of philosophical problems will be discussed, including the nature of the good life, the justification of knowledge, and the ultimate nature of mind and world. Attention will be paid to how these problems unfolded in their historical context and to how the ancient treatments of them compare to contemporary efforts. Prerequisites: one course in Philosophy at the 100 or 200-level, or permission of the instructor.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH, HUM EN: H
Typical periods offered: Fall

PHIL 4350 Aristotle
This course offers a maximally full and detailed introduction to the works of Aristotle. His logic, natural philosophy, psychology, metaphysics, ethics, and political philosophy will be discussed, and stress will be laid on the interpretive problems facing contemporary philosophers seeking to understand Aristotle's achievement. Prerequisites: one course in Philosophy at the 300-level, graduate standing, or permission of the instructor.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Spring

PHIL 4360 Hellenistic Philosophy
The Hellenistic Age, traditionally dated from the death of Alexander and his (Macedonian) Empire at 323 BCE to the birth of Augustus' (Roman) Empire in 31 BCE, gave the West three of its most innovative and influential schools of philosophy: Epicureanism, Skepticism, and Stoicism. This course investigates the central features of their thought. Special attention is paid to the still-relevant debates between the Stoics and Skeptics about the possibility of knowledge, to the disagreements among all three schools about the issues of freedom, responsibility, and determinism, and to their ethical theories. Prerequisites: one course in Philosophy at the 300-level, graduate standing, or permission of the instructor.
Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: HUM EN: H
Typical periods offered: Spring

REST 3066 Orthodoxy and Heresy in Early Christianity
From the time Jesus of Nazareth preached in the rural countryside of Judea, his followers interpreted his words differently and wrote varied accounts of what he said and did. As time passed and as Jesus' movement grew into a world religion -- Christianity -- disagreement among Christians only continued to increase, leading to the need to define and enforce correct beliefs and practices to create a Christian orthodoxy embodied in the now-familiar institutions of creed, canon, and clergy. Yet in the process of creating an orthodoxy, what was left out? Whose voices were suppressed? Through the careful study of ancient texts that were long-ago deemed heretical and virtually lost until the 20th century, this course examines the wide varieties of Christianity in its nascent years and discusses how the framers of orthodoxy defined themselves against these alternatives.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH, HUM EN: H
Typical periods offered: Spring

REST 3095 Introduction to the New Testament
What can be known -- from an historical perspective -- about the life and teachings of Jesus and his earliest followers? How did Jesus see himself and how did his followers see him? How did the lives, teachings, and deaths of Jesus and his followers come to form the heart of a new movement? If Jesus and the apostles were all Jews, how did Christianity emerge as a distinct religion? This course investigates these questions through a focus on the earliest sources for Jesus and his first followers, including and extending beyond the canonical books of the Christian New Testament. Our approach in this course is historical and literary, rather than theological or confessional: we ask what Jesus, his first followers, and their Jewish and pagan contemporaries did and believed, and we try to catch glimpses of the worlds in which they lived and the cultures which they took for granted.
Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: HUM
Typical periods offered: Spring

REST 3170 Sexuality in Early Christianity
What did Jesus of Nazareth and his early followers teach about sexuality in terms of marriage, adultery, divorce, the virtues of procreation and celibacy, same-sex relationships, and erotic desire? How and why did ancient Christians take different stances on these issues, and how do these traditions continue to inform sexual ethics and gender roles today? In this course, we will study these questions by examining key passages from the teachings of Jesus in the Gospels, Paul's letters, writings of early church leaders, martyr propaganda, monastic literature, and apocryphal books deemed heretical. We will also consider the interpretations of contemporary historians of religion informed by recent trends in sexuality and gender theories.
Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM BU: BA, ETH, HUM EN: H
Typical periods offered: Spring

Ancient Studies Major

Program Requirements

- **Total Units Required:** 24
- **Grade Requirement:** Ancient Studies follows the Arts & Sciences minimum grade requirement of C- or better for courses that apply to the major. Students may apply up to a maximum number of 9 credits to their major earned through study abroad and/or transfer credits.

Required Courses

Courses that count toward the major may include CLASSICS 1000-4999, GREEK 1000-4999, or LATIN 1000-2999, as well as approved interdisciplinary courses. See the Courses tab on the Classics page (p. 367) for a complete list.

Advanced Required Courses

Of the 24 required units, at least 18 units must be at the 3000 level or above. Of these 18 units, at least 6 units must be at the 4000 level or above.

Suggested Field of Interest

In this major, students are encouraged to take at least one course in ancient history and to develop a certain depth in one special field of interest (e.g., art, history, literature, medicine, philosophy). Therefore, at least 9 of the 18 advanced units of the major should be taken in one such specific area.

Please consult the sections below regarding the required capstone experience and additional information, including study abroad and senior honors.

Required Capstone Experience

All Classics and Ancient Studies majors are required to complete a capstone experience in which they can synthesize what they have learned in their Classics courses. Except in unusual cases (e.g., a junior year abroad experience), the capstone experience should occur during the student's senior year. Among the most common capstone experiences are the following:

- A senior honors thesis (two semesters of research and writing concluding in a long paper)
- A one-semester research project
- A Classics study abroad experience
- Special work within a 4000-level seminar

Students should consult with their advisor to see what kind of capstone experience will work best for them.

Additional Information

Study Abroad

Study abroad for a semester in Rome or Athens is an option many Classics and Ancient Studies majors select. Washington University is a member of the Intercollegiate Center for Classical Studies (ICCS) consortium. Majors and minors regularly attend the one-semester ICCS "Centro" program in Rome. Others choose to attend a semester at the College Year in Athens (CYA) program. Students interested in these programs should consult Professor Luis Salas. Some other study abroad programs will also allow students to earn major credit in Classics or Ancient Studies.

Senior Honors

Students who are planning to pursue graduate work should enter the honors program, and other students are encouraged to consider this program as well. To apply, a student must have junior standing, an average of an A- or better in Greek and/or Latin courses (for Classics majors) or in Classics courses (for Ancient Studies majors) numbered 3000 or higher, an overall grade point average of 3.65 or higher, and permission of the chair. A formal application should be submitted in April of the junior year. A thesis of substantial nature and length is prepared and written under the direction of a member of the department, beginning during the fall semester of the senior year. A final draft is submitted to the director no later than February 1 of the senior year, and a final copy is submitted to the full thesis committee before spring break of the senior year. Credit of 6 units is awarded upon presentation of an acceptable thesis. These credits will be in addition to the 24 credits of the major; those students who complete senior honors will, therefore, graduate with a total of 30 credits in the major.

Phone: 314-935-5123
Email: classics@wustl.edu
Website: http://classics.wustl.edu

Classics Major

Program Requirements

- **Total Units Required:** 24
- **Grade Requirement:** Classics follows the Arts & Sciences minimum grade requirement of C- or better for courses that apply to the major. Students may apply up to a maximum number of 9 credits to their major earned through study abroad and/or transfer credits.

Required Courses

Courses that count toward the major may include CLASSICS 1000-4999, GREEK 1000-4999, or LATIN 1000-2999, as well as approved interdisciplinary courses. See the Courses tab on the Classics page (p. 367) for a complete list.

Advanced Required Courses

- At least 18 of the 24 required units must be at the 3000 level or above.

Required Language Courses

- At least 6 of the 18 units must be in Greek or Latin at the 3000 level or above.
- An least 6 of the 18 units must be in Greek or Latin at the 4000 level or above.

The specific program will be determined by the student and the advisor, in accordance with the student's interests. Those who are able to enter the program at the advanced level because of previous language study will normally take 15 or more advanced units in language. Competence in both Greek and Latin — although strongly encouraged and necessary for those planning to go on to graduate study in Classics — is not required. Majors, especially those planning graduate work, should enter the honors program if time permits.

Please consult the sections below regarding the required capstone experience and additional information, including study abroad and senior honors.

Required Capstone Experience

All Classics and Ancient Studies majors are required to complete a capstone experience in which they can synthesize what they have learned in their Classics courses. Except in unusual cases (e.g., a junior year abroad experience), the capstone experience should occur during the student's senior year. Among the most common capstone experiences are the following:

- A senior honors thesis (two semesters of research and writing concluding in a long paper)
- A one-semester research project
- A Classics study abroad experience
- Special work within a 4000-level seminar

Students should consult with their advisor to see what kind of capstone experience will work best for them.

Additional Information

Study Abroad

Study abroad for a semester in Rome or Athens is an option many Classics and Ancient Studies majors select. Washington University is a member of the Intercollegiate Center for Classical Studies (ICCS) consortium. Majors and minors regularly attend the one-semester ICCS "Centro" program in Rome. Others choose to attend a semester at the College Year in Athens (CYA) program. Students interested in these programs should consult Professor Luis Salas. Some other study abroad programs will also allow students to earn major credit in Classics or Ancient Studies.

Senior Honors

Students who are planning to pursue graduate work should enter the honors program, and other students are encouraged to consider this program as well. To apply, a student must have junior standing, an average of an A- or better in Greek and/or Latin courses (for Classics majors) or in Classics courses (for Ancient Studies majors) numbered 3000 or higher, an overall grade point average of 3.65 or higher, and permission of the chair. A formal application should be submitted in April of the junior year. A thesis of substantial nature and length is prepared and written under the direction of a member of the department, beginning during the fall semester of the senior year. A final draft is submitted to the director no later than February 1 of the senior year, and a final copy is submitted to the full thesis committee before spring break of the senior year. Credit of 6 units is awarded upon presentation of an acceptable thesis. These credits will be in addition to the 24 credits of the major; those students who complete senior honors will, therefore, graduate with a total of 30 credits in the major.

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Ancient Studies Minor

Program Requirements

- **Total Units Required:** 15
- **Grade Requirement:** Ancient Studies follows the Arts & Sciences minimum grade requirement of C- or better for courses that apply to the minor.
- Students may apply up to a maximum number of 6 credits to their minor earned through study abroad and/or transfer credits.

Courses

Courses that count toward the minor may include CLASSICS 1000-4999, GREEK 1000-4999, or LATIN 1000-2999, as well as approved interdisciplinary courses. See the Courses tab on the Classics page (p. 367) for a complete list.

Required Courses

Students select at least two courses from the following list:

- CLASSICS 3410 Ancient History: The Roman Republic
- CLASSICS 3420 Ancient History: The Roman Empire
- CLASSICS 3450 Greek History: The Dawn of Democracy
- CLASSICS 3460 Greek History: The Age of Alexander

Advanced Required Courses

Of the remaining 9 required units, students must complete at least 3 additional units at the 3000 level or above. Students must earn a grade of C- or better in all courses.

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Classics Minor

Program Requirements

- **Total Units Required:** 15
- **Grade Requirement:** Classics follows the Arts & Sciences minimum grade requirement of C- or better for courses that apply to the minor.

Courses

Courses that count toward the major may include CLASSICS 1000-4999, GREEK 1000-4999, or LATIN 1000-2999, as well as approved interdisciplinary courses. See the Courses tab on the Classics page (p. 367) for a complete list.

Required Courses

GREEK 3170 Introduction to Greek Literature: Plato **and** GREEK 3180 Introduction to Greek Literature: Homer

or

LATIN 3170 Survey of Latin Literature: The Republic **and** LATIN 3180 Survey of Latin Literature: The Empire

Advanced Language Courses

Of the 9 remaining units, at least 3 units must be in Greek or Latin at the 3000 level or above.

Additional Information

Students may apply up to a maximum number of 6 credits to their minor earned through study abroad and/or transfer credits.

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Comparative Literature and Thought

The Department of Comparative Literature and Thought houses two main units: Comparative Literature and Thought and Germanic Languages and Literatures.

Comparative Literature and Thought undergraduate programs include the following:

- Comparative Literature and Thought Major (p. 404)
- Comparative Literature and Thought, Comparative Arts Specialization Major (p. 406)
- Comparative Literature and Thought Minor (p. 408)
- Data Science in the Humanities Minor (p. 409)
- Legal Studies Minor (p. 410)
- Medieval and Renaissance Studies Minor (p. 410)
- Translation Studies Minor (p. 411)

Germanic Languages and Literatures undergraduate programs include the following:

- Germanic Languages and Literatures Major (p. 407)
- Germanic Languages and Literatures Minor (p. 410)

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Website:	https://complitandthought.wustl.edu/

Faculty

Chair

Matt Erlin
Professor of German
PhD, University of California, Berkeley

Director of Graduate Studies

André Fischer
Assistant Professor of German
PhD, Stanford University

Director of Undergraduate Studies

Joseph Loewenstein
Professor of English
PhD, Yale University

Department Faculty

Jami Ake
Teaching Professor
PhD, Indiana University

Aylin Bademsoy
Assistant Professor of Germanic Languages and Literatures
PhD, University of California, Davis

Nancy E. Berg
Professor of Modern Hebrew Language and Literature (Affiliated Faculty)
PhD, University of Pennsylvania

J. Dillon Brown
Associate Professor of English (Affiliated Faculty)
PhD, University of Pennsylvania

Jianqing Chen
Assistant Professor (Affiliated Faculty)
PhD, University of California, Berkeley

Jiayi Chen
Assistant Professor of East Asian Languages and Cultures (Affiliated Faculty)
PhD, University of Chicago

Lingchei Letty Chen
Professor of Modern Chinese Literature (Affiliated Faculty)
PhD, Columbia University

Rebecca Copeland
Professor of Japanese Language and Literature (Affiliated Faculty)
PhD, Columbia University

Tili Boon Cuillé
Professor of French and Comparative Literature (Affiliated Faculty)
PhD, University of Pennsylvania

Amy Gais
Lecturer in Comparative Literature & Thought
PhD, Yale University

Matthias Goeritz
Professor of Practice of Comparative Literature
PhD, Washington University

Robert E. Hegel
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Robert K. Henke
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PhD, University of California, Berkeley

Mona Kareem Husain
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PhD, State University of New York at Binghamton

Ignacio Infante
Professor of Comparative Literatures
PhD, Rutgers University

Carol Jenkins
Lecturer in Germanic Languages and Literatures
PhD, Washington University in St. Louis

Hyeok Hweon Kang
Assistant Professor East Asian Languages and Cultures (Affiliated Faculty)
PhD, Harvard University

Catherine Keane
Professor of Classics (Affiliated Faculty)
PhD, University of Pennsylvania

Tom Keeline
Associate Professor of Classics (Affiliated Faculty)
PhD, Harvard University

Katherine Kerschen
Lecturer in Germanic Languages and Literatures
PhD, Penn State University

Gabi Kirilloff
Assistant Professor of English (Affiliated Faculty)
PhD, University of Nebraska-Lincoln

Stephanie Kirk
Professor of Spanish (Affiliated Faculty)
PhD, New York University

Caroline Kita
Associate Professor of German
PhD, Duke University

Sarah Koellner
Assistant Professor of German Languages and Literatures
PhD, Vanderbilt University

Naomi Lebowitz
Hortense and Tobias Lewin Distinguished Professor Emerita in the Humanities
PhD, Washington University

Ji-Eun Lee
Associate Professor of Korean Language and Literature (Affiliated Faculty)
PhD, Harvard University

Tabea Linhard
Professor of Spanish (Affiliated Faculty)
PhD, Duke University

Frank Lovett
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PhD Columbia University

Paul Michael Lützeler
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PhD, University of Michigan

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Gloria M. Goldenstein Professor of Holocaust Studies
PhD, University of Virginia

William McKelvy
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PhD, University of Virginia

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PhD, Columbia University

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PhD, University of Minnesota

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PhD, University of Southern California

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PhD, University of Pennsylvania

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PhD, University of California, Los Angeles

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PhD, Eastman School of Music

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PhD, Brown University

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PhD, University of California

Gerhild Scholz Williams
Barbara Schaps Thomas and David M. Thomas Professor Emerita in the Humanities (Emeritus Faculty)
PhD, University of Washington

Majors

- Comparative Literature and Thought Major (p. 404)
- Comparative Literature and Thought Major, Comparative Arts Specialization (p. 406)
- Germanic Languages and Literatures Major (p. 407)

Minors

- Comparative Literature and Thought Minor (p. 408)
- Data Science in the Humanities Minor (p. 409)
- Germanic Languages and Literatures Minor (p. 410)
- Legal Studies Minor (p. 410)
- Medieval and Renaissance Studies Minor (p. 410)
- Translation Studies Minor (p. 411)

Courses

Courses include the following:

- Comparative Literature and Thought (p. 388)
- Germanic Languages and Literatures (p. 398)
- Legal Studies (p. 403)

Comparative Literature and Thought

COMPLITTHT 1100 Freshman Seminar
Small interactive seminars based on the research and interests of the professor that introduce students to comparative ways of reading, thinking about, and writing about literature. Previous topics include autobiography, memory in eastern and western literature, comedy, and oral-formulaic poetry.
Credit 3 units. Arch: HUM Art: HUM EN: H

COMPLITTHT 1103 First Year Seminar
A variety of topics in comparative literature, designed for first-year students--no special background is required--and to be conducive to the investigation and discussion format of a seminar. Previous topics include: Story Telling Through Sound, Banned Books, Imigrants and Exiles, Literature and Democracy, Literature and the Art of Apology, Hell on Earth: Crime, Conscience, and the Arts, Magical thinknig: Literature and Theory Engage the Occult
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

COMPLITTHT 1104 First-Year Seminar: Topics in Interdisciplinary Inquiry
For first-year, non-transfer students. Past topics include: Research Methodologies in Cognitive Science, Fictions of Financial Crisis, The Good Life, Speculative Worlds & Technological Futures, and Fictions of Chance.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM, IS EN: H
Typical periods offered: Fall

COMPLITTHT 1106 Freshman Seminar: Seeing is Believing: Visuality, Power, and Truth
How does seeing work? Does the process of seeing begin with light bouncing off of objects and into our eyes - or when we ascertain what we are looking at? Visual interactions are far from neutral perceptions of objective truth, as they always involve interpretation of the world. Yet visual representations are one of the most common ways that we classify and understand the world around us. This course considers seeing as it affects social, spiritual, and political life: from religious practices of iconic representation and iconoclasm (and the politics these practices engender), to the technological practices of reproduction in creating realistic forgeries, to the ways that visuality can be a technology of power. This freshman seminar considers examples from across a wide range of times and places. We begin by exploring visuality, representation, art, and the ways that these produce meaning. We then move to examining several premodern and contemporary visual practices of major religions, considering how practices and ideologies of the visual vary dramatically across space and time. Next, we explore the relationship of changing technologies to notions of reality and authenticity. We then consider how techniques of visuality can be used for domination, particularly in contexts of economic and racial inequality. Finally, we examine the ways in which people use visual codes to define themselves through clothes, hair, and other visible signs of identity. Throughout, students will use the tools of art history, anthropology, and religious studies to gain a greater critical understanding of the practices, ideologies, and histories through which seeing meaningfully emerges across space and time.
Credit 3 units. A&S IQ: HUM BU: HUM EN: H
Typical periods offered: Fall

COMPLITTHT 1995 Comparative Literature Coursework Completed Abroad
Credit 12 units.

COMPLITTHT 2010 Crossing Borders: An Introduction to Comparative Literature
An introduction to some of the ideas and practices of literary studies at the beginning of the twenty-first century. This course is designed for majors and prospective majors in comparative literature and comparative arts - and other students interested in reading literature from many parts of the world and exploring issues in literary studies including questions of epistemology and representation, the cultural biases of readers, semiotics, translation theory, and Orientalism. Plays,

novels, and poems by writers including Euripides, Vergil, Racine, Rilke, Henry James, Borges, Mellah, and Murakami, and closely related short excerpts by theorists from Aristotle to Bhabha. Prerequisite: sophomore standing or permission of the instructor.
Credit 3 units. A&S IQ: HUM Art: HUM BU: HUM

COMPLITTHT 2020 Introduction to Comparative Practice I
This course permits the close examination of a particular theme or question studied comparatively, that is, with a cross-cultural focus involving at least two national literatures. Topics are often interdisciplinary; they explore questions pertinent to literary study that also engage history, philosophy, and/or the visual arts. Although the majority of works studied are texts, the course frequently pursues comparisons of texts and images (painting, photography, film). Requirements may include frequent short papers, response papers, and/or exams.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

COMPLITTHT 2080 Individuals, Community, and Institutions: Text and Traditions
Explores the relationships between the individual and community, with attention to the mediating role of institutions. The primary focus will be on the American experience, but readings from Hobbes, Locke, and Rousseau will establish the framework for later explorations of American thought. From the eighteenth and nineteenth centuries, readings will be selected from Hamilton, Jefferson, Madison. Tocqueville, and Lincoln. From the twentieth century, the influence of such thinkers as John Dewey and Walter Lippman and Reinhold Niebuhr will be studied. Social theories of the role of institutions will be addressed in readings from philosophers and sociologists, including Rawls, Nozick and Walzer. Preference given to Text and Tradition and IPH students.
Credit 3 units.

COMPLITTHT 2104 Sanity and Madness in Literature From Ancient Greece to the Renaissance
We will consider explicit and implicit models of mental life, motivation, and action in works by authors studied in 201C. We will investigate how concepts related to madness are formulated and regulated in these literary texts and in the societies that produce them, and we will read scholarship from the 19th through 21st centuries that has debated the scale and scope of irrationality in ancient, medieval, and early modern cultures.
Credit 3 units. A&S IQ: HUM BU: BA, HUM EN: H
Typical periods offered: Fall

COMPLITTHT 2105 Puzzles and Revolutions: Text & Traditions
One major force in human history has been inquiry into the natural world. Especially after 1550, natural science, by virtue of its role in the development of technology and the improvement of health, has brought about great changes on all scales of human existence, first in Western Europe and then globally. In this course, the changing character of inquiry into the natural world, from antiquity forward, will be the object of study. Does natural science enable us, for example, to study nature as it is in itself, or are culturally-determined perspectives or frameworks inescapable? How is it that natural science has, especially since 1800, proved so useful in the development of technology? How has it impinged on the arts? The requirements will include writing several short papers and brief responses to the readings.
Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

COMPLITTHT 2106 The Great Economists: Text & Traditions
Examination of the great economic thinkers, the problems they sought to solve, the historically-conditioned assumptions that they bring to their work, and the moral issues they raise. The class will read from the works of Adam Smith, Ricardo, Malthus, Marx, Veblen, Keynes, Schumpeter, Galbraith, and others as well as commentary from Heilbronner. These readings will be paired with selected texts on the social and moral issues of their times.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Spring

COMPLITTHT 2107 Classical to Renaissance Literature: Text & Traditions
Students enrolled in this course engage in close and sustained reading of a set of texts that are indispensable for an understanding of the European literary tradition, texts that continue to offer invaluable insights into humanity and the world around us. Homer's Iliad is the foundation of our class. We then go on to trace ways in which later poets and dramatists engage the work of predecessors who inspire and challenge them. Readings move from translations of Greek, Latin, and Italian, to poetry and drama composed in English. In addition to Homer, we will read works of Sappho, a Greek tragedian, Plato, Vergil, Ovid, Petrarch, and Shakespeare.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

COMPLITTHT 2108 Early Political Thought: Text & Traditions
A selected survey of the political and moral thought of Europe from the rise of Athenian democracy to the Renaissance, with emphasis on analysis and discussion of writers such as Thucydides, Plato, Aristotle, St. Augustine, Castiglione, and Machiavelli. The course aims to introduce students to basic texts in the intellectual history of Western Europe, understood both as products of a particular time and place and as self-contained arguments that strive to instruct and persuade. The texts are simultaneously used to chart the careers of such fundamental notions as liberty, virtue, and justice.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

COMPLITTHT 2109 Modern Political Thought: Text & Traditions
What is power? Why are societies divided along lines of race, class, and gender? When did politics become split between the right and the left? Can religion be reconciled with the demands of modern life? Can democracy? These are some of the questions that will be addressed in this survey of modern political thought. Thinkers covered will include Thomas Hobbes, Immanuel Kant, Karl Marx, WEB Du Bois, Hannah Arendt, and Michel Foucault.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H
Typical periods offered: Fall, Spring

COMPLITTHT 2110 World Literature
This course teaches ways of reading literature across eastern and western cultures, introducing students to works of great imaginative power from many different regions of the world. The course focuses on a given historical period, such as the modern period or antiquity (the latter including Near Eastern as well as European texts). Organizing themes may include cultural translation, cross-cultural encounter (e.g., orientalism), hybridity, and displacement.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

COMPLITTHT 2111 Scriptures and Cultural Traditions: Text & Traditions

When we think of the word scripture in antiquity, we might think of the texts that have been compiled in the different holy books that we currently have today. Yet the function of scriptures within a community, and the status given to different texts treated as scriptural, has changed in different times and places. In this course, we will consider texts that would eventually come to be part of the Hebrew Bible, New Testament, and the Qu'ran as well as several of the exegetes and reading communities that shaped their various interpretations. We will explore how non-canonical sources played a role in the formation of the various canons we have today, comparing the authoritative status given to these texts to that given to other works from antiquity, such as the epics of Homer. Special attention will be played to the role of the receiving community in the development of scripture, and the variety of the contexts in which scripture can function in the construction of and opposition to religious authority.

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

Typical periods offered: Fall, Spring

COMPLITTHT 2600 From Literature to Opera

Much operatic repertoire is based on classics of literature, from the very first operas of 1598-1600 to the present day. From Literature to Opera will introduce students to the world of opera through a close study of a few select works based on major literary subjects, beginning with the literary works themselves and proceeding to the ways the texts are adapted for the musical stage and then transformed into another genre through their dramatic musical settings. For 2018 the works studied will be Virgil's and Ovid's versions of the Orpheus myth set to music by Claudio Monteverdi in 1607 as one of the earliest operas. Next we will move on to Carlo Goldoni's play, Don Juan which was composed by Mozart as Don Giovanni in 1787. Shakespeare will be represented by the ultimate tragedy of words, Othello, and Giuseppe Verdi's Otello of 1887. The course will conclude with Claude Debussy's Pélleas et Mélisande of 1902, based on Maurice Maeterlinck's 1892 symbolist play of the same name. No previous musical experience required. The class will be conducted as a seminar focused on student participation. Each student will also choose an opera based on a literary work as the subject of two 10-page papers. The first, due at midterm, will study the literary source and the way it is adapted as an operatic text (libretto). The second, due at the end of finals week, will analyze how the libretto is dramatized through the music. One of the important purposes of class discussion will be to develop a usable vocabulary for describing music and its dramatic effects.

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

COMPLITTHT 2996 Comparative Literature Elective: 200-Level

Credit 3 units. EN: H

COMPLITTHT 3030 Introduction to Comparative Arts

Intro to Comparative Arts is an interdisciplinary, multimedia course that explores the relationship among the arts in a given period. In their written work, students will venture beyond the course material, alternately assuming the roles of artist, critic, and consumer. Students will attend (virtual and/or in-person) performances and exhibits. Ability to read music is not required.

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

Typical periods offered: Fall, Spring

COMPLITTHT 3050 Literary Modernities in Europe and America: Text & Traditions

The course examines the various facets of modernity in major works of European, Eurasian, and, sometimes, American literature from the early 17th century to the 1920s, starting with Don Quixote. We will explore, among other things, the eruption of the novel, the secularization of autobiography, the literary discovery of the city, and the rise of literary and aesthetic criticism that takes literature and art seriously as political and social institutions. In addition to literary works, the course will engage with two or three important models of critical practice (e.g., Wollstonecraft's Vindication of the Rights of Women; Marx's German Ideology; Freud's The Interpretation of Dreams; Eliot's Tradition and the Individual Talent; or perhaps that great work of fictionalized literary criticism, Borges' Pierre Menard, Author of the Quixote).

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

Typical periods offered: Fall, Spring

COMPLITTHT 3060 Modern Jewish Writers

What is Jewish literature? While we begin with -- and return to -- the traditional question of definitions, we will take an unorthodox approach to the course. Reading beyond Bellow, Ozick and Wiesel, we will look for enlightenment in unexpected places: Egypt, Latin America, and Australia. Recent works by Philip Roth, Andre Aciman, Simone Zelitch and Terri-ann White will be supplemented by guest lectures, film, short stories and significant essays. We will focus on issues of language, memory and place. Background knowledge is not required, though it is warmly welcomed.

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

Typical periods offered: Fall, Spring

COMPLITTHT 3062 Opera: Text and Context

We will focus on operas drawn primarily from the French, Italian, and German traditions that served as watershed moments in the history of literature, music, philosophy, and criticism. We will read source texts (including famed literary works by Molière, Beaumarchais, Scott, Hugo, Béroul, Maeterlink, Mérimée, Hoffmann, and James), view performances in their entirety, discuss the literary works, philosophy, and criticism that the works inspired, and consider the American reception of the works, including their influence on pop culture. Students will gain a sense of opera's vital role at the intersection of the arts (text, music, and dance) and the disciplines (History, Philosophy, Cultural Studies, Postcolonial Studies, Gender Studies), learning to approach the study of the genre from multiple perspectives. Preference will be given to IPH majors and Text and Tradition students though others are welcome.

Credit 3 units. A&S IQ: HUM Art: HUM BU: HUM, IS EN: H

COMPLITTHT 3070 Literary Modernities in East Asia: Text & Traditions

This course will explore the complex forces at work in the emergence of modern East Asia through a selection of literary texts spanning fiction, poetry, and personal narrative. Our readings-- by Chinese, Japanese, Korean, and Taiwanese writers and poets-- will point to the distinctively different and dramatically-shifting circumstances of modern East Asian nations and peoples, as well as to their shared values and aspirations.

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

Typical periods offered: Spring

COMPLITTHT 3081 The Intellectual History of the Law

This seminar will examine evolving understandings of law and legal institutions in (predominantly western) philosophy and culture. We will address such questions as: What is law? What are its sources? How do societies rationalize and enforce law? What mechanisms exist to change or modify existing laws? Can all laws be changed? Our discussion will draw on theoretical as well as literary texts, including

the Old Testament and works by Aristotle, Cicero, Aquinas, Hobbes, Jefferson, Beccaria, Marx, and more. The discussion will proceed in a loosely chronological sequence, but with an eye to understandingthe origins and elaborations of conceptual traditions that continue to hold a grip on our thinking about the law today.
Credit 3 units. A&S IQ: HUM BU: HUM

COMPLITTHT 3101 An Intellectual History of Sex and Gender: Text & Traditions
When did sexuality begin? Is it safe to assume that gender constructions are universal and timeless? In this course, we will engage with a broad range of readings that serve as primary texts in the history of sexuality and gender. Our aims are threefold: (1) to analyze the literary evidence we have for sexuality and gender identity in Western culture; (2) to survey modern scholarly approaches to those same texts; and (3) to consider the ways in which these modern theoretical frameworks have become the most recent set of primary texts on sexuality and gender.
Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM BU: BA, HUM EN: H
Typical periods offered: Fall, Spring

COMPLITTHT 3120 Introduction to Digital Humanities
It is a truism that computers have changed our lives and the way we think and interact. But in fact systematic efforts to apply current technologies to the study of history and culture have been rare. This course will enable students to consider how these technologies might transform the humanities. We will explore the various ways in which ideas and data in the humanities can be represented, analyzed, and communicated. We will also reflect on how the expansion of information technology has transformed and is continuing to transform the humanities, both with regard to their role in the university and in society at large. Readings and classwork will be supplemented by class presentations and a small assigned group project.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

COMPLITTHT 3121 Introduction to Digital Humanities
It is a truism that computers have changed our lives and the way we think and interact. But in fact systematic efforts to apply current technologies to the study of history and culture have been rare. This course will enable students to consider how these technologies might transform the humanities. We will explore the various ways in which ideas and data in the humanities can be represented, analyzed, and communicated. We will also reflect on how the expansion of information technology has transformed and is continuing to transform the humanities, both with regard to their role in the university and in society at large. Readings and classwork will be supplemented by class presentations and a small assigned group project.
Credit 3 units. A&S IQ: HUM, WI Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

COMPLITTHT 3180 Introduction to Renaissance Literature
Major texts of the European Renaissance examined to set English literary achievement in a continental context. Among authors to be studied: Petrarch, Castiglione, Erasmus, More, Luther, Wyatt, Rabelais, Montaigne, Shakespeare, Spenser, Jonson, Milton. Prerequisite: 6 units of literature, junior standing, or permission of instructor.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H UColl: ENE

COMPLITTHT 3191 The European Avant Garde: Interdisciplinary Studies in the Humanities, 20th Century
The first half of the twentieth century witnessed the emergence of Artistic movements characterized by revolt against tradition, emphasis on radical experimentation, and redefinition of the art work. This course will familiarize students with the avant-garde's main currents: Italian Futurism, English Vorticism, Russian Constructivism, stateless Dadaism, and French Surrealism. We will ask ourselves how to define the avant-garde, how it is related to modernity, and whether its aesthetic is necessarily political. Texts include Futurist Manifestos, Cendrars's Trans-Siberian Prose, Stein's Tender Buttons, Breton's Nadja. We will also examine artworks such as Duchamp's Large Glass and films Buñuel's Un Chien Andalou.
Credit 3 units. A&S IQ: HUM Art: HUM BU: HUM EN: H

COMPLITTHT 3200 An Intellectual History of Race and Ethnicity: Text & Traditions
This course is designed to introduce students to a wide range of historical ideas, contexts, and texts that have shaped our understandings of race and ethnicity. We will examine the ways in which our definitions and categories of race and ethnicity have helped us to construct (and continuously reinvent) our sense of who counts as human, what counts as human behavior, the possibilities of artistic expression, the terms of political engagement, and our critical and analytical frameworks. Students should be prepared to do quite a bit of reading of some very challenging yet rewarding texts.
Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM BU: BA, ETH, HUM EN: H
Typical periods offered: Fall, Spring

COMPLITTHT 3203 World-Wide Translation: Language, Culture, Technology
This course considers the crucial role played by translation across the world today: from new technologies and digital media, to the global demands of professionals working in fields as diverse as literature, law, business, anthropology, and health care. We will begin our exploration of the concept of translation as a key mechanism of transmission between different languages by looking at works of literature, and film. Students will then examine how different cultures have historically required translation in their encounter with each other, studying how translation constitutes a necessary transcultural bridge both from a colonial and postcolonial point of view in different historical moments and parts of the world. The course also analyzes from practical and real-world perspectives whether concepts such as war, human rights, democracy or various illnesses have the same meaning in different societies by considering the diverse frames of reference used by linguists, lawyers, anthropologists, and medical doctors across the world. Finally, we will focus on translation from a technological perspective by examining various modes of transfer of information required for the functioning of digital tools such as Google Translate, Twitter, Duolingo, or various Iphone applications. Throughout the semester we will also examine a range of creative artworks, and various forms of digital technology and computing (AI, machine translation) related to the theory and practice of translation. Readings will include works by Jorge Luis Borges, Walter Benjamin, Gayatri Spivak, Kwame Anthony Appiah, Susan Basnett, Lawrence Venuti, Emily Apter, Gideon Lewis-Krauss, and Karen Emmerich among others. Prerequisite: None.
Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: HUM EN: H
Typical periods offered: Fall

COMPLITTHT 3300 Topics in Comparative Literature:
Topics course in Comparative Literature. Topics vary by semester.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H
Typical periods offered: Fall, Spring

COMPLITTHT 3320 Topics in Comparative Literature: Narratives of Childhood
Topics in comparative literature. Subject matter will vary from semester to semester.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

COMPLITTHT 3322 Visual Culture
In this interdisciplinary course, we explore this long history of vision and visual representation from antiquity to the present so as to shed light on how people at different moments have understood vision, have seen their own seeing and have encoded this seeing in different artifacts and media. More specifically, we explore the role of the visual in the historical production of subjectivity and collectivity; the political, religious, and ideological uses and abuses of vision; the relation of images to words and stories; the implication of sight in competing systems of truth, enlightenment, and scientific progress; and the function of seeing within different media of art, entertainment, and virtualization-from ancient cave painting, medieval icons and early modern church designs to modernist paintings and motion pictures.
Credit 3 units. A&S IQ: HUM BU: ETH, HUM EN: H

COMPLITTHT 3330 Topics in Comparative Literature:
Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

COMPLITTHT 3350 Topics in Comparative Literature II
Topics course which varies by semester.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

COMPLITTHT 3353 Topics in African Literature
Beginning with a survey of African oral narratives, then analyzing selected texts by such leading African authors as Chinua Achebe, Ngugi waThiongUo, Wole Soyinka, and Ousmane Sembene, this course will examine ways in which African narrators have represented the struggle to uphold African identity in the face of such insidious influences as individualism, colonialism and neo-colonialism. Translations from indigenous African languages will supplement the study of works originally written in English. Critical issues in African literature such as the role of literature in society and the issue of language and audience in multilingual African societies will be discussed. The course will help students understand and appreciate the distinctiveness of African culture and encourage them to explore the meaning and complexity of that experience through the eyes of African narrators.
Credit 3 units. Art: HUM

COMPLITTHT 3354 Topics in Arabic Literature
Modernity, colonialism and nationalism have affected the very foundations of the self and the community in the Arab world. Arab writers began asking themselves: Who are we today? How can we establish meaningful connections to our glorious past? What is the shape of our relationships with the West? This course hopes to demonstrate that these questions are as much existential and political as they are aesthetic and formal.
Credit 3 units. A&S IQ: LCD EN: H

COMPLITTHT 3355 Topics in Comparative Literature I:
Credit 3 units. A&S IQ: HUM BU: HUM

COMPLITTHT 3510 A World of Words
This seminar is designed for undergraduate students who are interested in literature, foreign languages, creative writing, and translating. In the course students will enrich their studies in foreign languages, cultures and literatures with creative work. Participants will read and discuss practical criticism, present their own creative projects and hone their skills as writers, translators, and readers. At the conclusion of the course, students will have the choice of presenting a polished work of translation or a piece of original writing. Besides myriad possibilities for translating into and from English, the course can accommodate creative writers in English, Spanish, French, German, Korean, and Chinese. Students who wish to enroll in the course should contact the Program in Comparative Literature for further information. There is a limit of 14 participants to this class.
Credit 3 units. A&S IQ: HUM, WI Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

COMPLITTHT 3512 Arts Reviewing
What does it mean to become writers and public intellectuals who combine their creative work as poiesis and praxis within a community of creative people? Writers will be asked to write about almost everything. Interviews, reviews, short essays, public speeches, radio plays, ekphrastic texts and staged works are among the many smaller forms with which an emerging writer has to engage. We will be writing in museums, writing in nature, performing on stage and exploring artistic collaboration. The course is designed for students who want to produce their own creative work and receive feedback, strengthening their personal writing skills as well as their creative and critical thinking. Throughout the course, students will discuss and analyze a variety of works, learn to read like writers, and deeply explore their senses, including reactions to and the incorporation of other forms of art. This experience and exposure to music, paintings architecture and nature e.g. can inspire writers to further their own expression via the multilayered genres of the written text. The course will engage with different professionals in the field of creative writing and investigate how to build a successful literary career. This course is open for first year students.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM, VC BU: HUM
Typical periods offered: Spring

COMPLITTHT 3530 Literature and Ethics
Credit 3 units. A&S IQ: HUM Art: HUM BU: ETH, HUM EN: H

COMPLITTHT 3580 Modern Near Eastern Literatures
This course introduces literary expressions of the struggle for love, self-realization, and liberation. Genres include romanticism, realism, and the surreal. A comparative, team-taught approach is used to instruct students in selected genres, authors, or themes in two or more Near Eastern literatures (Arabic, Hebrew, Persian, Turkish) in English translation.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Spring

COMPLITTHT 3587 From Genghis Khan to the Taliban: War and Peace in Central Asia
From romantic invocations of the Silk Road and isolated nomads to medieval barbarisms of the Taliban, Western media and popular culture often portray Central Asia as a region out of step with time. However, Central Asia has long been a center for culture, innovation, and political power, and it has a history that is hard to reconcile with popular images of a place stuck in the past. This course, which is intended for advanced undergraduate and graduate students, traces the transformation of Central Asia from Genghis Khan's 13th-century conquests to the present, covering the territories of former Soviet Central Asia, Western

China (Xinjiang), and Afghanistan. Although the course covers nearly 1000 years, the primary emphasis is on the imperial schemes and transformations of the past 300 years. All readings will be in English, and no prior knowledge in Central Asian history is expected or required.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H
Typical periods offered: Fall

COMPLITTHT 3590 The Art of Short Prose Fiction
A study of the short forms of prose fiction.
Credit 3 units. A&S IQ: HUM Art: HUM BU: HUM

COMPLITTHT 3591 Literary Movements
This course compares authors of different national literatures by closely examining certain movements and periods, such as Renaissance humanism, romanticism, and naturalism.
Credit 3 units. Art: HUM
Typical periods offered: Spring

COMPLITTHT 3592 Literary Theory
Credit 3 units. A&S IQ: HUM Art: HUM BU: HUM EN: H

COMPLITTHT 3593 Paris and New York: The Art of the City
The cultural icons Paris and New York exert a powerful hold on our imagination. We will explore how the French and Americans define themselves, and each other, through their premiere cities. The themes of integration and isolation, class and race, innovation and tradition, and commemoration and celebration will ground our discussions of writers Zola (Therese Raquin), Wharton (The Age of Innocence), Proust (Swann's Way), Foer (Extremely Loud and Incredibly Close), Krauss (The History of Love), Truong (The Book of Salt), and Gopnik (Paris to the Moon); painters Vuillard, Caillebotte, and de Kooning; photographers Brassai, Cartier-Bresson, Doisneau, Ronis, Abbott, Hine, and Stieglitz; and filmmakers Godard (Breathless), Allen (Manhattan, Midnight in Paris); Jeunet (Amelie Poulain), and Kassovitz (Hate).Through our study of public spaces (the Brooklyn Bridge, the Twin Towers, the Eiffel Tower, and the streets themselves), we will consider how each city functions as a site of memory even as it fashions the future.
Credit 3 units.
Typical periods offered: Spring

COMPLITTHT 3594 Lyric Poetry
A study of the sounds, forms, devices, voices, and pleasures of lyric poetry from international and comparative points of view. Attention to theories of lyric, formal devices, and problems of translation. The study of various lyric forms such as the ode, the elegy, and the sonnet, will generate comparisons across time and space.
Credit 3 units. Art: HUM
Typical periods offered: Fall

COMPLITTHT 3600 The Traffic in Women and Contemporary European Cinema
What binds society together? One of the most influential answers to this question was offered by French anthropologist Claude Lévi-Strauss. He argued that the fabric of a society is formed by a network of exchanges among kinship groups, which circulate three kinds of objects: economic goods, linguistic signs, and women. In this course, we will inquire into the place of women in this argument. We will trace rudiments of the traditional marriage system (a father figure still gives away the bride in the marriage ceremony), its range of displacements in a global economy (transnational wives, nannies and domestic servants), the role of new media in the formation of new systems of trafficking (internet brides), and the place of the debate on gay marriage within the larger conversation. We will read texts by Friedrich Engels, Sigmund Freud, Marcel Mauss, Claude Lévi-Strauss, Gayle Rubin, Luce Irigaray, Judith Butler, Barbara Ehrenreich and Arlie Russell Hochschild; and we will watch a number of films that dramatize the traffic in women in the context of contemporary Europe: Coline Serreau's Chaos, Lukas Moodisson's Lilja 4-ever, Cristian Mungiu's Occident, Nilita Vachani's When Mother Comes Home for Christmas, Fatih Akin's Head-on, Jean-Pierre and Luc Dardenne's The Silence of Lorna.
Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: HUM EN: H

COMPLITTHT 3710 The Age of Enlightenments
Introduction to European 18th-century cultures, particularly to their literatures and thought and the revolutionary foundations of modernity. Among the authors studied are Diderot, Feijoo, Goethe, Herder, Hume, Kant, Lessing, Pope, Rousseau, Sade, and Voltaire. Several lectures by specialists in the national literatures and in history.
Credit 3 units. A&S IQ: HUM Art: HUM BU: HUM

COMPLITTHT 3720 Comparative Studies in the Novel
This course introduces students to novels from a given period or from a geographical area, with attention to how novels are read and how they communicate.
Credit 3 units. Art: HUM

COMPLITTHT 3730 Romance
Romances tell how young lovers learn about the world and themselves by loving, suffering, and growing up. An exploration of the genre over time, space, and culture, including examples from elite and popular literatures.
Credit 3 units. Art: HUM
Typical periods offered: Spring

COMPLITTHT 3900 Undergraduate Independent Study
Students pursue personalized projects not normally covered in standard courses at this level. Prerequisites: acceptance by an appropriate instructor of a proposed project and permission of the chair of the committee.
Credit 2-4 units. Art: HUM
Typical periods offered: Spring

COMPLITTHT 3951 Shakespeare's Sonnets: Framing the Sequence
We will begin by exploring ways of reading a small number of individual sonnets, proceeding thereafter to think about patterns of meaning in language and image across broader groupings and the sequence as a whole. We will investigate the influence of earlier sonnet tradition, especially Petrarch's sonnets, and the relationship of the poems to modes of sexuality and selfhood. Finally, we will ask how some of Shakespeare's most creative readers--including Wilde, Booth, and Vendler--have responded to the challenges of the Sonnets. Students will work on writing their own commentary on a group of poems.
Credit 3 units. A&S IQ: HUM Art: HUM BU: HUM EN: H

COMPLITTHT 3990 Sophomore Research Tutorial
A practical introduction to research in the humanities. Students develop and complete a project in a research area of possible long-term interest.
Credit 2 units. A&S IQ: HUM BU: HUM EN: H
Typical periods offered: Spring

COMPLITTHT 3991 Internship in Digital Humanities
A practicum in digital humanities. Students will work on one or more faculty research projects sponsored by the Humanities Digital Workshop. While we will try to assign students to projects that align with their research interests, we will also aim for assignments that will help students extend their skills.
Credit 6 units.
Typical periods offered: Fall, Spring, Summer

COMPLITTHT 3995 Comparative Literature Coursework Completed Abroad
Credit 12 units.

COMPLITTHT 3996 Comparative Literature Elective: 300-Level
Credit 3 units. EN: H

COMPLITTHT 4000 IPH Thesis Prospectus Workshop
Students will assist each other in developing viable thesis topics, compiling bibliographies, and preparing research plans. Students will give formal and informal oral presentations of their proposed topics. Prospectuses and, if possible, drafts of first chapters will be peer-edited.
Credit 3 units. A&S IQ: HUM, WI BU: HUM EN: H
Typical periods offered: Spring

COMPLITTHT 4004 Independent Study
This course is for undergraduate students pursuing independent study projects.
Credit 3 units.
Typical periods offered: Fall, Spring

COMPLITTHT 4010 Medieval Women's Writing
Credit 0 units.

COMPLITTHT 4020 Introduction to Comparative Literature
An introduction to the discipline and practice of Comparative Literature, this course explores the concepts most frequently discussed and the methods most successfully practiced. We will study what texts reveal when they are examined cross-culturally. Students will consider the various differences that emerge between texts when themes and genres are followed across more than one national literature. The course includes a short history of the discipline and recent debates about the nature and scope of the field. Topics to be discussed include genres and forms, influence and intertextuality, translation, world literature, exile, and cross-cultural encounter.
Credit 3 units. A&S IQ: HUM Art: HUM BU: HUM
Typical periods offered: Spring

COMPLITTHT 4032 Woman Writers of the 20th Century
This course will examine select novels, poetry, and political writings by such noted authors as Sibilla Aleramo, Dacia Maraini, Luisa Muraro, and Anna Banti. Special attention will be paid to the historical, political, and cultural contexts that influenced authors and their work. Textual and critical analysis will focus on such issues as historical revisionism in women's writing, female subjectivity, and the origins and development of contemporary Italian feminist thought and practice. Taught in English.
Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: HUM
Typical periods offered: Fall

COMPLITTHT 4050 Theory and Methods in the Humanities
This course familiarizes advanced undergraduate and graduate students with some of the basic issues in humanistic study. It follows the conversations between Marxist, psychoanalytical, anthropological, historicist, and linguistic approaches. Our work will highlight the boundaries between these fields and identify incursions across them. Some of the questions that will animate our discussions are: what does truth mean in the humanities? What is an object of study and how does one go about identifying it? Is it useful to view the past as a strange country? What is interpretation and what are its procedures? Preference given to TEXT AND TRADITIONS and IPH students.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Spring

COMPLITTHT 4052 Citizenship: Historical, Cross-Cultural, and Interdisciplinary Perspectives
Although some have posited that citizenship may become obsolete in an increasingly globalizing and interconnected world, citizenship has never been more relevant. Discussions of migration, statelessness, naturalization policies, borders, and so many other contemporary topics hinge on questions of citizenship. In this course, we will be taking an interdisciplinary approach to the study of citizenship, drawing on a wide range of work from historians, social scientists, journalists, and writers. This is an interdisciplinary and transnational course intended for advanced undergraduate and graduate students. Examples will draw from around the world and from a variety of disciplines. Assigned materials include the work of historians, anthropologists, political scientists, sociologists, and journalists as well as novels, films, and audio and visual sources.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: BA, HUM EN: H
Typical periods offered: Fall

COMPLITTHT 4081 Africanist Travel Writing: Texts, Contexts, Theory
This course will examine the art, politics, and history of Renaissance Florence, Venice, Ferrara, and Rome. We will study how love, beauty, religion, and politics were intertwined in these cities. We will consider how the flourishing of the arts occurred along with the oppressive rule of the Church; why, for one out of two women in upperclass families, the choice was the convent rather than marriage; the rise of courtesan culture and pornography; conspicuous consumption; healing as a matter of faith and a matter of science. Prof. Wallace will present the great artists who worked in these cities, including works by Donatello, Masaccio, Brunelleschi, Botticelli, Michelangelo, Leonardo, and Vasari. Prof. Stone will examine Sarah Dunant's trilogy of best-selling historical novels: THE BIRTH OF VENUS, set in Florence; IN THE COMPANY OF THE COURTESAN, set in Venice; and SACRED HEARTS, set in Ferrara. Ms. Dunant, who will be a visitor to the University during part of the semester, will introduce the class to historical documents that she used in creating her novels. Guest lecturer Prof. Monson (Music Dept.) will explore connections between nuns who make both music and magic. Open to freshmen and sophomores only.
Credit 3 units. A&S IQ: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

COMPLITTHT 4093 The Task of the Translator
This undergraduate course offers an introduction to the theory and practice of translation, consisting of three main components. First, students will have the opportunity to translate a wide range of fictional and non-fictional texts from a variety of genres (short stories, philosophy, journalism, academic prose). The focus will be on translation from German to English, but we will also translate from English to German. Next, we will read selections from key works on the theory of translation, from Martin Luther's sixteenth-century treatise on his Bible translation to twentieth-century essays by philosophers

like Walter Benjamin. Finally, we will read and discuss excerpts from some of the most celebrated literary and philosophical translations of the past 200 years, including German translations of authors ranging from Shakespeare to J.K. Rowling as well as English translations of authors such as Goethe and Kafka. The course aims to give students a sense of the challenges and rewards of translation as well as a deeper understanding of the relationship between language, thought, and culture. Prerequisite: Ger 302D and Ger 340C/34D OR Ger 341/341D OR Ger 342/342D
Credit 0 units.
Typical periods offered: Spring

COMPLITTHT 4111 Pastoral Literature: Interdisciplinary Studies in the Humanities, Antiquity
This course will open with a survey of the classical tradition in pastoral/ bucolic. We will consider questions of genre, intertextuality and ideology, and we will ask how 'the lives and loves of herders' became favored ground for literary meditation on issues of surface and depth, reality and illusion, artifice and sincerity. This portion will involve intensive reading in translation of Theocritus, Vergil and Longus.
In the second half of the semester, we will consider the survival, adaptation and deformation of ancient pastoral themes, forms and modes of thought in British and American writing from the 19th and 20th centuries. We will read works of Mark Twain, Kenneth Grahame, Thomas Hardy and Tom Stoppard.
Credit 3 units. A&S IQ: HUM, LCD BU: HUM EN: H

COMPLITTHT 4112 The Empire Writes Back
Britannia did indeed once rule the waves, controlling an empire that encompassed a quarter of the globe. In the estimation of many, literature was a crucial component of its power. This course will examine the nature of Britain's cultural power, as well as the ways colonial authors answered back through an assertive rewriting of the British canon. We will read classic texts of British literature - Charlotte Brontë's JANE EYRE, E.M. Forster's HOWARD'S END, Joseph Conrad's HEART OF DARKNESS - in tandem with later reworkings of them by authors such as Zadie Smith and Jean Rhys, in order to tease out the implications of literary emendation and adaptation. The course will also look at film versions of these works, as well as some critical theories of revision, hoping to shed light on both the opportunities and the pitfalls of attempting to critique a system of thought within the constraints of that very system.
Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: HUM EN: H
Typical periods offered: Fall

COMPLITTHT 4121 The Commedia Dell'arte
This course explores the history, style and dynamics of the commedia dell'arte: an originally Italian type of improvisational theater that has flourished from the time of Shakespeare to the present day. As we study, we will also put this theater on its feet. Students with a background and interest in improvisation are encouraged to take the class. (At the same time, no acting background is required to take the course--just a willingness to try.) We will examine primary and secondary texts regarding the Italian golden age of 1570-1625, and we will study the flowering of the commedia dell'arte in Paris during the seventeenth century. The influence of the commedia dell'arte on Shakespeare and Molière will be examined, and we will experiment with a new body of French scenarios from the time of Molière that have never before been translated into English. Questions of theater and performance history will be examined, as we consider various historical myths regarding this theater in the light of actual primary documents. We'll spend the final part of the course looking at political uses of this form of theater in the twentieth and twenty-first centuries, considering things like the San Francisco Mime Troupe, the radical socialist theater of Dario Fo, and the international Theater Hotel Courage that uses commedia-style performance for social change.
Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

COMPLITTHT 4171 Roman Remains: Traces of Classical Rome in Modern British Literature
This course will examine the use of the Roman textual and material inheritance in poets, novelists and critics of the late nineteenth and twentieth centuries working in Britain, and will ask how modernity addresses the claims of the classical tradition. We will place Thomas Hardy's Poems of 1912-13 next to Vergil's Aeneid, then survey Hardy's relationship to the visible remainders of Rome and the people it conquered -- roads, barrows, forts -- in the landscape of Dorset. After examining the representation of the Celtic hill-fort in fiction, and the legacy of Vergilian representations of the countryside in poetry, we will consider representations of Rome in light of modern imperialism (Joseph Conrad's Heart of Darkness and Ezra Pound's Homage to Sextus Propertius) and examine the place of Vergil in T. S. Eliot's critical and poetic practice.
Credit 3 units. A&S IQ: HUM BU: HUM EN: H

COMPLITTHT 4200 Narrative Theory
Credit 3 units. A&S IQ: HUM Art: HUM BU: HUM EN: H

COMPLITTHT 4250 Humanities By the Numbers: Essential Readings in Digital Humanities
To what extent can computational techniques that draw on statistical patterns and quantification assist us in literary analysis? Over the semester, we will juxtapose the close reading of historical documents or literary works with the distant reading of a large corpus of historical data or literary texts. We will ask how the typically human scale of reading that lets us respond to literary texts can be captured on the inhuman and massive scales at which computers can count, quantify and categorize texts.While this class will introduce you to basic statistical and computational techniques, no prior experience with technology is required. Prerequisites: two 200 level or one 300-level course in literature or history. This is a topics-type course and the specific documents and works examined will vary from semester to semester. Please see semester course listings for current offerings.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

COMPLITTHT 4260 Imagining the City: Crime and Commerce in Early Modern London
The astonishing demographic and economic growth of early modern London, and the rapid increase in spatial and social mobility that accompanied this growth seemed to harbinger, in the eyes of many contemporaries, a society in crisis and perhaps on the brink of collapse. As increasing numbers of vagrants or masterless men flocked to the metropolis and a growing number of people - apprentices, domestic labor, street vendors etc - lived on the fringes of legitimacy and at risk of lapsing into vagrancy, policing early modern London provided unique challenges for authorities. At the same time, the very notion of the social - a shared space of kinship and community could often seem to be under threat as an emerging market and a burgeoning commodity culture reshaped the traditional underpinnings of social and economic transactions. Yet, late Tudor and early Stuart London remained by far England's most prosperous metropolis, its primary market, home to a burgeoning print culture and nourishing theater and emerged, eventually, as the epicenter of a global economy. This course will consider the topographic, social and institutional configuration of early modern London and the ways in which these were reimagined and negotiated in the literature of the period. Drawing on the drama of the period and a wide array of pamphlet literature, we will discuss how civic institutions handled the growing influx of the poor and adapted to the increasing power of an emerging bourgeoisie who asserted themselves in unprecedented ways. In addition we will consider secondary sources

ranging from maps, theories of urban space and social and economic historiography as well as digital archives and computational techniques that allow us to scale up our thinking about early modern London to a vast corpus of texts and documents.
Credit 3 units. A&S IQ: HUM BU: HUM EN: H

COMPLITTHT 4270 Technology and Feminist Practice
How can we best use technology, and the tools and insights of the Digital Humanities in particular, to promote effective approaches to addressing gender-based violence? What are the most effective ways to bridge the innovations of the research university with the everyday work of practitioners seeking to prevent violence or intervene in its aftermath? What are the ethics involved in constructing tools for public and professional use? Which interests should govern the choices in content, design, and dissemination of information? This course will introduce students to the strategies and challenges of devising technological tools for violence prevention for use beyond the classroom. Class readings and discussions will be supplemented by hands-on project work with Washington University's Gender Violence Database and lab sessions that focus on skill-building in digital project construction. Prerequisite: For undergraduate students, L77 393 01 or previous work experience with the Gender Violence Database. Graduate students by permission of instructor.
Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM BU: BA, ETH, HUM EN: H
Typical periods offered: Fall, Spring

COMPLITTHT 4300 Data Manipulation for the Humanities
The course will present basic data modeling concepts and will focus on their application to data clean-up and organization (text markup, Excel, and SQL). Aiming to give humanities students the tools they will need to assemble and manage large data sets relevant to their research, the course will teach fundamental skills in programming relevant to data management (using Python); it will also teach database design and querying (SQL). The course will cover a number of basics: the difference between word processing files, plain text files, and structured XML; best practices for version control and software hygiene; methods for cleaning up data; regular expressions (and similar tools built into most word processors). It will proceed to data modeling: lists (Excel, Python); identifiers/keys and values (Excel, Python, SQL); tables/relations (SQL and/or data frames); joins (problem in Excel, solution in SQL, or data frames); hierarchies (problem in SQL/databases, solution in XML); and network graph structures (nodes and edges in CSV). It will entail basic scripting in Python, concentrating on using scripts to get data from the web, and the mastery of string handling.
Credit 1 unit. EN: H
Typical periods offered: Fall

COMPLITTHT 4310 Statistics for Humanities Scholars: Data Science for the Humanities
A survey of statistical ideas and principles. The course will expose students to tools and techniques useful for quantitative research in the humanities, many of which will be addressed more extensively in other courses: tools for text-processing and information extraction, natural language processing techniques, clustering & classification, and graphics. The course will consider how to use qualitative data and media as input for modeling and will address the use of statistics and data visualization in academic and public discourse. By the end of the course students should be able to evaluate statistical arguments and visualizations in the humanities with appropriate appreciation and skepticism. Details. Core topics include: sampling, experimentation, chance phenomena, distributions, exploration of data, measures of central tendency and variability, and methods of statistical testing and inference. In the early weeks, students will develop some facility in the use of Excel; thereafter, students will learn how to use Python or R for statistical analyses.
Credit 3 units. A&S IQ: HUM, AN BU: HUM EN: H
Typical periods offered: Fall, Spring

COMPLITTHT 4320 Programming for Text Analysis
This course will introduce basic programming and text-analysis techniques to humanities students. Beginning with an introduction to programming using the Python programming language, the course will discuss the core concepts required for working with text corpora. We will cover the basics of acquiring data from the web, string manipulation, regular expressions, and the use of programming libraries for text analysis. Later in the course, students will be introduced to larger text corpora. They will learn to calculate simple corpus statistics as well as techniques such as tokenization, chunking, extraction of thematically significant words, stylometrics and authorship attribution. We will end with a brief survey of more advanced text-classification terminology and topics from natural language processing such as stemming, lemmatization, named-entity recognition, and part-of-speech tagging.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Spring

COMPLITTHT 4350 Practicum in Digital Humanities: Topics in Interdisciplinary Studies
This is a variable topics course, and content will change from semester to semester.
Credit 3 units. A&S IQ: HUM BU: HUM EN: H
Typical periods offered: Fall

COMPLITTHT 4351 Topics in Literature: Virtual Reality: Multimedia Stein
Topics course which varies by semester.
Credit 3 units.
Typical periods offered: Fall, Spring

COMPLITTHT 4352 Topics in Literary History: Thematics
Extensive and intensive reading and discussion of a literary theme as it appears in the literatures of several languages.
Credit 3 units. Art: HUM
Typical periods offered: Fall, Spring

COMPLITTHT 4492 Topics in Comparative Literature
In this course, we will read a broad range of literary works written by ethnic Chinese from various parts of the world. We will examine the notion of Sinophone, primarily its implications to the challenge of cultural identity formation to those Chinese who are not traditionally identified as Chinese because of war, migration, immigration, colonialism, among others. We will also examine the meaning of being on the margins of geopolitical nation-states. Finally we will discuss the notions of hybridity and authenticity vis-a-vis literary representation. We will read works by ethnic Chinese writers from the United States, France, Taiwan, Hong Kong, Singapore, Malaysia, Mongolia, Tibet, and so on. This course is limited to seniors and graduate students only. All readings will be in English. Active class participation is required.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

COMPLITTHT 4500 Senior Seminar
Intensive study of a comparative topic in a seminar situation.
Credit 3 units. Art: HUM

COMPLITTHT 4502 The Intellectual History of Race and Ethnicity
This course is designed to introduce students to a wide range of historical ideas, contexts, and texts that have shaped our understandings of race and ethnicity. We will examine the ways in which our definitions and categories of race and ethnicity have helped us to construct (and continuously reinvent) our sense of who counts as human, what counts as human behavior, the possibilities of artistic expression, the terms of political engagement, and our critical and analytical frameworks. Students should be prepared to do quite a bit of reading of some very challenging yet rewarding texts. This course satisfies the IPH major senior capstone course requirement normally listed as L93 450A.
Credit 3 units. A&S IQ: HUM, LCD, SC BU: BA, HUM EN: H
Typical periods offered: Fall

COMPLITTHT 4503 Interdisciplinary Topics in the Humanities
The topic of this course varies. This course is an upper-level, interdisciplinary seminar.
Credit 3 units. A&S IQ: HUM, LCD, WI Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall

COMPLITTHT 4504 Interdisciplinary Topics in the Humanities
Topics in the Humanities.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Spring

COMPLITTHT 4510 Seminar in Comparative Arts I
Credit 3 units. Art: HUM

COMPLITTHT 4511 Seminar: Diverse Topics in Literature
This course may offer a variety of topics. Semester sub-title will vary. In Fall 2008, it was offered as an in depth study of the individual through autobiographies. At other times before, it has been offered as a course on visual poetics from antiquity to the present. See department for further details.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

COMPLITTHT 4530 Seminar in Dramatic Theory
The course begins with Plato's critique of mimesis and Aristotle's defense, as we read THE POETICS as a response to Plato. We will take some of Aristotle's basic concepts, such as mimesis, plot, character, and thought, and attempt to apply them to drama up to the present day. We will also consider fundamental elements of both the dramatic text and the dramatic production, such as space, time, dialogue, narrative devices, and perspective. Brecht's theory of epic drama will form the other conceptual pole in the course, opposing Aristotle. Besides these two theorists, other figures will include Ben Jonson, Corneille, Dryden, Diderot, Schiller, Hegel, Zola, Artaud, and Grotowski. The course, then, will have both chronological and thematic axes. Three papers and one oral presentation. Credit 3 units.
Credit 3 units. Art: HUM
Typical periods offered: Fall, Spring

COMPLITTHT 4550 IPH Senior Colloquium: Interdisciplinary Topics in the Humanities
Team taught course designed for IPH Senior interests and thesis topics.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

COMPLITTHT 4580 The Modern Novel
Credit 3 units. Art: HUM

COMPLITTHT 4700 Interdisciplinary Topics: Data Signs-A Literary History of Information
Various interdisciplinary topics are explored that may includes around the humanities, social sciences and data sciences.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

COMPLITTHT 4720 The 19th-Century Novel: Ambition and Desire
Seminar in Comparative Literature Studies. Topics Vary. See course listings for current semester's offering.
Credit 3 units. A&S IQ: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Spring

COMPLITTHT 4900 IPH Thesis Tutorial
A working group for thesis writers in the humanities. Permission of department required.
Credit 3 units. A&S IQ: HUM, WI BU: HUM EN: H
Typical periods offered: Fall

COMPLITTHT 4902 Independent Work for Senior Honors
One or more long papers on a topic chosen in conjunction with the adviser and an examination. A committee determines whether the student will receive credit only or Honors. Prerequisites: senior standing and permission of chair of the committee. FALL SEMESTER ONLY.
Credit 3 units.
Typical periods offered: Fall

COMPLITTHT 4903 Independent Work for Senior Honors
Advanced work as indicated in C Lit 497. Prerequisites: senior standing and permission of chair of the committee.
Credit 3 units.
Typical periods offered: Fall, Spring

COMPLITTHT 4904 Senior Honors Thesis
Independent research for undergraduate Honors, to be supervised by a faculty member. Student chooses topic and hands in a final paper of at least 45 pages.
Credit 1 unit.
Typical periods offered: Spring

COMPLITTHT 4931 The Unmaking and Remaking of Europe: The Literature and History of the Great War of 1914-1918
The Great War of 1914-1918 is one of the most momentous events in history. We can approach its broad European import by reading its literatures comparatively. Far wider than the concerns of any one national ideology, the literature of record represents a profound crisis in the European cultural imaginary. A number of critical and interpretive issues will be in play in our readings, which will move through three major phases. We begin with the powerful immediacy of trench poetry (1914-1919), develop into the constructed narratives of the great postwar novels and memoirs (1920-1931), and then turn toward the retrospect of the 1930s, which is also the prospect on the next, now inevitable, war. The authors featured include combatant and civilian writers, names well-known and not so famous: Mann, Apollinaire, Owen, Pound, Cocteau, H.D., Woolf, Maurois, West, Celine, Joyce, Musil, Eliot, Rosenberg, Sassoon, Graves, Hardy, Trakl, Stramm, Lichtenstein, Péguy, Barbusse, Manning, Jünger, Zweig, Brittain, and Kroner. All readings for class will be in English translation. Our secondary literature will provide approaches to specific texts and models of literary and cultural history that represent the longer-range importance of the war.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

Typical periods offered: Spring

COMPLITTHT 4990 Directed Studies in IPH
Directed Studies in Literature and History.
Credit 3 units.
Typical periods offered: Fall

COMPLITTHT 4995 Comparative Literature Coursework Completed Abroad
Credit 12 units.

COMPLITTHT 4996 Comparative Literature Elective: 400-Level
Credit 3 units. EN: H

Germanic Languages and Literatures

GERMAN 1000 Continuing German for Students With High School German
Builds on students' previous knowledge of German language and culture, reviewing and reinforcing the four language skills of listening, speaking, reading, and writing in cultural contexts with special emphasis on communicative competence. In addition to the regular class meetings, students sign up after the semester begins for a once-weekly subsection (time to be arranged). Prerequisite, placement by examination and at least two years of high school German, or permission of instructor. Students who complete this course successfully may enter Ger 102D or 290D.
Credit 3 units. A&S IQ: HUM BU: HUM, IS
Typical periods offered: Fall

GERMAN 1010 Basic German: Core Course I
Introductory program; no previous German required. Students will develop their competence in listening, speaking, reading, and writing German by means of interpersonal, interpretive and presentational communicative practice. This first course serves as an introduction to German grammar and culture; goals range from developing the communicative skills necessary to find an apartment to being able to read modern German poetry. Students will learn how to apply their knowledge of basic cases and tenses in order to hold a conversation or write a letter describing their interests, family, goals, routines, etc. and to discover personal information about others. Students who complete this course successfully should enter German 102D.
Credit 3 units. A&S IQ: LCD, LS EN: H
Typical periods offered: Fall, Spring

GERMAN 1020 Basic German: Core Course II
Continuation of German 101D. In preparation for more advanced academic study in German, this second course will further introduce students to fundamental German grammar, culture and history. It is comprised of a combination of situational lessons and tasks which will challenge their critical thinking abilities. Students in 102 will familiarize themselves with the language necessary to understand and give directions, apply for a job, and speak with a doctor; students will also read more advanced content such as Grimm's fairy tales and a text from Franz Kafka. Prerequisite: German 101D, the equivalent, or placement by examination. Students who complete this course successfully should enroll in German 201D.
Credit 3 units. A&S IQ: LCD, LS EN: H
Typical periods offered: Fall, Spring

GERMAN 1030 Elementary German I
Development of speaking, listening, reading, and writing skills. Exposure to cultural topics. Laboratory work included. Offered during Summer School only.
Credit 4 units. A&S IQ: HUM, LCD, LS BU: HUM
Typical periods offered: Summer

GERMAN 1031 Elementary German II
Continuation of Elementary German I. Further development of all skills and exposure to cultural topics, and to fictional and nonfictional texts. Laboratory work included. Prerequisite: Elementary German I, or equivalent. Offered during Summer School only.
Credit 4 units. A&S IQ: HUM, LCD, LS BU: HUM
Typical periods offered: Summer

GERMAN 1040 Intensive Elementary German
Covers material of Ger 101D-102D in one semester. For students with previous knowledge of German, with the ability to work independently and at an accelerated pace. In addition to the regular class meetings, students sign up after the semester begins for a twice-weekly subsection (times to be arranged). Students who successfully complete this course should enter Ger 210D.
Credit 6 units. A&S IQ: HUM BU: HUM
Typical periods offered: Fall

GERMAN 1996 Germanic Languages and Literatures Elective: 1000-Level
This course is used for transcribing 1000- level GERMAN elective units.
Credit 3 units. EN: H
Typical periods offered: Fall, Spring, Summer

GERMAN 2010 Intermediate German: Core Course III
Continuation of German 102D. This course is designed to expand and deepen students' understanding of modern German society and culture and to help them improve their skills in all four key areas of foreign-language learning: reading, speaking, listening and writing. All class discussions and assignments will be in German in order to provide students with an opportunity to expand their active and passive vocabulary and gain confidence in their ability to communicate in the language. Prerequisite: German 102D, the equivalent, or placement by examination. Students who complete this course successfully should enroll in German 202D.
Credit 3 units. A&S IQ: HUM, LCD, LS BU: HUM EN: H
Typical periods offered: Fall, Spring

GERMAN 2020 Intermediate German: Core Course IV
Continuation of German 201D. In preparation for study at the advanced level, this fourth-semester course will continue the four-skills based approach of 201D, focusing on a range of cultural topics relevant to the German-speaking lands, including diversity in modern German society, the media, local and national politics, and transatlantic relations. The course also includes additional review of grammatical structures that will enable you to express yourself more fluently and idiomatically in German. All class discussion and assignments will be in German, in order to provide you with an opportunity to expand your active and passive vocabulary and gain confidence in your ability to communicate in the language. Prerequisite: German 201D, the equivalent, or placement by examination. Students who complete this course successfully should enroll in German 301D.
Credit 3 units. A&S IQ: LCD, LS EN: H
Typical periods offered: Fall, Spring

GERMAN 2030 Internship for Liberal Arts Students
A course for students participating in a pre-approved internship program. Students will work together with a faculty adviser to determine the exact nature and scope of the work to be undertaken to receive German credit. All credit will be subject to the approval of the department.
Credit 1 unit.
Typical periods offered: Fall, Spring

GERMAN 2100 Intermediate German: Core Course III
Continuation of Ger 102D. Reading and discussion in German of short literary and non-literary texts combined with an intensive grammar review. Students will further develop their writing skills. In addition to the regular class meetings, students sign up after the semester begins for a subsection (time to be arranged). Prerequisite: Ger 102D, equivalent, or placement by examination. Students who complete this course successfully should enter Ger 301D or 313.
Credit 4 units. A&S IQ: LCD, LS EN: H
Typical periods offered: Fall, Spring

GERMAN 3010 Advanced German: Core Course V
Discussion of literary and non-literary texts combined with an intensive grammar review. Systematic introduction to the expressive functions of German with an emphasis on spoken and written communication. Prerequisite: German 202D, the equivalent, or placement by examination. Students who complete this course successfully should enter German 302D.
Credit 3 units. A&S IQ: LCD, LS EN: H
Typical periods offered: Fall, Spring

GERMAN 3020 Advanced German: Core Course VI
Continuation of Ger 301D. Refinement and expansion of German communication skills (speaking, listening, writing, reading), deepening understanding of German grammatical structures, acquisition of more sophisticated and varied vocabulary, introduction to stylistics through discussion and analysis of literary and non-literary texts. In addition to the regular class meetings, students should sign up for a twice-weekly subsection. Prerequisite: Ger 301D or equivalent, or placement by examination. Students completing this course successfully may enter the 400-level. Note that Ger 340C/340D, Ger 341/341D, or Ger 342/342D are a prerequisite for most 400-level courses.
Credit 4 units. A&S IQ: LCD, LS EN: H
Typical periods offered: Fall, Spring

GERMAN 3060 Topics in Holocaust Studies: Children in the Shadow of the Swastika
This course will approach the history, culture and literature of Nazism, World War II and the Holocaust by focusing on one particular aspect of the period-the experience of children. Children as a whole were drastically affected by the policies of the Nazi regime and the war it conducted in Europe, yet different groups of children experienced the period in radically different ways, depending on who they were and where they lived. By reading key texts written for and about children, we will first take a look at how the Nazis made children-both those they considered Aryan and those they designated enemies of the German people, such as Jewish children - an important focus of their politics. We will then examine literary texts and films that depict different aspects of the experience of European children during this period: daily life in the Nazi state, the trials of war and bombardment in Germany and the experience of expulsion from the East and defeat, the increasingly restrictive sphere in which Jewish children were allowed to live, the particular difficulties children faced in the Holocaust, and the experience of children in the immediate postwar period. Readings include texts by Ruth Klüger, Harry Mulisch, Imre Kertész, Miriam Katin, David Grossman and others. Course conducted entirely in English. OPEN TO FRESHMEN. STUDENTS MUST ENROLL IN BOTH MAIN SECTION AND A DISCUSSION SECTION.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall

GERMAN 3070 Masterpieces of Modern German Literature in Translation
Content variable.
Credit 3 units. Art: HUM BU: IS
Typical periods offered: Spring

GERMAN 3080 German Literature and the Modern Era
Introduction in English to German writers from 1750 to the present. Discussion focuses on questions like the role of outsiders in society, the human psyche, technology, war, gender, the individual and mass culture, modern and postmodern sensibilities as they are posed in predominantly literary texts and in relation to the changing political and cultural faces of Germany over the past 250 years. Readings include works in translation by some of the most influential figures of the German tradition, such as Goethe, Nietzsche, Freud, Kafka, Thomas Mann, Brecht, and Christa Wolf. Open to first-year students, non-majors and majors. Admission to 400-level courses (except 402, 403D, 404, and 408D) is contingent on completion of this course or 341/341D. The main course is conducted in English, so this will only qualify for major or minor credit when taken in conjunction with one-hour discussion section in German (L21 340D).
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH, HUM, IS EN: H
Typical periods offered: Fall, Spring

GERMAN 3081 German Thought and the Modern Era
In this introduction to the intellectual history of the German-speaking world from roughly 1750 to the present, we will read English translations of works by some of the most influential figures in the German tradition, including Kant, Hegel, Marx, Nietzsche, Freud, Adorno, Heidegger, Arendt, Habermas, and others. Our discussions will focus on topics such as secularization, what it means to be modern, the possibility of progress, the role of art and culture in social life, the critique of mass society, and the intrepretation of the Nazi past. We will consider the arguments of these thinkers both on their own terms and against the backdrop of the historical contexts in which they were written. Open to first-year students, non-majors and majors. Admission to 400-level courses (except 402, 403D, 404, and 408D) is contingent on completion of this course or 340C/340D. The main course is conducted in English, so this will only qualify for major or minor credit when taken in conjunction with one-hour discussion section in German (L21 341D).
Credit 3 units. A&S IQ: HUM BU: ETH, HUM EN: H
Typical periods offered: Fall

GERMAN 3082 German Literature and the Premodern Era
In this introduction to the literary and intellectual history of the German-speaking world from roughly 800 C..E to the 17th century, we will read English translations of some of the most influential authors and works in the medieval and early modern German tradition, including the Heroic Age (e.g., Nibelungenlied), the classical period of the 12th and 13th centuries (e.g., Walther von der Vogelweide, Wolfram von Eschenbach, Gottfried von Straßburg), late-medieval philosophy and mysticism (e.g., Mechthild von Magdeburg, Meister Eckhart), and early modern humanism and the Reformation (e.g., Martin Luther). Students enrolled in this course engage in close and sustained reading of a set of texts that are indispensable for an understanding of the German and European literary tradition; these are texts that continue to offer invaluable insights into humanity and the world around us.

Our discussions will focus on concepts such as heroism, chivalry, and courtly love and on questions regarding the relationship between the individual and society, the role of religion in society, and the emergence of modern mass media (e.g., the Gutenberg revolution). We will consider the texts both on their own terms and against the backdrop of the historical contexts in which they were written.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Spring

GERMAN 3130 Conversational German
Practice in speaking and vocabulary development in cultural contexts. Prerequisite: Ger202D, equivalent, or placement by examination. May be repeated for credit.
Credit 1 unit. A&S IQ: LCD EN: H
Typical periods offered: Fall, Spring

GERMAN 3400 Topics in German Studies
Course description dependent on topic. Readings and discussions in English. Students wishing to receive German major or minor credit must also enroll in the German-language subsection.
Credit 3 units. A&S IQ: HUM, LCD BU: HUM EN: H
Typical periods offered: Spring

GERMAN 3401 Topics in German Studies: German Language Subsection
German Language Subsection for students enrolled in German 3400. Credit counts towards German major or minor.
Credit 1 unit.
Typical periods offered: Spring

GERMAN 3402 German Literature and the Premodern Era
This course must be taken concurrently with L41 342 for major or minor credit. The discussion section provides an introduction to critical German vocabulary and is open to students with prior knowledge of German (L41 210D or equivalent or placement by examination.)
Credit 1 unit.
Typical periods offered: Spring

GERMAN 3403 German Literature and the Modern Era
This course must be taken concurrently with 340C for major/minor credit. The discussion section provides an introduction to critical German vocabulary and is open to students with prior knowledge of German (210D or equivalent, or placement by examination.)
Credit 1 unit.
Typical periods offered: Fall, Spring

GERMAN 3416 German Thought and the Modern Era
This course must be taken concurrently with 341 for major/minor credit. The discussion section provides an introduction to critical German vocabulary and is open to students with prior knowledge of German (210D or equivalent, or placement by examination.)
Credit 1 unit.
Typical periods offered: Fall

GERMAN 3996 Germanic Languages and Literatures Elective: 3000-Level
This course is used for transcribing 3000-level GERMAN elective units.
Credit 3 units. EN: H
Typical periods offered: Fall, Spring, Summer

GERMAN 3999 Undergraduate Independent Study
Permits students with proficiency in German to pursue personalized projects not normally covered in courses at this level. Prerequisites: acceptance by an appropriate instructor of a proposed project and permission of the department.
Credit 6 units.
Typical periods offered: Fall, Spring

GERMAN 4010 Advanced German: Core Course VI
Designed to foster advanced proficiency in German through analysis and discussion of a wide variety of high-level texts and through practice in advanced composition. Discussions and papers will focus on questions of style, rhetoric and cultural specificity and on developing expertise in textual interpretation. Additional emphasis on problems of advanced German grammar encountered by English speakers and on subtleties of style and idiomatic expression in spoken and written German. Prerequisite: Ger 302D, the equivalent, or permission of instructor.
Credit 3 units. A&S IQ: LCD, LS
Typical periods offered: Spring

GERMAN 4020 Advanced Grammar and Style Lab
Take your German skills to the next level! This 1-unit lab is designed for advanced students seeking to master the finer points of German grammar and style through targeted exercises and discussion. Students will learn to construct sophisticated, elegant, and accurate sentences, with the goal of improving their effectiveness as writers and speakers of German. A rotating weekly focus will cover such topics as: complex sentence structures; advanced passive and subjunctive forms; idiomatic prepositional and verb phrases; and infinitive constructions. Prerequisite: German 302 or the equivalent.
Credit 1 unit.
Typical periods offered: Fall

GERMAN 4030 Advanced Vocabulary and Usage
This one-unit workshop is designed for advanced undergraduate students wishing develop advanced communication skills by improving their grasp of German vocabulary and usage. Over the course of the semester, students will discuss a wide variety of texts related to German art, philosophy, literature and contemporary culture, focusing on specific aspects of the language that pose challenges for non-native speakers. Assignments (not to exceed 1.5 hours per week) will include short written responses and exercises aimed to help students speak and write more elegantly and idiomatically. Prerequisite: German 302 or the equivalent or permission of the Director of Undergraduate Studies.
Credit 1 unit.
Typical periods offered: Fall, Spring

GERMAN 4040 Germany Today
Introduction to the history, politics, and culture of contemporary Germany (1945 to the present). Topics include the cultural construction of identity in post-unified Germany; European integration and post-wall economy; the German constitution, electoral system and current elections; current debates and controversies; political parties and leading political figures; the role of literature, film, music, the visual arts, media and popular culture; the role of universities. Discussion, readings, and papers in German. Required for candidates planning to attend the overseas program in Tübingen, Germany. Prerequisite: Ger 302D (may be taken concurrently with Ger 404), or permission of the Director of Undergraduate Studies.
Credit 3 units. A&S IQ: HUM, LCD, LS Arch: HUM Art: HUM BU: HUM, IS EN: H
Typical periods offered: Fall

GERMAN 4050 German as a Language of Business
This course introduces students to concepts and issues relevant to German business and economics and helps them to develop the language skills necessary to succeed in the German business world. We will concentrate on the basic elements of the German economic system, looking at Germany as a site of production and exchange, the legal structure of German firms, the relations between labor and management, and strategies for product development and marketing in national and international contexts. Students will also be introduced to specific German business practices, including forms of communication, management styles, and general corporate culture. Students will learn business vocabulary, writing skills for business correspondence, oral presentation techniques, and reading and comprehension strategies for German newspapers and news reports. All discussions, readings, and assignments will be in German. Prerequisite: German 302D.
Credit 3 units. A&S IQ: LCD, LS BU: IS EN: H
Typical periods offered: Fall

GERMAN 4060 German Literature and Culture, 1150-1750
Exploration of medieval and early modern literature and culture within sociohistorical contexts. Genres and themes vary and may include visual culture, representation, the development of fictionality and historical writing, questions of race, gender, and class, courtly culture, law, magic and marvels, medical and scientific epistemologies. Readings may include such genres as the heroic epic, drama, Minnesang, the courtly novel, the Arthurian epic, fables, the novella, religious or devotional literature, witch tracts, pamphlets, political writings, the Volksbuch, the picaresque novel, and the essay. Discussion, readings, and papers in German. Prerequisite: German 302D and German 340C/340D OR German 341/341D OR German 342/342D
Credit 3 units. A&S IQ: HUM, LCD, LS, WI BU: HUM, IS EN: H
Typical periods offered: Fall

GERMAN 4061 German Literature and Culture, 1750-1830
Exploration of the literature and culture of the Enlightenment, Storm and Stress, Weimar Classicism, and Romanticism within sociohistorical contexts. Genres and themes vary and may include the representation of history, absolutism and rebellion, the formation of bourgeois society, questions of national identity, aesthetics, gender, romantic love, and the fantastic. Reading and discussion of texts by authors such as Lessing, Goethe, Schiller, Kant, Novalis, Günderode, the Brothers Grimm, Kleist, E.T.A. Hoffmann, Eichendorff, Bettina von Arnim. Discussion, readings, and papers in German. Prerequisites: German 302D and German 340C/340D OR German 341/341D OR German 342/342D.
Credit 3 units. A&S IQ: HUM, LCD, LS, WI Art: HUM BU: HUM
Typical periods offered: Spring

GERMAN 4062 German Literature and Culture, 1830-1914
Exploration of 19th-century literature and culture within sociohistorical contexts. Genres and themes vary and may include the representation of history, liberalism and restoration, nationalism, industrialization, colonialism, class, race and gender conflicts, materialism, secularization, and fin-de-siècle. Reading and discussion of texts by authors such as Büchner, Heine, Marx, Storm, Keller, Meyer, Fontane, Droste-Hülshoff, Nietzsche, Ebner-Eschenbach, Schnitzler, Rilke. Discussion, readings, and papers in German. Prerequisites: German 302D and German 340C/340D OR German 341/341D OR German 342/342D.
Credit 3 units. A&S IQ: HUM, LCD, LS, WI Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Spring

GERMAN 4063 German Literature and Culture, 1914 to the Present
Exploration of modern and contemporary literature within sociohistorical contexts. Genres and themes vary and may include the representation of history, the crisis of modernity, the two World Wars, the Weimar Republic, the Third Reich, generational conflicts, the women's movement, and postmodern society. Reading and discussion of texts by authors such as Wedekind, Freud, Mann, Kafka, Brecht, Seghers, Boell, Bachmann, Grass, Wolf. Discussion, readings, and papers in German. Prerequisites: German 302D and German 340C/340D OR German 341/341D OR German 342/342D.
Credit 3 units. A&S IQ: HUM, LCD, LS, WI Art: HUM BU: HUM EN: H
Typical periods offered: Fall

GERMAN 4070 Studies in Genre
Exploration of the definition, style, form, and content that characterize a specific genre. Investigation of the social, cultural, political, and economic forces that lead to the formation and transformation of a particular genre. Examination of generic differences and of the effectiveness of a given genre in articulating the concerns of a writer or period. Topics and periods vary from semester to semester. Discussion, readings, and papers in German; some theoretical readings in English. Prerequisites: German 302D and German 340C/340D OR German 341/341D OR German 342/342D.
Credit 3 units. A&S IQ: HUM, LCD, LS, WI Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall

GERMAN 4080 Topics in German Studies
Focus on particular cultural forms such as literature, film, historiography, social institutions, philosophy, the arts, or on relationships between them. Course examines how cultural meanings are produced, interpreted, and employed. Topics vary and may include national identity, anti-semitism, cultural diversity, construction of values, questions of tradition, the magical, the erotic, symbolic narrative, and the city. Course may address issues across a narrow or broad time frame. Discussion, readings, and papers in German. Prerequisite: German 302D and German 340C/340D OR German 341/341D OR Ger 342/342D
Credit 3 units. A&S IQ: HUM, LCD, LS, WI Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

GERMAN 4090 Studies in Gender
Investigation of the constructions of gender in literary and other texts and their sociohistorical contexts. Particular attention to the gendered conditions of writing and reading, engendering of the subject, and indicators of gender. Topics and periods vary from semester to semester and include gender and genre, education, religion, politics, cultural and state institutions, science, sexuality, and human reproduction. Discussion, readings, and papers in German; some theoretical readings in English. May be repeated with different content. Prerequisite: German 302D and German 340C/340D OR German 341/341D OR Ger 342/342D
Credit 3 units. A&S IQ: HUM, LCD, LS, WI BU: HUM EN: H
Typical periods offered: Fall

GERMAN 4120 German Romanticism, 1790-1830
The concept of love is understood differently by each generation, but the revolution and reinvention of this concept occur less frequently. The romantic epoch is such a revolutionary and reinventing period. We will read narrative texts and poems by Novalis, Tieck, Schlegel, E.T.A. Hoffmann, Kleist, Chamisso, Fouque, Brentano, and Arnim and compare them with drawings and paintings by romantic artists such

as Runge, Fohr, Schnorr von Carolsfeld, Richter, Friedrich, Overbeck, Schwind, Fuessli, and Cornelius. Selected scholarly articles on the topic will be made available. The texts and paintings thematize the utopian elements of romantic love, as well as the different meanings and contradictions of love in romanticism in regard to gender and social class and to its colonial and national aspects. For graduate students only.
Credit 3 units. Art: HUM
Typical periods offered: Spring

GERMAN 4125 Undergrad Seminar: What Dreams May Come: Explorations of the Psyche in Viennese Modernism
This course investigates the relationship of the burgeoning field of psychoanalysis to modernist art and literature in Vienna at the beginning of the 20th century. Examining literary texts and artworks alongside theories of dreams and the unconscious by thinkers such as Ernst Mach and Sigmund Freud, we will analyze the ways that visual artists, composers, and poets sought to divulge the inner workings of the psyche. Our discussion will focus on key questions: What forms and what visual, aural, and verbal languages were developed to represent subjective experience? How did theories of memory and trauma and ideas about gendered psyches shape the depiction of individual agency in these works? What can these works tell us about the larger societal forces at play in this cultural moment? Readings will include the drama, poetry, and novellas of Arthur Schnitzler and Hugo von Hofmannsthal; musical works by Mahler and Schoenberg; and the visual art of Gustav Klimt, Helene Funke, and Oskar Kokoschka. Readings and discussion in German. Prerequisites: German 302D; German 340C/340D, German 341/341D, or German 342/342D.
Credit 3 units. A&S IQ: HUM BU: HUM EN: H
Typical periods offered: Fall

GERMAN 4130 Expressionism, 1910-1925
Expressionism has left an enduring mark on 20th century art and aesthetics. Using texts from a variety of genres, this course will investigate the genesis, meaning and use of the idea of "expression." Considering the poetry of Gottfried Benn, Else Lasker-Schnler, and Georg Trakl; the music of Arnold Sch÷nberg; the art of Wassily Kandinsky and Emil Nolde; and the prose of Carl Einstein and Franz Kafka, we will discuss both the theories and the artistic production of the Expressionist generation. At the same time we will also compare different analyses of Expressionism as developed by such critics as Theodor Adorno, Ernst Bloch, Gilles Deleuze, Felix Guattari, and Georg Lukacs. Discussion in English. Readings in German and English. NOT FOR UNDERGRADUATE GERMAN MAJORS.
Credit 3 units.
Typical periods offered: Fall

GERMAN 4140 German Literature and Fascism, 1933-1945
German and Austrian Exile Literatures are the result of Hitler's racist and expansionist policy between 1933/38 and 1945. The leading figures of literary life in Berlin and Vienna fled to other countries, primarily of Europe and the Americas. We will read and discuss both examples of leading scholarship (in particular from a new handbook on the topic) as well as the primary sources: chapters from memoirs by Stefan Zweig, Hilde Spiel and Heinrich Mann, poems by Erich Fried, Nelly Sachs, Hilde Domin and Bertolt Brecht, essays by Hermann Broch, dramas by Bertolt Brecht, Carl Zuckmayer and Franz Werfel as well as novels by Klaus Mann, Irmgard Keun, Vicki Baum and Thomas Mann. In an interdisciplinary approach encompassing theories of aesthetics, gender, race and history we want to discuss the developments of literary genres under the challenging foreign conditions, as well as the anti-racist engagement of the writers in the defense of Human Dignity. The students do two in class presentations and write one semester paper. They are encouraged to draw on material from other areas of the humanities, the arts (including film) or the social sciences. The seminar meets twice a week: 3 credits. It is a graduate course but undergraduate seniors with German as their major can be permitted by the instructor.
Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: HUM
Typical periods offered: Fall

GERMAN 4210 Topics in Middle High German Grammar and Text
Close reading of at least one major work or figure from the medieval canon. May be repeated for credit. Prerequisite: permission of the department.
Credit 3 units.
Typical periods offered: Fall

GERMAN 4220 Undergraduate Topics in German Film: Introduction to German Cinema
In this undergraduate course, we will watch and discuss some of the great highlights of German film history. The course will provide students with a visual and linguistic foundation for discussing German film from the early days of cinema to the present. To cover such an extensive time span and range of cinematographic output, we will view representative works from various periods, genres, and authors that deal with a wide variety of themes. Class discussions will address the social and cultural significance of cinematic production in 20th- and 21st-century German culture as well as historical moments in German culture that are viewed through film. Certain themes will reoccur throughout the semester, including gender, the city, technology, violence, and social crisis. This course will also help students to improve their reading, writing, listening and speaking proficiency in German. Classroom discussions and readings will be entirely in German. The films will have English subtitles. This class will accommodate a range of levels of German proficiency. The reading and writing assignments will be adjusted accordingly. All instruction and all discussion will be in German. Note: There will be required weekly screenings. Prerequisite: successful completion of German 302D AND German 340C/340D OR German 341/341D OR German 342/342D or permission of the Director of Undergraduate Studies.
Credit 3 units. Art: AH
Typical periods offered: Spring

GERMAN 4240 Cultural, Literary, and Linguistic Relations Between China and Germany
Chinese interest in Germanistik and German Studies, as well as in European Studies has been an interest in Chinese philosophy and literature on the German side since Romanticism, especially during the Fin de Siecle period around 1900. At the same time there was and is a deep interest in German philosophy, literature, linguistic theory, and culture during the last hundred years. More and more contemporary German authors are being translated into Chinese, and furthermore there is a strong interest in German paintings fromRomanticism to the present. The seminary will deal with the aspects of transcultural movements between the two countries, inlcuding the impact of German linguistics on Chinese linguistics. Graduate seminar; undergraduate seniors with special permission. Taught in German. 1 credit
Credit 3 units. A&S IQ: HUM, LCD BU: BA, HUM EN: H
Typical periods offered: Spring

GERMAN 4250 The Task of the Translator
This course offers an introduction to the theory and practice of translation, consisting of three main components. First, students will have the opportunity to translate a wide range of fictional and non-fictional texts from a variety of genres (short stories, philosophy, journalism, academic prose). The focus will be on translation from German to English, but we will also translate from English to

German. Next, we will read selections from key works on the theory of translation, from Martin Luther's sixteenth-century treatise on his Bible translation to twentieth-century essays by philosophers like Walter Benjamin. Finally, we will read and discuss excerpts from some of the most celebrated literary and philosophical translations of the past 200 years, including German translations of authors ranging from Shakespeare to J.K. Rowling as well as English translations of authors such as Goethe and Kafka. The course aims to give students a sense of the challenges and rewards of translation as well as a deeper understanding of the relationship between language, thought, and culture. Prerequisite: German 302D and German 340C/340D OR German 341/341D OR German 342/342D

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

Typical periods offered: Fall

GERMAN 4290 Contemporary German Lit After 1945

There is no decade since the 1950s when German or Austrian writers are not "on the road" in the United States. They are fascinated by the landscapes as well as by the cities, by the (popular) culture as well as the political movements. They meet people of various backgrounds, from different social levels, and with opposing world views, and try to make sense of their travel experiences that often include discussions with students at colleges and universities. Leading writers like Wolfgang Koeppen, Siegfried Lenz, and Guenter Kunert published successful reports and stories about their excursions in America from the 1950s to the 1970s, and the younger generation is equally well represented with their depictions from the 1970s into the new century: Peter Handke, Thomas Meinecke, Kathrin Roeggla and Felicitas Hoppe. Americans who read this literature about their country will often be surprised of the different European points of view. This undergraduate course is taught in German. Prerequisites: German 302D and 340C/D or 341/341D or equivalent, or permission of instructor.

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

Typical periods offered: Spring

GERMAN 4940 Graduate Seminar On German Film: New German Cinema - Influences, Origins, and New Approaches

This graduate seminar examines New German Cinema, drawing on a far broader than usual selection of films and filmmakers. The course focuses specifically on 1968 through 1982, also known as the long 1970s. Paying special attention to influences from other cinematic New Waves, we will explore some of the earliest and most revolutionary films of that era. How did major stylistic hallmarks such as self-reflexivity and nonlinearity transform after German cinema's politics began to change and explore themes such as domestic terrorism and postwar guilt? The seminar will revisit major research questions, including how New German filmmakers defined Autorenkino and how that definition differed from traditional concepts of cinematic authorship. We will also examine what was at stake in New German Cinema's adaptations of German literary works (by Hoffmann, Kleist, and others). The course will explore films by the best-known German directors such as Herzog, Wenders, and Fassbinder, but it will widen its scope of inquiry to include films by Spils, Reitz, Klick, and von Trotta. Readings in both German and English will include theoretical and historical texts dealing with the films' public and scholarly receptions. Discussions will be in English. Note: Seminar participants may be expected to view as many as two films per week. Prerequisite: graduate student standing.

Credit 3 units. A&S IQ: HUM, LCD Art: AH BU: HUM EN: H

Typical periods offered: Spring

GERMAN 4996 Germanic Languages and Literatures Elective: 4000-Level

This course is used for transcribing 4000-level GERMAN elective units.

Credit 3 units. EN: H

Typical periods offered: Fall, Spring, Summer

GERMAN 4997 Independent Work

Permits students with proficiency in German to pursue personalized projects not normally covered in courses at this level. Counts toward German Major/Minor 400-level credit requirements. Prerequisites: acceptance of a proposed project by an appropriate instructor and departmental permission.

Credit 6 units.

Typical periods offered: Fall, Spring

GERMAN 4998 Independent Work for Senior Honors

Research for an Honors thesis, on a topic chosen in conjunction with the adviser. Emphasis on independent study and writing. Open to students with previous course work in German at the 400 level, an overall 3.0 grade-point average, and at least a B+ average in advanced work in German. Prerequisites: senior standing and permission of the undergraduate adviser.

Credit 3 units.

Typical periods offered: Fall, Spring

GERMAN 4999 Independent Work for Senior Honors

Completion of the thesis. Quality of the thesis will determine whether the student will receive honors in German in addition to credit for this work. Prerequisite: L21 German 497.

Credit 3 units.

Typical periods offered: Fall, Spring

Legal Studies

LWST 1995 Legal Studies Coursework Completed Abroad

This course number is for 1000 level study abroad credits.

Credit 12 units.

Typical periods offered: Fall, Spring, Summer

LWST 1996 Legal Studies Elective

This course is for 1000 level transfer credit.

Credit 0 units.

Typical periods offered: Fall, Spring, Summer

LWST 2990 Undergraduate Internship in Legal Studies

Students receive credit for a faculty-directed and approved internship. Registration requires completion of the Learning Agreement which the student obtains from the Career Center and which must be filled out and signed by the Career Center and the faculty sponsor prior to beginning internship work. Credit should correspond to actual time spent in work activities, e.g., 8-10 hours a week for 13 or 14 weeks to receive 3 units of credit; 1 or 2 credits for fewer hours. Students may not receive credit for work done for pay but are encouraged to obtain written evaluations about such work for the student's academic advisor and career placement file. To register for an internship you must complete an Internship Learning Agreement (obtained from the Career Center), which must then be approved by the Director of Legal Studies, the internship supervisor at the Career Center, and the person supervising your work as intern.

Credit 3 units.

Typical periods offered: Fall, Spring, Summer

LWST 2996 Legal Studies 200-Level Elective

This course is for 2000 level transfer credit.

Credit 3 units.

Typical periods offered: Fall, Spring, Summer

LWST 3620 Politics and the Theory of Games
This course is intended to cover through analytical discussion and illustrations the basic concepts and major achievements of Game Theory in different sub-fields of research in the social sciences today. We will discuss examples of the usefulness of cooperative and non-cooperative game theory to the study of human behavior in general and political economy in particular.
Credit 3 units.

LWST 3996 Legal Studies Elective
This course is for 3000 level transfer courses.
Credit 0 units.
Typical periods offered: Fall, Spring, Summer

LWST 4001 Directed Fieldwork in Legal Research
A fieldwork project in empirical and/or archival legal research under the direction of a member of the Washington University faculty. The fieldwork may be planned and undertaken individually or as part of a formal project. Permission of supervising faculty member and director of the program is required.
Credit 6 units. EN: H
Typical periods offered: Fall, Spring, Summer

LWST 4996 Legal Studies Elective
This course is for 4000 level transfer credit.
Credit 0 units.
Typical periods offered: Fall, Spring, Summer

Comparative Literature and Thought Major

Program Requirements

- **Total units required:** 27.5-48.5
  - Required Courses (27-36 units):
    - Humanities Core Courses (12 units): All Comparative Literature and Thought (CLT) majors will take two core (one required) courses in "Literature and Arts" and two core courses in "Thought."
    - Upper-Level Courses (15-24 units): All CLT majors will complete at least eight upper-level CLT courses (24 units) at the 3000 level or above. Up to three 3000-level Humanities Core Courses taken to satisfy the 12-unit core requirement above can count toward the eight-course upper-level requirement.
  - Capstone (0.5 units *or* honors program): All CLT majors will complete a CLT capstone project (unless CLT is not their primary major).
  - Language Study (3-12 units): All CLT majors will pursue second language study. Up to 6 units of foreign language courses focused on literature or intellectual culture may be counted toward the required 24 units of upper-level courses.

Comparative Literature and Thought (CLT) immerses students in modern and contemporary literary and intellectual cultures and in the textual and philosophical traditions that animate those cultures. The curriculum attends to the emergence of a global textual and media culture as well as to the ways in which nations, subcultures, and individuals embrace and resist thatglobal emergence.

While our faculty and students have wide-ranging interests — intellectual history, translation, arts practice, comparative arts, digital humanities, media studies and book history, political and legal thought — we have built our major and minor upon a foundational curriculum for the humanities. That foundational curriculum focuses on a set of themes and problems that have long preoccupied students and scholars: the nature of textual culture, the philosophical and ethical engagements of literature and the arts, the pressure of politics on literature and thought, the reciprocal pressure of literature and thought on politics, the specific bearing of language on intellectual life, and the transformations and excitations produced whenever texts are translated to another language or to another medium.

Many of our students are both scholars and makers. In addition to courses in translation practice, we offer courses in multilingual creative writing and arts journalism. Although some of our students do traditional scholarly work for their capstones in the major, others do creative final projects. Our digital humanities group offers students opportunities to participate in collaborative research projects comparable to those offered to students in the natural and social sciences.

The introductory core of the CLT curriculum engages a major in CLT with literature, intellectual history, social and political thought, and cultural theory. As students progress through the major, they may develop an emphasis in one of those areas, or they may maintain allegiances that blend both literature and thought.

Required Courses

Humanities Core Courses

The CLT Humanities Core is meant to introduce major texts (in both secular and sacred canons) and foundational methods of inquiry in the humanities (formal, generic, historicizing, skeptical, and appreciative) as well as to provide an historical perspective on the development of current categories of sociocultural analysis (i.e., race, ethnicity, sex, and gender).

All CLT majors must take two core courses in Literature and Arts (including one required course) and two core courses in Thought for a total of 12 units in the Humanities Core.

Literature and Arts

Code	Title	Units
Required course:		
COMPLITTHT 2110	World Literature	3
Plus one of the following:		
COMPLITTHT 2107	Classical to Renaissance Literature: Text & Traditions	3
COMPLITTHT 3030	Introduction to Comparative Arts	3
COMPLITTHT 3070	Literary Modernities in East Asia: Text & Traditions	3
COMPLITTHT 3050	Literary Modernities in Europe and America: Text & Traditions	3

Thought

Code	Title	Units
COMPLITTHT 2105	Puzzles and Revolutions: Text & Traditions	3
COMPLITTHT 2108	Early Political Thought: Text & Traditions	3
COMPLITTHT 2109	Modern Political Thought: Text & Traditions	3
COMPLITTHT 2111	Scriptures and Cultural Traditions: Text & Traditions	3
COMPLITTHT 3101	An Intellectual History of Sex and Gender: Text & Traditions	3
COMPLITTHT 3200	An Intellectual History of Race and Ethnicity: Text & Traditions	3

CLT also offers special first-year programs (FYP) and Ampersand courses that will perform the intellectual functions of courses in the Humanities Core above. Please contact the CLT department for additional information about those offered courses, as they change each semester.

Upper-Level Courses

CLT majors must complete 24 upper-level units. To build on the Humanities Core, these students will take five to eight additional courses at the 3000 or 4000 level. (Note that several courses in the Humanities Core are offered at the 3000 level; these courses can count toward the 24-unit upper-level major requirement.)

Up to 6 units of foreign language courses focused on literature or intellectual culture may be counted toward the required 24 units of upper-level courses with permission of the CLT Director of Undergraduate Studies; students must seek and obtain that permission prior to enrolling in the course.

Language Study

CLT majors should complete four semesters (roughly 12 units) of sequenced courses in a foreign language *or* two foreign language courses at the 3000 level *or* one foreign language course at the 4000 level. (Students will note that three language courses taken in sequence satisfy the Arts & Sciences graduation requirement in Language and Culture.)

Capstone

The final semester or two in the CLT major comprises an important culmination. Students enrolled in CLT as their primary major will complete a CLT capstone. Many will simply revise essays from two upper-level courses and write a sustained essay reflecting on how these exemplify the skills and concerns they have developed over the course of the major. In a few cases, students will complete their capstone requirement by means of an internship. The capstone projects for students pursuing honors are described below.

Additional Information

Honors Program in Comparative Literature and Thought

CLT offers an honors program that requires an additional 6.5 units of course work. Students who have attained a 3.7 grade point in courses in the major are encouraged to apply for admission to the honors program as early as the second semester of their sophomore year and no later than the beginning of the second semester of their junior year. Students seeking CLT honors have two options: honors by thesis or honors by course work. We expect that most CLT honors students will complete their majors with a thesis.

For most students, the honors program will begin in the fall of the junior year, when students enroll in a course in Theory and Research Methods that culminates in the production of a substantial research paper and oral defense. This course is open to students across the humanities. (For students who decide to pursue honors belatedly, the Theory and Research Methods course may be taken during the fall of senior year.)

In the spring of junior year, students pursuing theses will enroll in a short course of four workshops that address how to refine a thesis topic. The following year, this cohort of CLT honors students will complete their thesis in two semesters of highly collaborative workshops.

In a few instances, CLT honors students will forego a thesis or creative project and will instead enroll in two more 4000-level CLT courses, with a capstone essay reflecting on the coherence of those advanced courses or on the friction between them.

Students may be awarded honors, high honors, or highest honors based on the quality of their honors capstone materials. Please note that CLT honors are separate from Latin honors.

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Email: complitandthought@wustl.edu
Website: https://complitandthought.wustl.edu/

Comparative Literature and Thought Major, Comparative Arts Specialization

Program Requirements

- **Total units required:** 30-50.5
  - Required Courses (27-36 units):
    - Humanities Core Courses (12 units): All Comparative Literature and Thought (CLT), Comparative Arts (CA) Specialization majors will take two required core courses in "Literature and Arts" and two core courses in "Thought."
    - Upper-Level Courses (15-24 units): All CA majors will complete at least eight upper-level CLT courses (24 units) at the 3000 level or above, including one course with the HTH attribute. Up to three 3000-level Humanities Core Courses taken to satisfy the 12-unit core requirement above can count toward the eight-course upper-level requirement.
  - Capstone (0.5 units *or* honors program): All CA majors will complete a CA or CLT capstone project (unless CA or CLT is not their primary major).
  - Applied Art and Language Study (3-14 units): All CA majors will pursue applied arts credits and, if necessary, language study. Up to 6 units of foreign language courses focused on literature or intellectual culture may be counted toward the required 24 units of upper-level courses.

A student pursuing the Comparative Literature and Thought Major, Comparative Arts Specialization, will adapt the Comparative Literature and Thought Major (p. 404) as follows:

1. Students will select COMPLITTHT 3030 Introduction to Comparative Arts as one of the four courses from the Humanities Core. As an alternative, they may substitute a first-year program or Ampersand seminar in Comparative Arts.
2. Upper-level courses for the major must include one course in the history or theory of a non-literary art practice (HTH course attribute). If such courses are not cross-listed in CLT, students may enroll with the permission of their CLT advisor and the CLT Director of Undergraduate Studies.
3. Students must complete at least two semesters of applied arts courses for a minimum of 3 units.

Required Courses

Humanities Core Courses

The CLT Humanities Core is meant to introduce major texts (in both secular and sacred canons) and foundational methods of inquiry in the humanities (formal, generic, historicizing, skeptical, and appreciative) as well as to provide an historical perspective on the development of current categories of sociocultural analysis (i.e., race, ethnicity, sex, and gender).

All CA majors will take the two required core courses in Literature and Arts and two core courses in Thought for a total of 12 units in the Humanities Core.

Literature and Arts

Code	Title	Units
Required courses:		
COMPLITTHT 2110	World Literature	3
COMPLITTHT 3030	Introduction to Comparative Arts	3
Additional course options:		
COMPLITTHT 2107	Classical to Renaissance Literature: Text & Traditions	3
COMPLITTHT 3050	Literary Modernities in Europe and America: Text & Traditions	3
COMPLITTHT 3070	Literary Modernities in East Asia: Text & Traditions	3

Thought

Code	Title	Units
COMPLITTHT 2105	Puzzles and Revolutions: Text & Traditions	3
COMPLITTHT 2108	Early Political Thought: Text & Traditions	3
COMPLITTHT 2109	Modern Political Thought: Text & Traditions	3
COMPLITTHT 2111	Scriptures and Cultural Traditions: Text & Traditions	3
COMPLITTHT 3101	An Intellectual History of Sex and Gender: Text & Traditions	3
COMPLITTHT 3200	An Intellectual History of Race and Ethnicity: Text & Traditions	3

CLT also offers special first-year programs (FYP) and Ampersand courses that will perform the intellectual functions of courses in the Humanities Core above. Please contact the CLT department for additional information about those offered courses, as they change each semester.

Upper-Level Courses

CA majors must complete 24 upper-level units, including one course in the history or theory of a non-literary art practice (HTH course attribute). To build on the Humanities Core, these students will take five to eight additional courses at the 3000 or 4000 level. (Note that several courses in the Humanities Core are offered at the 3000 level; these courses can count toward the 24-unit upper-level major requirement.)

Up to 6 units of foreign language courses focused on literature or intellectual culture may be counted toward the required 24 units of upper-level courses with permission of the CLT Director of Undergraduate Studies; students must seek and obtain that permission prior to enrolling in the course.

Applied Arts and Language Study

CA majors must complete at least two semesters of applied arts courses for a minimum of 3 units:

- Students who take 3 to 5 units of applied arts must also take one of the following:
  - Three consecutive semesters of foreign-language study with a grade of a C or better; or
  - One semester of a language course at the 3000 level or higher.
- Students who take at least 6 units of applied arts are not required to take additional foreign language courses above the Arts & Sciences graduation requirement in Language and Culture.

Capstone

The final semester or two in the CA major comprises an important culmination. Students enrolled in CA as their primary major will complete a CLT capstone project. Many will simply revise essays from two upper-level courses and write a sustained essay reflecting on how these exemplify the skills and concerns they have developed over the course of the major. In a few cases, students will complete their capstone requirement by means of an internship. Students pursuing specializations in CA have the option of completing a creative project capstone. The capstone projects for students pursuing honors are described below.

Additional Information

Honors Program in Comparative Literature and Thought, Comparative Arts Specialization

CA offers an honors program that requires an additional 6.5 units of course work. Students who have attained a 3.7 grade point in courses in the major are encouraged to apply for admission to the honors program as early as the second semester of their sophomore year and no later than the beginning of the second semester of their junior year. Students seeking CA honors have three options: honors by thesis, honors by creative project, or honors by course work. We expect that most CA honors students will complete their majors with a creative project.

For most students, the honors program will begin in the fall of the junior year, when students enroll in a course in Theory and Research Methods that culminates in the production of a substantial research paper and oral defense. This course is open to students across the humanities. (For students who decide to pursue honors belatedly, the Theory and Research Methods course may be taken during the fall of senior year.)

In the spring of junior year, students pursuing theses or creative projects will enroll in a short course of four workshops that address how to refine a thesis or creative project topic. The following year, this cohort of CLT honors students will complete their honors project in two semesters of highly collaborative workshops.

In a few instances, CLT honors students will forego a thesis or creative project and will instead enroll in two more 4000-level CLT courses, with a capstone essay reflecting on the coherence of those advanced courses or on the friction between them.

Students may be awarded honors, high honors, or highest honors based on the quality of their honors capstone materials. Please note that CLT honors are separate from Latin honors.

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Germanic Languages and Literatures Major

Program Requirements

- **Total Units Required:** 25
- **Grade Requirement:** C- or higher

Requirements

Students interested in studying German may declare German as their major or second major. Majors and second majors are required to complete 25 units of course work (GERMAN 2020 and above), at least 12 of which must be at the 4000 level, with a grade of C- or higher. If students begin German at Washington University and follow the regular sequence of courses (GERMAN 1010 → GERMAN 1020 → GERMAN 2010), they will be ready to begin the German major after three semesters. With the exception of GERMAN 3400 and its 1-unit discussion section (GERMAN 3401), only courses taught in German will count toward the major. All majors and second majors are required to participate in the senior assessment interview in the final semester of their senior year.

Applications for admission to the honors program must be submitted by the first week of classes in the student's final year of study.

Note: For both majors and minors, at least half of the courses at the 3000 level and above must have been acquired either in residence at Washington University or in overseas programs affiliated with Washington University.

Additional Information

Study Abroad

German majors or minors are encouraged to participate in one of our overseas study programs. The German department sponsors a semester and a year abroad at the University of Tübingen, Germany. To participate in the Tübingen program, students must complete GERMAN 2020 (for the semester program), GERMAN 3010 (for the year program), or their equivalent by the time the program begins. Upon returning to campus, German majors are required to take at least one 4000-level course (other than GERMAN 4998–GERMAN 4999) during their senior year.

Washington University sponsors a summer program in Berlin, Germany. Students who have taken at least one semester of German may be eligible for this intensive language program. Students studying business or engineering/computer science are also encouraged to consider the study abroad programs in Germany offered by Olin Business School and the McKelvey School of Engineering.

Departmental Distinction in German and Latin Honors in German

Students who wish to be eligible for distinction in German must undertake a project in German during their final year at Washington University. There are three ways to achieve honors in German: (1) honors by course work and portfolio; (2) honors by creative project; or (3) honors by thesis. Students receiving distinction in German may additionally qualify for Latin honors in German. By May 15 of the junior year, these students choose a project or portfolio with the help of a faculty advisor from the department, enroll in the appropriate course work during the senior year, and submit completed projects immediately following spring break of the senior year.

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Comparative Literature and Thought Minor

Program Requirements

- **Total Units Required:** 15

Comparative Literature and Thought (CLT) immerses students in modern and contemporary literary and intellectual cultures and in the textual and philosophical traditions that animate those cultures. The curriculum attends to the emergence of a global textual and media culture as well as to the ways in which nations, subcultures, and individuals embrace and resist that global emergence.

While our faculty and students have wide-ranging interests — intellectual history, translation, arts practice, comparative arts, digital humanities, media studies and book history, political and legal thought — we have built our major and minor upon a foundational curriculum for the humanities. That foundational curriculum focuses on a set of themes and problems that have long preoccupied students and scholars: the nature of textual culture, the philosophical and ethical engagements of literature and the arts, the pressure of politics on literature and thought, the reciprocal pressure of literature and thought on politics, the specific bearing of language on intellectual life, and the transformations and excitations produced whenever texts are translated to another language or to another medium.

Many of our students are both scholars and makers. In addition to courses in translation practice, we offer courses in multilingual creative writing and arts journalism. Although some of our students do traditional scholarly work for their capstones in the major, others do creative final projects. Our digital humanities group offers students opportunities to participate in collaborative research projects comparable to those offered to students in the natural and social sciences.

The introductory core of the CLT curriculum engages a minor in CLT with literature, intellectual history, social and political thought, and cultural theory. The minor requires five courses, four of which must be drawn from the core curriculum; the fifth course may be taken from the same roster of core courses or from more advances courses in CLT.

Required Courses

Humanities Core Courses

The CLT Humanities Core is meant to introduce major texts (in both secular and sacred canons) and foundational methods of inquiry in the humanities (formal, generic, historicizing, skeptical, and appreciative) as well as to provide an historical perspective on the development of current categories of sociocultural analysis (i.e., race, ethnicity, sex, and gender).

All CLT minors must take two core courses in Literature and Arts (including one required course) and two core courses in Thought for a total of 12 units in the Humanities Core. CLT minors must take a fifth CLT course.

Literature and Arts

Code	Title	Units
Required course:		
COMPLITTHT 2110	World Literature	3
Plus one of the following:		
COMPLITTHT 2107	Classical to Renaissance Literature: Text & Traditions	3
COMPLITTHT 3030	Introduction to Comparative Arts	3
COMPLITTHT 3050	Literary Modernities in Europe and America: Text & Traditions	3
COMPLITTHT 3070	Literary Modernities in East Asia: Text & Traditions	3

Thought

Code	Title	Units
COMPLITTHT 2105	Puzzles and Revolutions: Text & Traditions	3
COMPLITTHT 2108	Early Political Thought: Text & Traditions	3
COMPLITTHT 2109	Modern Political Thought: Text & Traditions	3
COMPLITTHT 2111	Scriptures and Cultural Traditions: Text & Traditions	3
COMPLITTHT 3101	An Intellectual History of Sex and Gender: Text & Traditions	3
COMPLITTHT 3200	An Intellectual History of Race and Ethnicity: Text & Traditions	3

CLT also offers special first-year programs (FYP) and Ampersand courses that will perform the intellectual functions of courses in the Humanities Core above. Please contact the CLT department for additional information about those offered courses, as they change each semester.

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Data Science in the Humanities Minor

Program Requirements

- **Total Units Required:** 15

Any humanities student will feel at home in this minor and in its active research community. No previous experience with computational methods is required; the curriculum equips students with the skills and knowledge necessary to navigate the field of Digital Humanities, and those skills and that knowledge are eminently "transferable." Computational approaches to questions in the humanities are slowly migrating from the methodological fringes of the disciplines of cultural, artistic and historical inquiry. Students in the minor will have the opportunity to engage with the emerging future of their fields and to help shape that future.

A student who *does* have previous computational experience — a computer science major, for instance — will also benefit from this minor. By grafting that knowledge to the problems of cultural and historical analysis and working on challenging new projects within unfamiliar fields, computer-savvy students will find themselves becoming more versatile and more attractive to graduate admissions committees and potential employers.

For the minor, students will take 15 units of course work, at least 6 units of which should be drawn from the four core Data Science in the Digital Humanities (DASH) courses, plus at least 3 units of internship (which can be repeated for up to 8 credits). The internship research experience is required and consists of working under the director of a faculty on a project through Comparative Literature and Thought (CLT) or the Humanities Digital Workshop. The DASH courses and internship can be supplemented with elective courses in Computational Humanities, Digital Culture and Design, or Computer Science.

Requirements

1. Required Course (3 units):

Code	Title	Units
COMPLITTHT 3120	Introduction to Digital Humanities	3

2. DASH Core (at least 3 units and up to 7 units):

Code	Title	Units
COMPLITTHT 4300	Data Manipulation for the Humanities	1
COMPLITTHT 4310	Statistics for Humanities	3
COMPLITTHT 4320	Programming for Text Analysis	3

3. Research via Internship (and least 2 units and up to 6 units)

Code	Title	Units
COMPLITTHT 3991	Internship in Digital Humanities*	2-6

* This course may be repeated for up to 6 units. Students intern on a faculty Digital Humanities research project either during the academic year or in summer through the Humanities Digital Workshop.

Internship Research

The DASH minor is unusual among humanities programs in its focus on hands-on undergraduate research via internship. STEM fields provide relatively straightforward pathways toward research, whereas humanities students sometimes struggle to define what humanities research entails and how to get involved. Research opportunities are built into the DASH minor. DASH requires every student to take at least 3 units of directed research during an internship on a faculty-led

project, and students are encouraged to work on more than one project or to advance their skills during another semester or summer. Students may take up to 8 units of internship/research. Lists of projects can be found on the CLT and Humanities Digital Workshop websites.

Every summer, the Humanities Digital Workshop invites applications from students for its summer fellowships. The fellowships pair students with humanities faculty engaged in digital humanities projects for 8 weeks, and past participants have overwhelmingly found this experience to be valuable.

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Germanic Languages and Literatures Minor

Program Requirements

- **Total Units Required:** 16
- **Grade Requirement:** Students must earn a grade of C- or higher

Required Courses

Students who intend to minor in German must complete 16 units of coursework (GERMAN 2020 and above) with a grade of C- or higher. With the exception of GERMAN 3400 and its 1-unit discussion section (GERMAN 3401), only courses taught in German will count toward the minor. At least 3 of the 16 required units must be at the 4000 level.

Additional Information

- At least half of the courses at the 3000 level and above must have been acquired either in residence at Washington University or in overseas programs affiliated with Washington University.
- Any credits obtained at the 3000 or 4000 level during the summer institute program in Berlin may count toward the minor.

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Legal Studies Minor

Program Requirements

- **Total Units Required:** 18

The minor in legal studies requires six courses (18 graded units), at least three of which (9 units) must be upper-division (3000- or 4000-level) courses. Two of the six courses may be drawn from the student's major, but as in all College of Arts & Sciences programs, they cannot be double-counted (i.e., applied to both the major and the minor). The six courses also must be distributed across three of four thematic subject areas. For details, please visit the Legal Studies website or consult the Director of Legal Studies.

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Website:	https://complitandthought.wustl.edu/legal-studies

Medieval and Renaissance Studies Minor

Program Requirements

- **Total Units Required:** 18
- **Grade Requirement:** C- or better; Pass/No Pass grades do not count for the minor

Students pursuing the minor in Medieval and Renaissance Studies must complete two years of college-level language study in Spanish, French, Italian, Latin, German, Arabic or Greek, and they are encouraged to continue their foreign-language study further. Students are expected to take six additional courses, three of which should come from the following list:

Required Courses

Code	Title	Units
ARTARCH 1515	History of Western Art, Architecture & Design	3
COMPLITTHT 2107	Classical to Renaissance Literature: Text & Traditions	3
COMPLITTHT 2108	Early Political Thought: Text & Traditions	3
COMPLITTHT 2111	Scriptures and Cultural Traditions: Text & Traditions	3
HISTORY 1010	Western Civilization	3

Additional Information

Students must also take three courses in medieval or renaissance studies from at least two different departments or programs. Students will select these three courses in consultation with their minor advisor.

- Courses must be drawn from at least two departments or programs, and at least one course must significantly address non-Western material.

Interested students may pursue the Medieval and Renaissance Studies Minor under the auspices of Comparative Literature and Thought. The minor offers students the opportunity to gain a broad and global understanding of the medieval and Renaissance world through inquiry in multiple disciplines, including literature, history, philosophy, religious studies, art history, and music.

Students may choose from multiple offerings on medieval and Renaissance topics that range in geographical reach to include the West, the Near East, the Far East, and the Global South.

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Translation Studies Minor

Program Requirements

- **Total Units Required:** 15
- **Grade Requirement:** C- or higher; Pass/No Pass grades do not count for the minor.

Required Courses

Code	Title	Units
Required course:		
COMPLITTHT 3203	World-Wide Translation: Language, Culture, Technology	3
Plus three of the following:		
COMPLITTHT 2110	World Literature	3
COMPLITTHT 3101	An Intellectual History of Sex and Gender: Text & Traditions	3
COMPLITTHT 3120	Introduction to Digital Humanities	3
COMPLITTHT 3200	An Intellectual History of Race and Ethnicity: Text & Traditions	3
COMPLITTHT 3510	A World of Words	3

Additional Courses

In addition to the four required courses listed above, students must take one of the following:

- A 4000-level Translation practicum (3 units) *or*
- A course in Translation Studies (3 units)

Additional Requirements

Translation Studies minors are also expected to complete three sequenced courses of at least 3 units each in a single foreign language. (Note that this sequence of courses will also satisfy the Arts & Sciences Language and Cultural Diversity [LCD] requirement.)

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Earth, Environmental, and Planetary Sciences

For students interested in studying the world beneath their feet or other worlds farther away, the Department of Earth, Environmental, and Planetary Sciences provides the tools for understanding the processes that shape our planet and other bodies within the solar system. Understanding the Earth system is also the key to addressing many environmental challenges, including climate change, water supply, and energy issues. Earth, environmental, and planetary scientists are uniquely poised to help solve some of society's most pressing problems. Because planets are complex systems, Earth, environmental, and planetary sciences is, by necessity, an interdisciplinary field. It applies biology, chemistry, physics, and math to the investigation of topics such as early life on Earth, the structure of the Earth's deep interior, the nature of contaminant transport, and the surfaces of other planetary bodies.

For students who have developed a passion for the basic sciences and who are looking for a way to study these sciences outside of traditional disciplinary boundaries, Earth, environmental, and planetary sciences is an ideal choice of major. The department offers majors and minors in Earth Science, Environmental Science, and Planetary Science. All programs offer a range of customization that allows students to focus on topics with the greatest relevance to their academic interests and career plans.

All students have the opportunity to participate in faculty research programs; however, this participation is not required. Many of our students take advantage of these varied research opportunities, which provide them with valuable experience for future employment or for graduate school. Each year, several scientific papers and abstracts are co-authored by undergraduate students, and undergraduate students have presented papers at many national science meetings.

Department Policies for Majors and Minors

Minimum grade performance: A grade of C- is the minimum acceptable performance for each unit of credit for each required course, including those in mathematics, chemistry, and physics. A grade of C- is also the minimum acceptable performance for each unit of credit for any course required as a prerequisite to enrolling in advanced or sequential courses.

Transfer credits and the School of Continuing & Professional Studies: Coursework completed at another college or university must have prior approval of the department to be used to fulfill major requirements. Courses taken through the School of Continuing & Professional Studies normally may not be substituted for courses

required for an Earth, Environmental, and Planetary Sciences major. Written consent from the Director of Undergraduate Studies is required for any such substitutions to apply and must be sought before the course is taken.

Graduate-level courses: All Earth, Environmental, and Planetary Sciences graduate courses (i.e., courses numbered 5000 and above) are open to advanced undergraduates with permission of the specific course instructor.

Website: https://eeps.wustl.edu/

Faculty

Chair

David A. Fike
Glassberg/Greensfelder Distinguished University Professor of Earth, Environmental, and Planetary Sciences
PhD, Massachusetts Institute of Technology

Director of Graduate Studies

Alexander S. Bradley
Associate Professor
PhD, Massachusetts Institute of Technology

Director of Undergraduate Studies

Philip A. Skemer
Associate Chair and Professor of Earth, Environmental, and Planetary Sciences
PhD, Yale University

Department Faculty

Paul Byrne
Associate Professor
PhD, Trinity College, Dublin

Jeffrey G. Catalano
Professor
Director of Environmental Studies
PhD, Standford University

Bronwen L. Konecky
Assistant Professor
PhD, Brown University

Michael Krawczynski
Associate Professor
PhD, Massachusetts Institute of Technology

Claire Masteller
Assistant Professor
PhD, University of California, Santa Cruz

William B. McKinnon
Professor
PhD, California Institute of Technology

Roger Michaelides
Assistant Professor
PhD, Stanford University

Rita Parai
Assistant Professor
PhD, Harvard University

Dougal Hansen
Assistant Professor
PhD, University of Wisconsin-Madison

William Hayden Smith
Professor
PhD, Princeton University

Viatcheslav S. Solomatov
Professor
PhD, Moscow Institute of Physics and Technology and the Schmidt Institute of Physics of the Earth

Kun Wang
Associate Professor
PhD, Washington University in St. Louis

Douglas A. Wiens
Professor
Robert S. Brookings Distinguished Professor
PhD, Northwestern University

Michael E. Wysession
Professor
PhD, Northwestern University

Majors

- Earth Science Major (p. 420)
- Environmental Science Major (p. 422)
- Planetary Science Major (p. 424)

Minors

- Earth Science Minor (p. 427)
- Environmental Science Minor (p. 427)
- Geospatial Science Minor (p. 428)
- Planetary Science Minor (p. 429)

Courses

EEPS 1000 Environmental Geology
Examines the interaction between Earth system and processes with human activities and how solutions can be developed to address environmental problems. Broad topics include: Earth materials, resources, pollution, geologic hazards and global climate change. No prerequisite needed for this class, and is suitable for students with little or no background in Earth or environmental science. Homework assignments or case study discussions will help students make vital connections beween class concepts and real-world scenarios. There will also be 1-2 day field trips designed to help students develop field observation and data collection skills.
Credit 3 units. A&S IQ: NSM Art: NSM BU: SCI

EEPS 1010 Seminar in Earth and Planetary Sciences
Each week a different faculty member presents a lecture or laboratory demonstration relating to recent discoveries in geology and the planetary sciences, or about general topics dealing with volcanism, earthquakes, plate tectonics, geologic hazards, fossil life, and Earth history. Pass/No Pass only.
Credit 1 unit. A&S IQ: NSM Art: NSM

EEPS 1020 Earth's Atmosphere
The past, present, and future of the atmosphere. Present composition and structure. Comparison with atmospheres of other planets. History and origin of the present atmosphere, and chemical and other interactions with the solid earth, oceans, and biosphere. Extraterrestrial effects. Effects of human activities.
Credit 3 units. A&S IQ: NSM Art: NSM BU: SCI

EEPS 1030 Oceanography
Emphasis on geological, chemical, and physical oceanography. Topics: topography and origin of ocean basins; origin and composition of sea water; effect of compositional variations on biological productivity; dynamics of water movements, including coastal processes.
Credit 3 units. A&S IQ: NSM Art: NSM BU: SCI

EEPS 1040 First-Year Seminar: Geology in the Field
This course is designed to develop foundational skills in field geology and Earth science while promoting leadership and teamwork. There are no prerequisites, and the class is suitable for students with little or no academic background in Earth science. Students are not required to have extensive outdoor experience, but they must demonstrate enthusiasm for work in challenging environments. Students will receive training in a variety of geological field methods, including field mapping, sampling protocols, section measurement, and structural identification and analysis. This course is field-intensive, with multiple field exercises during class periods and two or three weekend field trips that will involve camping, caving, and backcountry hiking. This course is primarily suited for students who enjoy working outdoors and who intend to major in Earth, Environmental, and Planetary Sciences, Biology, Anthropology, or Archaeology. Course enrollment preference is given to first-year students.
Credit 3 units. A&S IQ: NSM Art: NSM BU: SCI
Typical periods offered: Fall

EEPS 1050 Habitable Planets
Why does the Earth have water oceans? Where did our atmosphere come from? Is Earth uniquely habitable among solar system bodies? This course is an exploration of the origins of volatiles such as water and carbon on planetary bodies and of the internal features that help to regulate our planet's surface conditions. The importance of magnetic fields, plate tectonics, and climate feedbacks with respect to the origins and sustenance of life on Earth will be discussed.
Credit 3 units. A&S IQ: NSM Art: NSM BU: SCI
Typical periods offered: Fall

EEPS 1060 First-Year Opportunity: Exploring the Planets
How do humans explore other worlds? This course will introduce how NASA and other space agencies explore our Solar System and beyond. The first part of the course will describe why we explore planets, and how decisions are made as to what missions to fly; the latter portion of the course then focuses on past, current, and planned missions to major Solar System bodies. Course content will include faculty- and guest lecturer-led presentations on spacecraft mission design and how missions are implemented. Students will give individual presentations on a planetary body of their choice, and will work in groups to study spacecraft missions currently in flight.
Credit 1 unit. A&S IQ: NSM Art: NSM
Typical periods offered: Fall, Spring

EEPS 1070 Environmental Geology and Energy
Ways to minimize hazards to the environment from the use of different forms of energy. Geologic hazards of human activity. Earthquake and volcanic hazards; global warming due to greenhouse effect. Feasibility of nuclear waste disposal. Geothermal energy. Air and water pollution. Intended for non-science majors.
Credit 3 units. A&S IQ: NSM Art: NSM

EEPS 1080 Oceans and the Atmosphere
Basic concepts of the evolution and physical structures of the Earth's oceans and the atmosphere. Dynamic aspects of the oceans (waves, tides, tsunamis) and atmospheric circulation (weather). Role of biological processes (including anthropogenic) in defining the present oceans and atmosphere. Global climate issues discussed in EEPS 1110.
Credit 3 units. A&S IQ: NSM Art: NSM BU: SCI
Typical periods offered: Fall, Spring

EEPS 1090 Quantitative Reasoning in Environmental Science
Introduction to practical mathematical methods for understanding environmental aspects of our planet, particularly how the environment changes with time through human interactions. Emphasis on intuitive approaches in devising simple relationships for understanding quantitative outcomes of natural processes. Introduction to basic statistical methods, including hypothesis testing, and how statistics can be applied to environmental problems.
Credit 3 units. A&S IQ: NSM, AN Art: NSM BU: SCI
Typical periods offered: Fall

EEPS 1100 Scientific Issues of the Nuclear Age
Scientific questions related to the nuclear arms race, nuclear proliferation, arms control, testing and verification of test-ban treaties. Informed policies or decisions involving these issues often rely on the answers to scientific questions. This approach isolates particular questions and issues and builds the skills and knowledge to analyze them, from basic scientific principles and in a quantitative fashion. Focus will be on questions involving Earth and Planetary Sciences, including atmospheric science.
Credit 3 units. A&S IQ: NSM
Typical periods offered: Fall

EEPS 1110 Introduction to Global Climate Change in the 21st Century
Global climate and global climate change and their impacts on life and civilization. Integrated view of global climate and the diverse forces that can alter global climate. Historical and potential future consequences of global climate change on human life, our industrial civilization, and its sustainability.
Credit 3 units. A&S IQ: NSM Art: NSM BU: SCI
Typical periods offered: Fall, Spring, Summer

EEPS 1120 First-Year Seminar: Engineering the Climate
Geoengineering, the deliberate manipulation of the earth's climate, may be part of a solution to the predicted future global warming. Is this advisable, or even possible? Discussions,lectures, and readings used to learn how earth's climate works. Examination of some

proposals for altering the climate. Past attempts for deliberate human alteration of natural systems discussed and evaluated. Consideration of geoengineering as an ethical issue. Prerequisite: first-year undergraduate status.
Credit 3 units. A&S IQ: NSM Art: NSM BU: SCI
Typical periods offered: Spring

EEPS 1140 Life of the Geologic Past
Examination of the history of life from its earliest fossil record over three billion years ago to the present. Topics: geological time, fossilization, organic evolution, relation between ancient organisms and ancient environments. Sequence of plants and invertebrates through time with emphasis on remains of mammal-like reptiles, dinosaurs, modern reptiles, mammals.
Credit 3 units. A&S IQ: NSM Art: NSM BU: SCI

EEPS 1150 The Future of Energy
The course will examine the topic of energy from many human-relevant perspectives in a primarily lecture-based format. Humans use an enormous amount of energy, at the staggering rate of 20 terawatts. Where does this energy come from? How long will it last? What are the consequences? This course will examine these questions and look at energy resources and their consumption from scientific, social, economic, ethical and political viewpoints. The course will first examine what energy is, as well its relation to other concepts such as heat, work, and power. We will then look at the way that energy is used by society. We will examine the different sources of energy, their availabilities, the pros and cons of using them, their consequences, and their futures. We will examine the impacts that the use of fossil fuels is having on the environment, primarily through pollution and greenhouse gas-driven climate change. We will examine the significant environmental injustices associated with energy, its production, and availability. Given that Earth receives more energy from the sun in one hour than all humans use in a year, opportunities for solar-based power (photovoltaic, wind, hydro, biomass) are plentiful. However, how we get to there from where we are now is not clear, and many questions remain (the role of nuclear power, the rate of transition, the role of government, the impacts of climate change, energy storage capabilities, battery vs. hydrogen fuel cell cars, etc.). This course will look at all of these topics related to all of the energy sources, including the roles they played in our past and the roles they might play in our future.
Credit 3 units. BU: SCI
Typical periods offered: Fall

EEPS 1160 Resources of the Earth
Introduction to major resources of the Earth: rocks, minerals, water, soil, air. Basics of geology presented so that origin, supply, and uses of resources can be better understood. Environmental awareness stressed. Field trip required.
Credit 3 units. A&S IQ: NSM Art: NSM BU: SCI

EEPS 1180 Geology of National Parks
Survey of geologic processes occurring at the Earth's surface and its interior using national parks and monuments as the prime venue for presentation. Volcanism and mountain-building; the work of streams, glaciers, and wind; lake and coastline development; stratigraphy and sedimentation; and Earth history. Material presented in a geographic context, with emphasis on landforms and landscape evolution, relating geology to the development and settlement of the U.S.
Credit 3 units. A&S IQ: NSM Art: NSM BU: SCI
Typical periods offered: Spring, Summer

EEPS 1250 The Dinosaurs
The public interest in dinosaurs makes them an ideal organism for exploring the nature of science. In this class, we will separate dinosaur fact from fiction with discussions of evolution, ecology, extinction, anatomy, and behavior. We will also examine the roles of dinosaurs in popular media.
Credit 3 units. A&S IQ: NSM Art: NSM BU: SCI
Typical periods offered: Spring

EEPS 1300 Ring of Fire: Earthquakes, Volcanoes, & Plate Tectonics
Presentation of plate tectonics and physical processes shaping the Earth, using the band of recurring earthquakes and volcanoes (Ring of Fire) that borders the Pacific Ocean as a primary example. Use of plate tectonics to explain origins of continents, oceans, mountains, and effects on evolution of life. Impact of earthquakes and volcanoes on human society. Concept of deep time-evolution of Earth from Big Bang origin of the universe to the present.
Credit 3 units. A&S IQ: NSM Art: NSM BU: SCI

EEPS 1310 Natural Disasters
Examination of the effects of natural hazards on landscapes of the Earth in general, as well as on populated areas specifically, through numerous case studies. Social, economic, and political consequences of natural disasters. Locations, particularly in the U.S.A., where disasters are likely to occur in the future. Nature of the hazards and what preparations are possible to minimize damage and the number of casualties.
Credit 3 units. A&S IQ: NSM Art: NSM BU: SCI
Typical periods offered: Fall, Spring

EEPS 1400 First Year Seminar: Geology and Human Health
This course explores the connections between human health and geological processes. Key concepts in geology are introduced as well as the pathways through which natural systems affect human health. A series of case studies will be presented, each describing a specific health hazard and its geological origin. The first set of studies will focus on human health effects associated with windborne exposure to harmful materials, including volcanic emissions, asbestos, dust and aerosols, and the products of coal combustion. The course will then use the topic of mercury, which is emitted into the atmosphere and then accumulates in aquatic systems, to transition to water and soil borne pathways of exposure. This will be followed by case studies exploring water availability and quality, arsenic in groundwater, with a special emphasis on widespread arsenic poisoning in South and Southeast Asia, lead in mining areas and urban soils, and radon and radioactive materials. Students will conduct team risk assessment projects as well as an individual project.
Credit 3 units. A&S IQ: NSM Art: NSM BU: SCI

EEPS 1410 First-Year Seminar: Unearthing the Science of Climate Change
How and why does the climate change? How does the climate system interact with human systems? This course investigates the physical principles of Earth's ever-changing climate, with a special focus on the present-day. Topics include Earth's energy balance; the components of the climate system, including the atmosphere; oceans, cryosphere, geosphere, and biosphere; natural and anthropogenic causes of climate change; climate change detection and attribution; weather extremes; and climate adaption/vulnerability in past and present human societies. Students will explore the science behind hot topics in climate change and learn how peer-reviewed science is communicated to popular audiences. The course format will be a mixture of lectures, demos, facilitated discussions, and student presentations. In addition to gaining scientific background on climate change, students will

develop skills in scientific writing and communication to a variety of audiences. No prior coursework in earth science is necessary. This course is open to students of any background who wish to gain literacy in the science of climate change.
Credit 3 units. A&S IQ: NSM Art: NSM BU: SCI
Typical periods offered: Fall, Spring

EEPS 1450 Land Dynamics: Case Studies of Environmental Sustainability
This course is designed for first- and second-year students and will use lectures, discussions, GIS-related and computational exercises, and field trips to introduce students to a systems approach for identifying, characterizing, and solving issues associated with environmental degradation. The course will focus on three case studies. The first will cover rapid lake drawdown of Mono Lake in northern California due to engineered diversions and subsequent court-ordered recovery to an environmentally sustainable lake level. The second will focus on unresolved consequences associated with channelization and levee development on the lower Missouri River, which put federal agencies in conflict with one another on how to manage the river and its floodplains. The third will cover past and present Pb-Cu-Zn sulfide mining practices in Missouri and attempts to balance the need for these nonrenewable resources while minimizing environmental consequences.
Credit 3 units. A&S IQ: NSM Art: NSM BU: SCI
Typical periods offered: Fall

EEPS 1710 The Solar System
Survey of the planets and satellites of our solar system. Includes results from Apollo manned missions to the Moon and spacecraft missions to the planets and their major satellites. Present ideas about the age, formation, and early history of the sun, Earth, and meteorites.
Credit 3 units. A&S IQ: NSM Art: NSM BU: SCI
Typical periods offered: Fall, Spring

EEPS 1996 Earth and Planetary Sciences Elective: 1000-Level
This course is used for transcribing 1000-level EEPS elective units.
Credit 3 units.
Typical periods offered: Fall, Spring, Summer

EEPS 2010 Earth and the Environment
Introduction to the study of the Earth as a dynamic, evolving planet. Emphasis on how internal and surface processes combine to shape the environment. Themes: Earth's interior as revealed by seismic waves; Earth history and global tectonics shown by changes to ocean floors, mountain-building, formation of continents, earthquakes, and volcanism; climate history and global biogeochemical cycles, influenced by circulation of atmosphere and oceans, ice ages, and human activity. Composition and structure of rocks and minerals. Part of the introductory sequence of courses for all Earth, Environmental, and Planetary Sciences and Environmental Studies majors. Three class hours and one two-hour lab a week.
Credit 4 units. A&S IQ: NSM Art: NSM BU: SCI
Typical periods offered: Fall, Spring

EEPS 2020 Introduction to Earth, Environmental, and Planetary Science
Introduction to the Earth, its environment, and its place in the solar system. This course is intended to be a starting point for majors in the Department of Earth, Environmental, and Planetary Sciences, or as a standalone course for students from all interests and backgrounds. Themes for this course include Earth's history; the structure and composition of Earth and other planets; the evolution of Earth's surface; natural hazards; climate history; global biogeochemical cycles; and the solar system. Students who are interested in gaining more depth in lab or field techniques, or students who are planning to major in EEPS, should consider co-registering in EEPS 2021.
Credit 3 units. A&S IQ: NSM, AN Art: NSM BU: SCI
Typical periods offered: Fall, Spring

EEPS 2021 Introduction to Earth, Environmental, and Planetary Science Lab Section
Students enrolling in EEPS 2020, who are interested in gaining more depth in lab or field techniques, should consider co-registering in EEPS 2021. This optional 1-credit lab session is an opportunity for students who want to go deeper into Earth, Environmental, and Planetary Sciences. A combination of lab activities, discussion, and field trips will provide context and practical experience that will enhance understanding of EEPS 2020 concepts while preparing students for advanced coursework. Sessions include opportunities to study geologic and environmental processes using hands-on approaches, including field and lab work. Seven meetings, (typically every other week), plus one required field trip on a Saturday. (1 credit)
Credit 1 unit.
Typical periods offered: Fall, Spring

EEPS 2190 Energy and the Environment
Examination of the topic of energy from many human-relevant perspectives. Humans use an enormous amount of energy, at the rate of 18 terawatts. Where does this energy come from? How long will it last? What are the consequences? Examination of energy resources and consumption from scientific, social, economic, and political viewpoints. Relationship of energy to concepts such as heat, work, and power. Energy use by society. Energy sources, pros and cons of use, availability now and in the future. Types, abundance, advantages, challenges of renewable energy sources.
Credit 3 units. A&S IQ: NSM Art: NSM BU: SCI
Typical periods offered: Fall, Spring

EEPS 2200 Environmental Science
Introduction to Environmental Science as a discipline. Interlinked geological,atmospheric, hydrological, and biological processes that constitute the environment. Emphasis on natural processes that control climate, composition of air and water, support and distribution of ecosystems. Scientific framework for examining the effects of human activities on the environment. Three class hours and one two-hour laboratory period a week.
Credit 4 units. A&S IQ: NSM Art: NSM

EEPS 2210 Human Use of the Earth
Examination of the impacts of a growing population on the Earth, including habitat destruction, resource depletion, and air and water pollution. Population growth, landscape change, and the distribution and uses of the water, mineral, and energy-producing resources of the Earth.
Credit 3 units. A&S IQ: NSM Art: NSM BU: SCI

EEPS 2996 Earth and Planetary Sciences Elective: 2000-Level
This course is used for transcribing 2000-level EEPS elective units
Credit 3 units.
Typical periods offered: Fall, Spring, Summer

EEPS 3080 Topics in Environmental Sustainability
Mathematical sustainability models; ocean, atmospheric, wetland, agricultural, hydrological, and energy sustainability; depletion of non-renewable resources; effects of pollution, human population, urban environment.
Credit 3 units. A&S IQ: NSM Art: NSM BU: SCI
Typical periods offered: Fall

EEPS 3100 Geological Field Methods
Methods and principles of geological field work, including map reading, sampling and sample location, air photo interpretation, and geologic map construction. One class hour and one three-hour laboratory a week, and occasional weekend field trips.
Credit 3 units. A&S IQ: NSM Art: NSM

EEPS 3150 Environmental Impacts of Human Energy Use
Students will meet in an active-learning classroom (such as January 110 or McDonnell 362) and work in groups of up to six people at a table. Some projects will be short units, started and completed within a single class period. Other projects will be longer, extending over several class periods. The projects will include debates, analyses of recent journal articles and other primary sources, energy literacy assessments, the creation of educational modules, and quantitative problem-based learning. Classes will include some amount of lecturing, in measured doses, particularly from guest lecturers.
Credit 3 units. A&S IQ: NSM

EEPS 3173 Soil Science
Physical, chemical, and biological processes that occur within soil systems. Types of soils and their formation. Major components of soil, including soil water, minerals, organic matter, and organisms. Soils in wetlands and arid regions. Mapping of soils and their spatial variability. Cycling of nutrients and contaminants in soils. Sustainable use of soils and their role in climate change.
Credit 3 units. A&S IQ: NSM
Typical periods offered: Spring

EEPS 3190 Physical Oceanography
Ocean circulation, El Nino, dynamical tides, tsunami, coastal ocean, enclosed seas, paleo-ocean, sedimentation, ice-atmosphere-ocean interaction, biology-carbon cycle.
Credit 3 units. A&S IQ: NSM Art: NSM BU: SCI
Typical periods offered: Spring

EEPS 3230 Biogeochemistry
Basic concepts of how elements cycle among Earth's crust, oceans, and atmosphere, including perturbations due to human activities. Carbon, nitrogen, phosphorus, sulfur, and water cycles. Isotopic tracers. Feedbacks, forcings, and residence times. Redox cycling and thermodynamics. Biogeochemical box models, and changes in biogeochemical cycles over Earth history. Biogeochemistry of greenhouse gases, biogeochemical feedbacks in the climate system. This course is appropriate for EEPS students, engineering students, environmental science majors, and other students with interest in the environmental or geological sciences.
Credit 3 units. A&S IQ: NSM Art: NSM BU: SCI
Typical periods offered: Spring

EEPS 3350 Introduction to Petrology
Classification, origin, mineralogy, and geological occurrence of major igneous and metamorphic rocks. Laboratory emphasis on identification of rocks and minerals in hand specimens and in thin sections. Three class hours and one two-hour laboratory a week.
Credit 4 units. A&S IQ: NSM Art: NSM

EEPS 3360 Minerals and Rocks in the Environment
Combined rock and mineral course with focus on environmental issues and applications. Introduction to mineralogic and petrologic concepts relevant to environmental geoscience pursuits. Foundations of mineralogy and crystallography, key mineral groups, foundations of igneous, sedimentary, and metamorphic rock systems. Mineralogy of environmental systems such as soils, marine environments, aerosols, mines, and radioactive wastes. Overview of analysis methods used for environmental geoscience applications. One full-day field trip required. Both EEPS 336 and EEPS 352 may be taken for credit, but only one may count towards the EEPS or EES majors and minors.
Credit 3 units. A&S IQ: NSM Art: NSM BU: SCI
Typical periods offered: Spring

EEPS 3400 Minerals, Rocks, Resources and the Environment
This course is designed for undergraduate majors and minors in the Department of Earth, Environmental, and Planetary Sciences to master fundamentals of mineralogy and their context within sedimentary, metamorphic, and igneous rocks, including an introduction to mineral resources and the role of minerals and mineral resources in current environmental issues. The course will provide fundamentals of mineralogy and crystallography, important mineral groups, and foundations of sedimentary, metamorphic, and igneous rock systems. It will provide an overview and lab demo of the modern analytical methods used in mineralogy. The course includes lecture (three hours per week) and a lab component (two hours per week). Prerequisites: EEPS 202 and Chem 105.
Credit 4 units. A&S IQ: NSM Art: NSM BU: SCI
Typical periods offered: Fall

EEPS 3410 Introduction to Geochemistry
This is an undergraduate-level introduction to geochemistry intended for EEPS majors and non-majors interested in understanding how the discipline of chemistry is applied in the Earth, environmental, and planetary sciences. The course is structured to emphasize how elements and compounds are sorted and transferred between a planet's core, mantle, crust and surface reservoirs. A broad range of topics are covered to prepare students for in-depth study in subsequent classes: the origin of the elements, radioactive decay, chemical bonding, an overview of rock-forming minerals, the composition of the solid Earth, mantle melting and trace element partitioning, properties of solutions, reduction-oxidation reactions, water-rock reactions, the composition of river and ocean waters, the composition of the atmosphere, low-temperature geochemical cycles, subduction zone chemical cycling, and basics of stable and radiogenic isotope geochemistry. Prerequisites: EEPS 202 and Chem 105
Credit 3 units. A&S IQ: NSM
Typical periods offered: Fall, Spring

EEPS 3420 Environmental Systems
Introduction to the science of environmental systems and processes. Exploration of key functions of major environmental systems on land, in rivers and lakes, in air, at sea, and in diverse transitional settings at the boundaries between these environments. Evaluation of the ways in which humans alter and are affected by environmental systems. Interspersed throughout the semester will be a review of the major U.S. laws governing human management of environmental systems as well as case studies of environmental disparities in the St. Louis region.
Credit 3 units. A&S IQ: NSM, AN
Typical periods offered: Fall

EEPS 3520 Earth Materials
Fundamental principles of crystal chemistry, symmetry and structure of crystals (minerals), X-ray analysis of crystalline materials, information on the important mineral groups (definition of the groups; composition, structure, physical properties, occurrence, and usage of major mineral species); optical mineralogy. Geological and environmental aspects of earth materials. Both EEPS 352 and EEPS 336 may be taken for credit, but only one may count towards the EEPS or EES majors or minors. Three class hours, one two-hour laboratory, and one two-hour discussion period a week.
Credit 5 units. A&S IQ: NSM Art: NSM BU: SCI
Typical periods offered: Fall

EEPS 3530 Earth Forces
Basic concepts regarding the forces that act upon the Earth, how geological materials react to these forces, and the time scale over which they respond. Emphasis on physical concepts needed to understand the geodynamical behavior of the Earth over a broad range of length and time scales. Application and interpretation of geophysical methods to probe the interior of the Earth. Prerequisite: EEPS 202 (may be taken concurrently) and Phys 191. Three class hours and one two-hour laboratory a week.
Credit 4 units. A&S IQ: NSM Art: NSM BU: SCI
Typical periods offered: Spring

EEPS 3610 Structural Geology
The landforms that surround us are constantly being modified by tectonic forces. Structural geology provides a framework for investigating, describing, and quantifying these changes. This course will provide an introduction to the structures that form at all scales, from millimeter-sized fractures to rifts in Earth's lithosphere thousands of kilometers long. Through the study of these features and processes that form them, students will gain a fundamental understanding of the physical evolution of our planet. Topics will include descriptive analysis of microscopic and macroscopic structures, field methods, the physical basis for rock deformation, and global tectonics.
Credit 4 units. A&S IQ: NSM BU: SCI
Typical periods offered: Fall

EEPS 3730 Fundamentals of Planetary Science
Overview of planetary science and astrobiology as practiced today, focusing on key scientific questions. Course is an entry point to the EEPS Planetary Science major, but also provides for those interested a deeper immersion than possible in EEPS 171A. Introduces major planetary science themes: surfaces, interiors, atmospheres, and magnetospheres, and their application to terrestrial planets, giant planets and their satellites, dwarf planets, and small bodies. Final portion of the course focuses on life, ocean worlds, and planetary habitability. Prerequisite: EEPS 202.
Credit 3 units. A&S IQ: NSM

EEPS 3853 Earth History
Introduction to the concept of deep time and the parallel biological evolutionary and environmental changes that have occurred throughout Earth history. Topics include early evolution of life, rise of atmospheric oxygen, global glaciation, mass extinctions.
Credit 3 units. A&S IQ: NSM Art: NSM BU: SCI
Typical periods offered: Fall, Spring

EEPS 3863 The Earth's Climate System
This course introduces an integrative view of the Earth's climate system and its coupled components - the atmosphere, the oceans, the cryosphere, the biosphere, and the geosphere - and how they interact with each other. The goal is to provide the physical scientific background that is needed to understand climate variability and climate change, both natural and anthropogenic. Topics include energy balance; general circulation of the atmosphere and the oceans; the greenhouse effect; modes of variability such as El Nino; geologic-scale climate change in the geologic past; climate models; climate change detection and attribution; projection of future climates; and societal impacts. In addition to lectures, students will gain hands-on experience analyzing and interpreting real datasets through inquiry-based practicum exercises and in-class discussions. Prerequisites: EEPS 202.
Credit 3 units. A&S IQ: NSM Art: NSM BU: SCI
Typical periods offered: Fall, Spring

EEPS 3873 Geospatial Science
This course introduces students to the interdisciplinary field of geospatial science, which bridges the fields of geographic information systems (GIS), remote sensing, data science, and spatiotemporal analysis. This course will provide an overview of the fundamental concepts of geospatial science, including: visualizing and analyzing raster and vector datasets within a GIS database; coordinate systems, reference frames, and projections; the Geoid and geodetic techniques; remote sensing methods; image acquisition and interpretation; spatiotemporal analysis of geospatial data; sampling, interpolation, and time series analysis; uncertainty, error, accuracy, and precision. This course will be available at both the upper-level undergraduate and the graduate levels. Material will be covered through lectures, assignments, and computer exercises that will give students hands-on experience analyzing and interpreting real geospatial datasets. Exercises for students enrolled in the 587 option will be more in-depth and will require some basic programming experience and familiarity with quantitative techniques. These exercises will provide students with a sampling of geospatial science applications, such as environmental studies, cryospheric science, wildlife management, contagious disease monitoring, demography, and human geography. Students will complete a final project of their choosing that synthesizes the concepts and themes learned in this course; students enrolled in the 587 option are encouraged to develop a project proposal that aligns with their own research interests. Students particularly interested in GIS and remote sensing are further encouraged to also consider EnSt 380 and EEPS 407, respectively.
Credit 4 units. A&S IQ: NSM, AN BU: SCI
Typical periods offered: Fall

EEPS 3883 GIS for the Earth, Environmental, and Planetary Sciences
This course will introduce fundamental geospaLal concepts, tools, and analyses through hands-on exercises and assignments. The course will focus on common applications of geographic information systems (GIS) in the earth sciences to illustrate core geospaLal concepts, provide exposure to key data types and analysis tools, and to build proficiency with industry standard GIS software. Class meetings will feature lectures, article discussions, and hands-on exercises to demonstrate common workflows for obtaining, creating, or editing geospatial datasets and using them to perform spatial analysis and create effective map products.
Credit 3 units. A&S IQ: NSM
Typical periods offered: Fall, Spring

EEPS 3900 Independent Study
Independent study for undergraduates, to be supervised by a faculty member. Credit to be determined.
Credit 3 units. Art: NSM
Typical periods offered: Fall, Spring

EEPS 4000 Special Topics
The content of this course varies each time it is offered, as announced by the Department. With permission of the advisor, this course may be repeated for credit. Variable credit.
Credit 3 units. A&S IQ: NSM Art: NSM
Typical periods offered: Fall, Spring

EEPS 4001 Special Topics
The content of this course varies each time it is offered, as announced by the Department. With permission of the advisor, this course may be repeated for credit.
Credit 3 units. A&S IQ: NSM

EEPS 4014 Earth Systems Science
This is a quantitative introduction to physical and chemical interactions among the atmosphere, oceans and solid earth. Topics covered include terrestrial atmospheric chemistry, geochemical cycles, inventories, and reservoirs of carbon, nitrogen, & sulfur, and bulk composition of the Earth.
Credit 3 units. A&S IQ: NSM Art: NSM
Typical periods offered: Spring

EEPS 4074 Remote Sensing
Use of different parts of the electromagnetic spectrum (visible, ultraviolet, infrared, and radio wavelengths) for interpretation of physical and chemical characteristics of the surfaces of Earth and other planets. Digital image systems and data processing.
Credit 3 units. A&S IQ: NSM Art: NSM
Typical periods offered: Fall, Spring

EEPS 4084 Earth's Atmosphere & Global Climate
Structure and dynamics of Earth's atmosphere. Basic factors controlling global climate of Earth. Quantitative aspects of remote sensing of atmosphere. Remote sensing instrumentation.
Credit 3 units. A&S IQ: NSM Art: NSM
Typical periods offered: Fall

EEPS 4094 Surface Processes
How do landscapes evolve? This course focuses on the physical processes of erosion and deposition that shape Earth and planetary surfaces. Course aims (1) understanding emergent landscape patterns, (2) reconstructing past conditions using the sedimentary record, and (3) predicting landscape change under climate scenarios. Review of relevant climatic and tectonic processes, followed by detailed discussion of rivers and deltas, hillslopes, weathering, glaciers, and coasts.
Credit 3 units. A&S IQ: NSM Art: NSM BU: SCI
Typical periods offered: Fall

EEPS 4104 Earth Remote Sensing Methods and Instrumentation
Detection of electromagnetic radiation reflected,scattered, or emitted by components of the Earth system. Spectroscopy of remote sensing. Interpretation of received radiation via radiative transfer within a context of real measurements. Theory of instruments and detectors. Comparison of realized equipment to theoretical models.
Credit 3 units. A&S IQ: NSM Art: NSM BU: SCI
Typical periods offered: Fall, Spring

EEPS 4134 Introduction to Soil Science
Physical, chemical, and biological processes that occur within soil systems. Types of soils and their formation. Major components of soil, including soil water, minerals, organic matter, and organisms. Soils in wetlands and arid regions. Mapping of soils and their spatial variability. Cycling of nutrients and contaminants in soils. Sustainable use of soils and their role in climate change.
Credit 3 units. A&S IQ: NSM Art: NSM
Typical periods offered: Fall

EEPS 4224 Sedimentary Geology
Survey introduction to sedimentary processes and materials, including description, formation, and interpretation. Sedimentary materials account for most of the Earth's crust, and much of our understanding of Earth history comes from their examination. Many of our economic resources, such as coal, oil, and natural gas, and many environmental problems, are related to or derive from sediments. Goals: understanding and identifying sediments and processes and using them to interpret stratigraphic, paleoenvironmental, and tectonic information; obtaining the understanding of sedimentology that is relevant to environmental issues; increasing scientific literacy and critical thinking. Mandatory field trips.
Credit 4 units. A&S IQ: NSM Art: NSM
Typical periods offered: Fall, Spring

EEPS 4254 Invertebrate Paleontology
Study of fossil invertebrates with emphasis on morphology of hard parts, geochronological and geographical distribution, and taxonomy. Comparison of fossil taxa with living representatives and interpretation of paleobiological patterns. Two class hours and one two-hour lab a week.
Credit 3 units. A&S IQ: NSM Art: NSM

EEPS 4284 Hydrology
Survey of principles that govern the flow of water in river and groundwater systems in deep geologic environments. Basic equations of fluid flow, dynamics, and the characteristics of drainage basins, rivers, floods, and important aquifers. Exploitation of ground water systems.
Credit 3 units. A&S IQ: NSM Art: NSM
Typical periods offered: Spring

EEPS 4304 Environmental Mineralogy
Topics connected with environmental mineralogy, some selected by students. Topics may include: mineral dust such as asbestos, containment materials for nuclear waste disposal, environmental ramifications of the processing and use of phosphate fertilizers, lead in the environment, acid mine drainage, microbial mediation of sulfide oxidation, minerals in the human body, weathering of building materials, materials engineering, and engineering of materials for more effective recycling. Three class hours and one two-hour laboratory a week. Participation in discussions, term paper, two field trips required. Most readings from primary sources.
Credit 3 units. A&S IQ: NSM Art: NSM
Typical periods offered: Fall

EEPS 4374 Igneous & Metamorphic Petrology
Classification, origin, mineralogy, and geological occurrence of major igneous and metamorphic rocks. Laboratory emphasis on identification of rocks and minerals in hand specimens and in thin sections. Three class hours and one two-hour laboratory a week.
Credit 4 units. A&S IQ: NSM Art: NSM
Typical periods offered: Spring

EEPS 4414 Introduction to Geochemistry
Application of the principles of nuclear and physical chemistry to problems of the composition and differentiation of the Earth. Introduction to nucleosynthesis of the elements, stellar evolution, the periodic properties of the elements, chemical bonding and ionic substitution, geochronology and stable isotope geochemistry, and the age and composition of the Earth, Moon and meteorites.
Credit 3 units. A&S IQ: NSM Art: NSM
Typical periods offered: Fall

EEPS 4424 Aqueous Geochemistry
Introduction to the geochemistry of natural waters and the processes that alter their composition. Key principles of aqueous geochemistry are introduced and then used to describe the main controls of the chemistry of pristine and polluted soil, surface, and ground water environments. Topics covered include mineral solubility, complexation, acids and bases, carbonate chemistry, rock weathering and clay formation, adsorption and ion exchange, redox reactions, microbial energetics and redox zonations, the geochemistry of iron, sulfur, trace elements, and radionuclides, and geochemical kinetics. Geochemical modeling will be introduced.
Credit 3 units. A&S IQ: NSM Art: NSM BU: SCI
Typical periods offered: Fall

EEPS 4444 Environmental Geochemistry
Introduction to the geochemistry of natural waters and the processes that alter their composition. Key principles of aqueous geochemistry and their application to describe the main controls on the chemistry of pristine and polluted soil, surface, and ground water environments. Acids and bases, mineral solubility, carbonate chemistry, chemical speciation, redox reactions, adsorption and ion exchange, and the speciation, mobility, and toxicity of metals. Prerequisites: EEPS 202 and Chem 106 or Chem 112.
Credit 3 units. A&S IQ: NSM Art: NSM BU: SCI
Typical periods offered: Spring

EEPS 4454 Organic Geochemistry
Introduction to the composition and analysis of organic material in the environment and geological record. Molecular to global-level perspective of organic matter cycling, reactivity, and fluxes; formation and classification of organic matter, its preservation potential, diagenesis, catagenesis, and kerogen formation; coal, petroleum, and gas formation and accumulation; biomarkers in Earth history; genetics and phylogeny of biomarker compounds; overview of analytical techniques including both structural and isotopic aspects; oceanographic and paleoenvironmental applications of organic biomarkers; contaminants and residue analysis. Prerequisites: EEPS 202 and Chem 106 or Chem 112.
Credit 3 units. A&S IQ: NSM Art: NSM
Typical periods offered: Fall

EEPS 4464 Stable Isotope Geochemistry
Applications of equilibrium and kinetic isotope fractionation and material balance principles to the distribution of oxygen and hydrogen isotopes in natural systems. Geothermometry and paleotemperatures, mass spectrometry, isotope hydrology and ice cores, fluid-rock interaction, igneous rocks and meteorites. Prerequisites: EEPS 441 and MATH 233.
Credit 3 units. A&S IQ: NSM Art: NSM
Typical periods offered: Fall

EEPS 4524 Introduction to Seismology
Introduction to earthquake and exploration seismology. Seismic wave propagation, data analysis and processing, earthquake mechanisms, seismic constraints on the structure of the Earth, relationship of seismicity to plate tectonics.
Credit 3 units. A&S IQ: NSM Art: NSM
Typical periods offered: Fall, Spring

EEPS 4534 Interior of the Earth
Composition and temperature of Earth's mantle and core, determined by geophysical methods. Inferences about mantle and core dynamics, especially interactions. Current understanding and history of interior in fields of seismology, geomagnetism, mineral physics, geodynamics.
Credit 3 units. A&S IQ: NSM Art: NSM
Typical periods offered: Fall

EEPS 4544 Exploration and Environmental Geophysics
Basic geophysical techniques used in exploration and environmental geophysics, emphasizing seismic and electromagnetic methods. Basic theory, field procedures, and interpretation of data. Use of geophysical instruments on field trips, followed by reduction and analysis of acquired data. Two class hours and one two-hour laboratory a week, and approximately four one-day field trips during the semester. Prerequisites: EEPS 353 and Phys 191 and Math 132.
Credit 4 units. A&S IQ: NSM Art: NSM
Typical periods offered: Fall

EEPS 4594 Geodynamics
Fundamental physical processes necessary to understand plate tectonics and a variety of geological phenomena. Heat flow, gravity, elasticity and flexure, rheology of Earth materials.
Credit 3 units. A&S IQ: NSM Art: NSM
Typical periods offered: Spring

EEPS 4604 Introduction to Structural Geology
The landforms that surround us are being modified constantly by tectonic forces. Structural geology provides a framekwork for investigating, describing, and quantifying these changes. This course provides an introduction to the structures that form at all scales, from millimeter-sized fractures to plate-boundary-scale rifts. Topics include descriptive analysis of microscopic and macroscopic structures, field methods, the physical basis for rock deformation, and global tectonics. Three hours of lecture and one two-hour laboratory a week. Prerequisites: EEPS 340 and EEPS 353.
Credit 4 units. A&S IQ: NSM Art: NSM
Typical periods offered: Fall

EEPS 4674 Planetary Mission Design
This course will introduce EEPS, physics, and engineering students to the combined scientific and engineering aspects required for the development of a robotic spacecraft exploration mission to a body in the Solar System. Through Instructor delivered lectures, individual presentations, and a group presentation and a report, students will design a robotic spacecraft exploration mission that satisfies specific target, cost and schedule constraints.
Credit 3 units. A&S IQ: NSM

EEPS 4684 Geospatial Field Methods
This course is an introduction to field geospatial surveying using high-precision GNSS systems and UVAs (drones) outfitted with a variety of sensors such as cameras, multispectral sensors, and lidar. Coursework will cover basic principles as well as provide hands on experience. Most of the course is project based, and students will complete a series of

exercises designed to familiarize them with the effective use of field equipment. Students will design data collection strategies, collect data, and become familiar with data processing pipelines and visualization techniques. After completing the course, students will be prepared to safely and effectively conduct independent GNSS and drone surveys, and use the data for studies in Earth, environmental, and planetary science, archaeology, environmental science, ecology, landscape architecture, urban design, agriculture and a variety of other field-based disciplines.
Credit 3 units. A&S IQ: NSM Art: NSM BU: SCI
Typical periods offered: Fall

EEPS 4734 Planetary Geology
Discussion of the evolution of the terrestrial planets and the outer-planet satellites as evidenced by the geologic records left on the surfaces of these bodies. Focus on major processes affecting planetary surfaces:impact cratering, volcanism, tectonism, and erosion and sedimentation by wind and water. Prerequisite: EEPS 353
Credit 3 units. A&S IQ: NSM Art: NSM
Typical periods offered: Fall, Spring

EEPS 4744 Planetary Geochemistry
A survey of the geochemistry of the planets and their satellites using data from Earth-based, Earth-orbital, and spacecraft observations.
Credit 3 units. A&S IQ: NSM Art: NSM
Typical periods offered: Spring

EEPS 4864 Paleoclimatology
The history of Earth's changing climates and environments on timescales from decades to millions of years. Key concepts in paleoclimatology include: external factors affecting the climate system (e.g., orbital cycles, volcanic eruptions, greenhouse gases); internal feedbacks, such as with monsoons and the El Nino- Southern Oscillation; abrupt versus gradual change; interactions with the biosphere (including hominins/humans); and comparison to present-day climate change. Current controversies in paleoclimate.
Credit 3 units. A&S IQ: NSM Art: NSM BU: SCI
Typical periods offered: Spring

EEPS 4900 Independent Study
Independent study for advanced undergraduates or for graduate students, to be supervised by a faculty member. Prerequisite: permission of instructor. Credit to be arranged. Prerequisite: permission of instructor.
Credit 12 units.
Typical periods offered: Fall, Spring

EEPS 4920 Field Camp
Practical methods of data collection and interpretation in Earth, Environmental, and Planetary Sciences. Content may include field-based geologic mapping or laboratory-based studies emphasizing particular analytical tools.
Credit 6 units. A&S IQ: NSM
Typical periods offered: Fall, Spring

EEPS 4940 Study Abroad
Studies related to Earth, Environmental, and Planetary Sciences conducted with external institutions. Prerequisite: permission of Department Study Abroad Coordinator.
Credit 6 units.
Typical periods offered: Fall, Spring, Summer

EEPS 4960 Field Geology
Hands-on application of geological field methods, providing an opportunity for students to synthesize classroom knowledge in a field setting. Students will develop the ability to recognize and analyze Earth processes, and deconstruct complex regional geology. Participation in an extended international field trip during spring break is required. Students must be prepared for an intensive, group-oriented experience. Prerequisite: must be an Earth, Environmental, and Planetary Sciences major and have permission of instructors. Enrollment is limited, and students will be selected through a written application. May be repeated for credit, with instructor permission.
Credit 3 units.
Typical periods offered: Spring

EEPS 4990 Honors Research
Independent work for undergraduate Honors, to be supervised by a faculty member. Prerequisites: Senior standing, eligibility for Honors, and permission of instructor.
Credit 3 units.
Typical periods offered: Fall, Spring

Earth Science Major

Program Requirements

- **Total Units Required:** 53-60
- **Grade Requirement:** A grade of C– is the minimum acceptable performance for each unit of credit for each required course, including those in Mathematics, Chemistry, and Physics.

The Department of Earth, Environmental, and Planetary Sciences (EEPS) offers majors in Earth Science, Environmental Science, and Planetary Science. The curriculum is broad, and the requirements are flexible enough to accommodate diverse needs and interests. Many courses present hands-on, problem-oriented experiences, including ample opportunity for fieldwork, laboratory work, and the use of state-of-the-art computational facilities and research instrumentation. All majors are required to complete certain core courses as well as electives and a capstone experience that must be presented at the Spring EEPS Undergraduate Symposium.

Requirements for All Majors

Required Core Courses

Students pursuing any Earth, Environmental, and Planetary Sciences major must complete the following courses:

Code	Title	Units
EEPS 2020	Introduction to Earth, Environmental, and Planetary Science	3
MATH 1510	Calculus I	3
MATH 1520	Caculus II	3

Students choose one of the following courses:

Code	Title	Units
MATH 2130	Calculus III	3
SDS 2020	Elementary Probability and Statistics	3
SDS 3020	Elementary to Intermediate Statistics and Data Analysis	3

Students choose one of the following courses:

Code	Title	Units
PHYSICS 1740	Physics I	3
PHYSICS 1760	Focused Physics I	4

Students choose one of the following courses:

Code	Title	Units
CHEM 1601	Principles of General Chemistry I	3
CHEM 1701	General Chemistry I	3

Additional Electives

In addition to the disciplinary electives below, which are specific to each major, students must choose three EEPS elective courses at the 3000, 4000, or 5000 level, excluding the following courses: EEPS 3900 Independent Study, EEPS 4900 Independent Study, EEPS 4930 Internship, and EEPS 4990 Honors Research.

Skills Course

Students must complete one of the following:

Code	Title	Units
EEPS 3870	Geospatial Science	4
EEPS 3883	GIS for Earth, Environmental, and Planetary Science	3
EEPS 4000	Special Topics	3
EEPS 4920	Field Camp	6
EEPS 4960	Field Geology	3
ENST 3600	Field Methods for Environmental Science	3
ENST 3710	Applications in GIS	3

Capstone Experience

Students completing any major in the Department of Earth, Environmental, and Planetary Sciences must also build a portfolio of their work from projects completed in courses such as EEPS 4960 Field Geology, ENST 4820 International Climate Negotiation Seminar, internship experiences, or research. All capstones must be presented at the Spring EEPS Undergraduate Symposium.

Disciplinary Required Courses

Students must complete all of the requirements listed above for all majors as well as the following:

Code	Title	Units
EEPS 3530	Earth Forces	4

Students must also complete one of the following:

Code	Title	Units
EEPS 3400	Minerals, Rocks, and the Envrionment*	4
EEPS 3410	Introduction to Geochemistry	3

* Earth Science Majors enrolled between Fall 2025 and Fall 2028 may fulfill their disciplinary requirement with EEPS 3400 Minerals, Rocks, and the Environment OR with EEPS 3410 Introduction to Geochemistry while students enrolled in the programs in Fall 2028 and beyond must satisfy their disciplinary requirement with EEPS 3410 Introduction to Geochemistry

Disciplinary Elective Courses

Students select five of the following courses:

Code	Title	Units
EEPS 3170	Soil Science	3
EEPS 3230	Biogeochemistry	3
EEPS 3853	Earth History	3
EEPS 3863	The Earth's Climate System	3
EEPS 4094	Surface Processes	3
EEPS 4224	Sedimentary Geology	4
EEPS 4284	Hydrology	3
EEPS 4374	Petrology	4
EEPS 4524	Introduction to Seismology	3
EEPS 4534	Interior of the Earth	3
EEPS 4534	Geodynamics	3
EEPS 4604	Introduction to Structural Geology	4
EEPS 4864	Paleoclimatology	3

Additional Information

- A grade of C– (C for summer field camp) is the minimum acceptable performance for each unit of credit for each required course, including those in mathematics, chemistry, and physics. A grade of C– is also the minimum acceptable performance for each unit of credit for any course required as a prerequisite to enrolling in advanced or sequential courses.
- If a student has more than one major and/or minor, only introductory (1000- and 2000-level) courses may be counted, when relevant, toward the requirements of both majors. All advanced (3000- and 4000-level) courses must be unique to each major; in other words, no advanced course may "double-count" for the coursework needed to fulfill the minimal requirements for either major. Should both major programs require the same course, a departmentally-sanctioned elective must be chosen to replace the course in one of the programs.
- Credits to be transferred from another institution must have prior approval from the Director of Undergraduate Studies in the relevant Arts & Sciences department.
- Students may transfer up to nine credits (or three courses, whichever is greater) of advanced coursework (course numbers 3000 or above) toward the completion of a major in the Department of Earth, Environmental, and Planetary Sciences.

Students may transfer up to three credits (or one course, whichever is greater) of advanced coursework (course numbers 3000 or above) toward the completion of a minor in the Department of Earth, Environmental, and Planetary Sciences. This policy includes credit earned for courses taken while studying abroad or studying at another U.S. institution. Credits earned through the completion of an approved field camp do not count toward this limit.

- Students may not place out of the chemistry, physics, or math requirements for the EEPS major. These courses must be taken at Washington University or at another accredited institution.
- In the Department of Earth, Environmental, and Planetary Sciences, both Latin Honors and Departmental Distinctions require the completion of a senior thesis.
  - In the spring of their junior year, the student should select a faculty member to guide the generation of this thesis. The student should then enroll in EEPS 4990 Honors Research (GPA > 3.65) or EEPS 4900 Independent Study (GPA < 3.65) with that faculty member for the fall of their senior year. At that time, the student and faculty advisor should meet and choose the two additional readers for the student's thesis (the thesis committee) and establish a set of goals for the fall semester's work. At this time, the student should fill out the Senior Honors Topic Form.
  - The student may also (but is not required to) enroll in EEPS 4990 Honors Research or EEPS 4900 Independent Study in the spring semester of their senior year. The faculty advisor will determine, with the student, a date by which a complete draft is to be given to the faculty readers for review, such that the readers have ample time to review the work prior to issuing their evaluations. These drafts will be due no later than the Tuesday following spring break. A final copy containing revisions required by the committee is due by the first day of finals period.
  - An oral presentation of the senior honors research is expected to be presented to the department, usually late in the senior's last semester. The thesis document must be prepared following the department's formatting guidelines, which are available from the Director of Undergraduate Studies. All theses must be submitted in PDF format to Erin Marshall prior to graduation for online archiving.

Undergraduate Department Awards

- **The Ernest L. Ohle, Jr., Prize** is presented to the senior judged to have the greatest promise for a successful career in Earth, environmental, or planetary sciences and who has demonstrated superior academic achievement. The prize is funded by an endowed donation from Dr. Ernest L. Ohle, Jr., an alumnus who had a distinguished career as a mining geologist.
- **The Courtney Werner Memorial Prize** is awarded to a senior student who has majored in Earth, environmental, and planetary sciences and who has demonstrated outstanding academic achievement. Courtney Werner was an associate professor in the Department of Geology and Geological Engineering at Washington University. He joined the Department in 1923, having worked as a geologist for Gulf Oil Company. The prize is funded by endowed donations from his friends and former students.
- **The Harold Levin Award** is for undergraduate students who have done outstanding jobs as assistants to the instructor. Professor Levin was a paleontologist who specialized in study of microscopic fossils as indicators of environmental conditions during deposition of sedimentary rocks. He was an outstanding teacher at all levels, ensuring that students remained engaged in his courses through dynamic lectures and discussions.
- **The Margaret E. Bewig Memorial Field Camp Award** is presented to an EEPS major selected by the faculty from those attending summer field camp, based on a combination of academic merit and financial need. The award may be used to defray part of the cost of summer field camp. Margaret Bewig was the department secretary and later the administrative assistant from 1963 to 1986. She died on May 26, 1991. The award is funded by endowed donations from her friends, faculty, and former students.

Website: https://eeps.wustl.edu/

Environmental Science Major

Program Requirements

- **Total Units Required:** 52-56
- **Grade Requirement:** A grade of C- (C for summer field camp) is the minimum acceptable performance for each unit of credit for each required course, including those in mathematics, chemistry, and physics

The Department of Earth, Environmental, and Planetary Sciences (EEPS) offers majors in Earth Science, Environmental Science, and Planetary Science. The curriculum is broad, and the requirements are flexible enough to accommodate diverse needs and interests. Many courses present hands-on, problem-oriented experiences, including ample opportunity for fieldwork, laboratory work, and the use of state-of-the-art computational facilities and research instrumentation. All majors are required to complete certain core courses as well as electives and a capstone experience that must be presented at the Spring EEPS Undergraduate Symposium.

Requirements for All Majors

Required Core Courses

Students pursuing any Earth, Environmental, and Planetary Sciences major must complete the following courses:

Code	Title	Units
EEPS 2020	Introduction to Earth, Environmental, and Planetary Science	3
MATH 1510	Calculus I	3
MATH 1520	Caculus II	3

Students choose one of the following courses:

Code	Title	Units
MATH 2130	Calculus III	3
SDS 2020	Elementary Probability and Statistics	3
SDS 3020	Elementary to Intermediate Statistics and Data Analysis	3

Students choose one of the following courses:

Code	Title	Units
PHYSICS 1740	Physics I	3
PHYSICS 1760	Focused Physics I	4

Students choose one of the following courses:

Code	Title	Units
CHEM 1601	Principles of General Chemistry I	3
CHEM 1701	General Chemistry I	3

Additional Electives

In addition to the disciplinary electives below, which are specific to each major, students must choose three EEPS elective courses at the 3000, 4000, or 5000 level, excluding the following courses: EEPS 3900 Independent Study, EEPS 4900 Independent Study, EEPS 4930 Internship, and EEPS 4990 Honors Research.

Skills Course

Students must complete one of the following:

Code	Title	Units
EEPS 3870	Geospatial Science	4
EEPS 3883	GIS for Earth, Environmental, and Planetary Science	3
EEPS 4000	Special Topics	3
EEPS 4920	Field Camp	6
EEPS 4960	Field Geology	3
ENST 3600	Field Methods for Environmental Science	3
ENST 3710	Applications in GIS	3

Capstone Experience

Students completing any major in the Department of Earth, Environmental, and Planetary Sciences must also build a portfolio of their work from projects completed in courses such as EEPS 4960 Field Geology, ENST 4820 International Climate Negotiation Seminar, internship experiences, or research. All capstones must be presented at the Spring EEPS Undergraduate Symposium.

Disciplinary Required Courses

Students must complete:

Code	Title	Units
EEPS 3420	Environmental Systems	3

Students also select one of the following courses:

Code	Title	Units
EEPS 3400	Minerals, Rocks, and the Environment*	4
EEPS 3410	Introduction to Geochemistry	3
EEPS 3530	Earth Forces	4

* Environmental Science Majors enrolled between Fall 2025 and Fall 2028 may fulfill their disciplinary requirement with EEPS 3400 Minerals, Rocks, and the Environment **or** with EEPS 3410 Introduction to Geochemistry, while students enrolled in the programs in Fall 2028 and beyond must satisfy their disciplinary requirement with EEPS 3410 Introduction to Geochemistry.

Disciplinary Elective Courses

Students select five of the following courses:

Code	Title	Units
BIOL 3810	Introduction to Ecology	3
ECON 3350	Environmental Policy*	3
EECE 2010	Introduction to Energy, Environmental, and Chemical Engineering	3
EEPS 3080	Topics in Environmental Sustainability	3
EEPS 3150	Environmental Impacts of Human Energy Use	3
EEPS 3175	Soil Science	3
EEPS 3230	Biogeochemistry	3
EEPS 3865	The Earth's Climate System	3
EEPS 4074	Remote Sensing	3
EEPS 4094	Surface Processes	3
EEPS 4284	Hydrology	3
EEPS 4424	Aqueous Geochemistry	3
EEPS 4544	Exploration of Environmental Geochemistry	4
EEPS 4864	Paleoclimatology	3
POLSCI 2000	Introduction to Environmental Policy*	3

* Students may take either ECON 3350 Environmental Policy -or- POLSCI 2000 Introduction to Environmental Policy for credit towards EEPS disciplinary electives requirements.

Additional Information

- A grade of C- (C for summer field camp) is the minimum acceptable performance for each unit of credit for each required course, including those in mathematics, chemistry, and physics. A grade of C- is also the minimum acceptable performance for each unit of credit for any course required as a prerequisite to enrolling in advanced or sequential courses.
- If a student has more than one major and/or minor, only introductory (1000- and 2000-level) courses may be counted, when relevant, toward the requirements of both majors. All advanced (3000- and 4000-level) courses must be unique to each major; in other words, no advanced course may "double-count" for the course work needed to fulfill the minimal requirements for either major. Should both major programs require the same course, a departmentally-sanctioned elective must be chosen to replace the course in one of the programs.
- Credits to be transferred from another institution must have prior approval from the Director of Undergraduate Studies in the relevant Arts & Sciences department.
- Students may transfer up to nine credits (or three courses, whichever is greater) of advanced coursework (course numbers 3000 or above) toward the completion of a major in the Department of Earth, Environmental, and Planetary Sciences. Students may transfer up to three credits (or one course, whichever is greater) of advanced coursework (course numbers 3000 or above) toward the completion of a minor in the Department of Earth, Environmental, and Planetary Sciences. This policy includes credit earned for courses taken while studying abroad or studying at another US institution. Credits earned through the completion of an approved field camp do not count toward this limit.
- Students may not place out of the chemistry, physics, or math requirements for the EEPS major. These courses must be taken at Washington University or at another accredited institution.
- In the Department of Earth, Environmental, and Planetary Sciences, both Latin Honors and Departmental Distinctions require the completion of a senior thesis.
  - In the spring of their junior year, the student should select a faculty member to guide the generation of this thesis. The student should then enroll in EEPS 4990 Honors Research (GPA > 3.65) or EEPS 4900 Independent Study (GPA < 3.65) with that faculty member for the fall of their senior year. At that time, the student and faculty advisor should meet and choose the two additional readers for the student's thesis (the thesis committee) and establish a set of goals for the fall semester's work. At this time, the student should fill out the Senior Honors Topic Form.
  - The student may also (but is not required to) enroll in EEPS 4990 Honors Research or EEPS 4900 Independent Study in the spring semester of their senior year. The faculty adviser will determine, with the student, a date by which a complete draft is to be given to the faculty readers for review, such that the readers have ample time to review the work prior to issuing their evaluations. These drafts will be due no later than the Tuesday following Spring Break. A final copy containing revisions required by the committee is due by the first day of finals period.
  - An oral presentation of the senior honors research is expected to be presented to the department, usually late in the senior's last semester. The thesis document must be prepared following the department's formatting guidelines, which are available from the Director of Undergraduate Studies. All theses must be submitted in PDF format to Erin Marshall prior to graduation for online archiving.

Undergraduate Department Awards

- **The Ernest L. Ohle, Jr., Prize** is presented to the senior judged to have the greatest promise for a successful career in Earth, environmental, or planetary sciences and who has demonstrated superior academic achievement. The prize is funded by an endowed donation from Dr. Ernest L. Ohle, Jr., an alumnus who had a distinguished career as a mining geologist.
- **The Courtney Werner Memorial Prize** is awarded to a senior student who has majored in Earth, environmental, and planetary sciences and who has demonstrated outstanding academic achievement. Courtney Werner was an associate professor in the Department of Geology and Geological Engineering at Washington University. He joined the Department in 1923, having worked as a geologist for Gulf Oil Company. The prize is funded by endowed donations from his friends and former students.
- **The Harold Levin Award** is for undergraduate students who have done outstanding jobs as assistants to the instructor. Professor Levin was a paleontologist who specialized in study of microscopic fossils as indicators of environmental conditions during deposition of sedimentary rocks. He was an outstanding teacher at all levels, ensuring that students remained engaged in his courses through dynamic lectures and discussions.
- **The Margaret E. Bewig Memorial Field Camp Award** is presented to an EEPS major selected by the faculty from those attending summer field camp, based on a combination of academic merit and financial need. The award may be used to defray part of the cost of summer field camp. Margaret Bewig was the department secretary and later the administrative assistant from 1963 to 1986. She died on May 26, 1991. The award is funded by endowed donations from her friends, faculty, and former students.

Website: https://eeps.wustl.edu/

Planetary Science Major

Program Requirements

- **Total Units Required:** 52-57
- **Grade Requirement:** The minimum grade required for coursework to count toward the major is a C- or better.

The Department of Earth, Environmental, and Planetary Sciences (EEPS) offers majors in Earth Science, Environmental Science, and Planetary Science. The curriculum is broad, and the requirements are flexible enough to accommodate diverse needs and interests. Many courses present hands-on, problem-oriented experiences, including ample opportunity for fieldwork, laboratory work, and the use of state-of-the-art computational facilities and research instrumentation. All majors are required to complete certain core courses as well as electives and a capstone experience that must be presented at the Spring EEPS Undergraduate Symposium.

Requirements for All Majors

Required Core Courses

Students pursuing any Earth, Environmental, and Planetary Sciences major must complete the following courses:

Code	Title	Units
EEPS 2020	Introduction to Earth, Environmental, and Planetary Science	3
MATH 1510	Calculus I	3
MATH 1520	Caculus II	3

Students choose one of the following courses:

Code	Title	Units
MATH 2130	Calculus III	3
SDS 2020	Elementary Probability and Statistics	3
SDS 3020	Elementary to Intermediate Statistics and Data Analysis	3

Students choose one of the following courses:

Code	Title	Units
PHYSICS 1740	Physics I	3
PHYSICS 1760	Focused Physics I	4

Students choose one of the following courses:

Code	Title	Units
CHEM 1601	Principles of General Chemistry I	3
CHEM 1701	General Chemistry I	3

Additional Electives

In addition to the disciplinary electives below, which are specific to each major, students must choose three EEPS elective courses at the 3000, 4000, or 5000 level, excluding the following courses: EEPS 3900 Independent Study, EEPS 4900 Independent Study, EEPS 4930 Internship, and EEPS 4990 Honors Research.

Skills Course

Students must complete one of the following:

Code	Title	Units
EEPS 3870	Geospatial Science	4
EEPS 3883	GIS for Earth, Environmental, and Planetary Science	3
EEPS 4000	Special Topics	3
EEPS 4920	Field Camp	6
EEPS 4960	Field Geology	3
ENST 3600	Field Methods for Environmental Science	3
ENST 3710	Applications in GIS	3

Capstone Experience

Students completing any major in the Department of Earth, Environmental, and Planetary Sciences must also build a portfolio of their work from projects completed in courses such as EEPS 4960 Field Geology, ENST 4820 International Climate Negotiation Seminar, internship experiences, or research. All capstones must be presented at the Spring EEPS Undergraduate Symposium.

Students must complete all of the requirements listed above for all majors as well as the following:

Disciplinary Required Courses

Students must complete the following course:

Code	Title	Units
EEPS 3730	Fundamentals of Planetary Science	3

Students also select one of the following courses:

Code	Title	Units
EEPS 3400	Minerals, Rocks, and the Environment*	4
EEPS 3410	Introduction to Geochemistry	3
EEPS 3530	Earth Forces	3

* Planetary Science Majors enrolled between Fall 2025 and Fall 2028 may fulfill their disciplinary requirement with EEPS 3400 Minerals, Rocks, and the Environment **or** with EEPS 3410 Introduction to Geochemistry, whereas students enrolled in the programs in Fall 2028 and beyond must satisfy their disciplinary requirement with EEPS 3410 Introduction to Geochemistry.

Disciplinary Electives

Students select five of the following courses:

Code	Title	Units
EEPS 4074	Remote Sensing	3
EEPS 4374	Petrology	4
EEPS 4594	Geodynamics	3
EEPS 4604	Introduction to Structural Geology	4
EEPS 4674	Planetary Mission Design	3
EEPS 4734	Planetary Geology	3
EEPS 4744	Planetary Geochemistry	3

EEPS 5670	Planetary Materials	3
EEPS 5680	Scientific Explortation of the Moon	3
EEPS 5700	Planetary Geophysics & Dynamics	3
EEPS 5760	Advanced Planetary Geology: Ice Worlds	3

Additional Information

- A grade of C– (C for summer field camp) is the minimum acceptable performance for each unit of credit for each required course, including those in mathematics, chemistry, and physics. A grade of C– is also the minimum acceptable performance for each unit of credit for any course required as a prerequisite to enrolling in advanced or sequential courses.
- If a student has more than one major and/or minor, only introductory (1000- and 2000-level) courses may be counted, when relevant, toward the requirements of both majors. All advanced (3000- and 4000-level) courses must be unique to each major; in other words, no advanced course may "double-count" for the course work needed to fulfill the minimal requirements for either major. Should both major programs require the same course, a departmentally sanctioned elective must be chosen to replace the course in one of the programs.
- Credits to be transferred from another institution must have prior approval from the Director of Undergraduate Studies in the relevant Arts & Sciences department.
- Students may transfer up to 9 credits (or three courses, whichever is greater) of advanced coursework (course numbers 3000 or above) toward the completion of a major in the Department of Earth, Environmental, and Planetary Sciences. Students may transfer up to 3 credits (or one course, whichever is greater) of advanced coursework (course numbers 3000 or above) toward the completion of a minor in the Department of Earth, Environmental, and Planetary Sciences. This policy includes credit earned for courses taken while studying abroad or studying at another U.S. institution. Credits earned through the completion of an approved field camp do not count toward this limit.
- Students may not place out of the chemistry, physics, or math requirements for the EEPS major. These courses must be taken at Washington University or at another accredited institution.
- In the Department of Earth, Environmental, and Planetary Sciences, both Latin Honors and Departmental Distinctions require the completion of a senior thesis.
  - In the spring of their junior year, the student should select a faculty member to guide the generation of this thesis. The student should then enroll in EEPS 4990 Honors Research (GPA > 3.65) or EEPS 4900 Independent Study (GPA < 3.65) with that faculty member for the fall of their senior year. At that time, the student and faculty advisor should meet and choose the two additional readers for the student's thesis (the thesis committee) and establish a set of goals for the fall semester's work. At this time, the student should fill out the Senior Honors Topic Form.
  - The student may also (but is not required to) enroll in EEPS 4990 Honors Research or EEPS 4900 Independent Study in the spring semester of their senior year. The faculty advisor will determine, with the student, a date by which a complete draft is to be given to the faculty readers for review, such that the readers have ample time to review the work prior to issuing their evaluations. These drafts will be due no later than the Tuesday following Spring Break. A final copy containing revisions required by the committee is due by the first day of finals period.
  - An oral presentation of the senior honors research is expected to be presented to the department, usually late in the senior's last semester. The thesis document must be prepared following the department's formatting guidelines, which are available from the Director of Undergraduate Studies. All theses must be submitted in PDF format to Erin Marshall prior to graduation for online archiving.

Undergraduate Department Awards

- **The Ernest L. Ohle, Jr., Prize** is presented to the senior judged to have the greatest promise for a successful career in Earth, environmental, or planetary sciences and who has demonstrated superior academic achievement. The prize is funded by an endowed donation from Dr. Ernest L. Ohle, Jr., an alumnus who had a distinguished career as a mining geologist.
- **The Courtney Werner Memorial Prize** is awarded to a senior student who has majored in Earth, environmental, and planetary sciences and who has demonstrated outstanding academic achievement. Courtney Werner was an associate professor in the Department of Geology and Geological Engineering at Washington University. He joined the Department in 1923, having worked as a geologist for Gulf Oil Company. The prize is funded by endowed donations from his friends and former students.
- **The Harold Levin Award** is for undergraduate students who have done outstanding jobs as assistants to the instructor. Professor Levin was a paleontologist who specialized in study of microscopic fossils as indicators of environmental conditions during deposition of sedimentary rocks. He was an outstanding teacher at all levels, ensuring that students remained engaged in his courses through dynamic lectures and discussions.
- **The Margaret E. Bewig Memorial Field Camp Award** is presented to an EEPS major selected by the faculty from those attending summer field camp, based on a combination of academic merit and financial need. The award may be used to defray part of the cost of summer field camp. Margaret Bewig was the department secretary and later the administrative assistant from 1963 to 1986. She died on May 26, 1991. The award is funded by endowed donations from her friends, faculty, and former students.

Website: https://eeps.wustl.edu/

Earth Science Minor

Program Requirements

- **Total Units Required:** 16-19 credits

Required Courses

Students must complete:

Code	Title	Units
EEPS 2020	Introduction to Earth, Environmental, and Planetary Science	3
EEPS 3530	Earth Forces	4

Students also complete one of the following courses:

Code	Title	Units
EEPS 3410	Introduction to Geochemistry	3
EEPS 3400	Minerals, Rocks, and the Environment*	4

* Earth Science Minors enrolled between Fall 2025 and Fall 2028 may fulfill their disciplinary requirement with EEPS 3400 Minerals, Rocks, and the Environment OR with EEPS 3410 Introduction to Geochemistry while students enrolled in the programs in Fall 2028 and beyond must satisfy their disciplinary requirement with EEPS 3410 Introduction to Geochemistry

Disciplinary Electives

Students select two of the following courses:

Code	Title	Units
EEPS 3170	Soil Science	3
EEPS 3230	Biogeochemistry	3
EEPS 3853	Earth History	3
EEPS 3863	The Earth's Climate System	3
EEPS 4094	Surface Processes	3
EEPS 4224	Sedimentary Geology	4
EEPS 4284	Hydrology	3
EEPS 4374	Petrology	4
EEPS 4524	Introduction to Seismology	3
EEPS 4534	Interior of the Earth	3
EEPS 4534	Geodynamics	3
EEPS 4604	Introduction to Structural Geology	4
EEPS 4864	Paleoclimatology	3

Additional Information

- A grade of C- (C for summer field camp) is the minimum acceptable performance for each unit of credit for each required course, including those in mathematics, chemistry, and physics. A grade of C- is also the minimum acceptable performance for each unit of credit for any course required as a prerequisite to enrolling in advanced or sequential courses.
- Credits to be transferred from another institution must have prior approval from the director of undergraduate studies in the relevant Arts & Sciences department.
- Students may transfer up to 3 credits (or one course, whichever is greater) of advanced coursework (course numbers 3000 or above) toward the completion of a minor in the Department of Earth, Environmental, and Planetary Sciences. This policy includes credit earned for courses taken while studying abroad or studying at another U.S. institution. Credits earned through the completion of an approved field camp do not count toward this limit.

Website: https://eeps.wustl.edu/

Environmental Science Minor

Program Requirements

- **Total Units Required:** 15-17

Disciplinary Required Courses

Students must complete the following:

Code	Title	Units
EEPS 2020	Introduction to Earth, Environmental, and Planetary Science	3
EEPS 3420	Environmental Systems	3

Students select one of the following courses:

Code	Title	Units
EEPS 3410	Introduction to Geochemistry	3
EEPS 3530	Earth Forces	3
EEPS 3400	Minerals, Rocks, and the Environment*	4

* Environmental Science Minors enrolled between Fall 2025 and Fall 2028 may fulfill their disciplinary requirement with EEPS 3400 Minerals, Rocks, and the Environment OR with EEPS 3410 Introduction to Geochemistry while students enrolled in the programs in Fall 2028 and beyond must satisfy their disciplinary requirement with EEPS 3410 Introduction to Geochemistry.

Disciplinary Elective Courses

Students select two of the following courses:

Code	Title	Units
BIOL 3810	Introduction to Ecology	3
ECON 3350	Environmental Policy*	3
EECE 2010	Introduction to Energy, Environmental, and Chemical Engineering	3
EEPS 3080	Topics in Environmental Sustainability	3
EEPS 3150	Environmental Impacts of Human Energy Use	3

EEPS 3175	Soil Science	3
EEPS 3230	Biogeochemistry	3
EEPS 3865	The Earth's Climate System	3
EEPS 4074	Remote Sensing	3
EEPS 4094	Surface Processes	3
EEPS 4284	Hydrology	3
EEPS 4424	Aqueous Geochemistry	3
EEPS 4544	Exploration of Environmental Geochemistry	4
EEPS 4864	Paleoclimatology	3
POLSCI 2000	Introduction to Environmental Policy*	3

* Students may take either ECON 3350 Environmental Policy **or** POLSCI 2000 Introduction to Environmental Policy for credit toward EEPS disciplinary electives requirements.

Additional Information

- A grade of C– (C for summer field camp) is the minimum acceptable performance for each unit of credit for each required course, including those in mathematics, chemistry, and physics. A grade of C– is also the minimum acceptable performance for each unit of credit for any course required as a prerequisite to enrolling in advanced or sequential courses.
- Credits to be transferred from another institution must have prior approval from the Director of Undergraduate Studies in the relevant Arts & Sciences department.
- Students may transfer up to three credits (or one course, whichever is greater) of advanced coursework (course numbers 3000 or above) toward the completion of a minor in the Department of Earth, Environmental, and Planetary Sciences. This policy includes credit earned for courses taken while studying abroad or studying at another U.S. institution. Credits earned through the completion of an approved field camp do not count toward this limit.

Website: https://eeps.wustl.edu/

Geospatial Science Minor

Program Requirements

- **Total Units Required:** 16
- **Grade Requirement:** The minimum grade required for coursework to count toward the minor is a C– or better.

Required Courses

Students must complete the following:

Code	Title	Units
EEPS 3873	Geospatial Science	4

Students must complete one of the following courses:

Code	Title	Units
ANTHRO 3275	Introduction to GIS for Anthropologists	3
EEPS 3883	GIS for Earth, Environmental, and Planetary Sciences	3
ENST 3710	Introduction to GIS	3

Disciplinary Electives

Students select three of the following courses:

Code	Title	Units
ANTHRO 4803	Advanced GIS Modeling and Landscape Analysis	3
CSE 2107	Introduction to Data Science*	3
CSE 3104	Data Manipulation and Management*	3
CSE 4107	Introduction to Machine Learning*	3
ENST 4710	Advanced GIS	3
ENST 4720	Applications in Geospatial Intelligence	3
ENST 4730	Introduction to Spatial Epidemiology	3
EEPS 4074	Remote Sensing	3
EEPS 4684	Geospatial Field Methods	3
ESE 4170	Introduction to Machine Learning and Pattern Classification*	3

* Previous or concurrent enrollment in CSE 1301 Introduction to Computer Science is recommended.

Additional Information

- A grade of C- (C for summer field camp) is the minimum acceptable performance for each unit of credit for each required course, including those in mathematics, chemistry, and physics. A grade of C- is also the minimum acceptable performance for each unit of credit for any course required as a prerequisite to enrolling in advanced or sequential courses.
- Credits to be transferred from another institution must have prior approval from the Director of Undergraduate Studies in the relevant Arts & Sciences department.
- Students may transfer up to three credits (or one course, whichever is greater) of advanced coursework (course numbers 3000 or above) toward the completion of a minor in the Department of Earth, Environmental, and Planetary Sciences. This policy includes credit earned for courses taken while studying abroad or studying at another U.S. institution. Credits earned through the completion of an approved field camp do not count toward this limit.

Website: https://eeps.wustl.edu/

Planetary Science Minor

Program Requirements

- **Total Units Required:** 15-17
- **Grade Requirement:** The minimum grade required for coursework to count toward the minor is a C– or better.

Required Courses

Students must complete the following two courses:

Code	Title	Units
EEPS 2020	Introduction to Earth, Environmental, and Planetary Sciences	3
EEPS 3730	Fundamentals of Planetary Science	3

Students select one of the following courses:

Code	Title	Units
EEPS 3400	Minerals, Rocks, and the Environment*	3
EEPS 3410	Introduction to Geochemistry	3
EEPS 3530	Earth Forces	3

* Planetary Science Minors enrolled between Fall 2025 and Fall 2028 may fulfill their disciplinary requirement with EEPS 3400 Minerals, Rocks, and the Environment **or** with EEPS 3410 Introduction to Geochemistry, while students enrolled in the programs in Fall 2028 and beyond must satisfy their disciplinary requirement with EEPS 3410 Introduction to Geochemistry.

Disciplinary Electives

Students select two of the following courses:

Code	Title	Units
EEPS 4074	Remote Sensing	3
EEPS 4374	Petrology	4
EEPS 4594	Geodynamics	3
EEPS 4604	Introduction to Structural Geology	4
EEPS 4674	Planetary Mission Design	3
EEPS 4734	Planetary Geology	3
EEPS 4744	Planetary Geochemistry	3
EEPS 5670	Planetary Materials	3
EEPS 5680	Scientific Exploration of the Moon	3
EEPS 5700	Planetary Geophysics & Dynamics	3
EEPS 5760	Advanced Planetary Geology: Ice Worlds	3

Additional Information

- A grade of C– (C for summer field camp) is the minimum acceptable performance for each unit of credit for each required course, including those in mathematics, chemistry, and physics. A grade of C– is also the minimum acceptable performance for each unit of credit for any course required as a prerequisite to enrolling in advanced or sequential courses.
- Credits to be transferred from another institution must have prior approval from the Director of Undergraduate Studies in the relevant Arts & Sciences department.
- Students may transfer up to 3 credits (or one course, whichever is greater) of advanced course work (course numbers of 3000 or above) toward the completion of a minor in the Department of Earth, Environmental, and Planetary Sciences. This policy includes credit earned for courses taken while studying abroad or at another U.S. institution. Credits earned through the completion of an approved field camp do not count toward this limit.
- Students may not place out of the chemistry, physics, or math requirements for the Earth, Environmental, and Planetary Sciences major. These courses must be taken at Washington University or at another accredited institution.

Website: https://eeps.wustl.edu/

East Asian Languages and Cultures

The Department of East Asian Languages and Cultures (EALC) offers majors and a minor that allow for cross-cultural and interdisciplinary approaches to the study of East Asia. Students can choose either to focus on one of our three linguistic and cultural traditions — Chinese, Japanese, and Korean — or to explore different traditions and societies by taking courses about multiple regions. EALC offers a wide-ranging and diverse curriculum by means of which students may acquire knowledge and understanding of the literary, historical, and cultural expressions of East Asia from ancient times up to the present. Our language programs also foster the ability to negotiate meaning in a culturally and contextually appropriate manner through the development of high levels of proficiency in speaking, listening, reading, and writing. The emphasis in the EALC programs (with specializations in Chinese, Japanese, or Korean) is on achieving high competency in the relevant language and learning how to read texts from the target culture — literary, philosophical, cultural, historical, or even visual — with an informed appreciation of the contexts in which they were produced. The goal of all of these studies — language, textual, and interdisciplinary — is to acquire the cultural sensitivities needed to become sophisticated scholars and educated global citizens as well as to provide a deeper appreciation of our common cultural experience and the intrinsic value of humanistic study.

Language Placement: Placement tests are required for all students entering EALC language programs, with the exception of those students who have had no previous exposure to the language and wish to enroll in the first semester of the first level of instruction. Students who test

into second-level, third-level, or fourth-level Chinese/Japanese/Korean and satisfactorily complete (with a grade of B– or better) at least one semester of language study may be eligible for back credit. Refer to the Back Credit Policy webpage for details. Please note that students with native language proficiency, as determined by the language section, and students who enroll in courses below their placement level are ineligible for back credit units. Students who misrepresent their language proficiency to gain entrance into a course at the elementary or intermediate level will be dropped from that course.

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Faculty

Chair

Lingchei Letty Chen
Professor of Modern Chinese Language and Literature
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PhD, Harvard University

Director of Undergraduate Studies

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MA, Beijing Normal University

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Lecturer in Chinese Language
PhD, Washington University in St. Louis

Zhao Ma
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PhD, Johns Hopkins University

Marvin H. Marcus
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Professor of Practice Emerita of Japanese Language
MA, University of Michigan, New York University

Jamie Newhard
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PhD, Columbia University

Alessandro Poletto
Lecturer in East Asian Religions
PhD, Columbia University

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MA, Capital Normal University

Wei Wang
Teaching Professor of Chinese Language
PhD, Washington University in St. Louis

Mano Yasuda
Lecturer in Japanese Language
PhD, The University of Oklahoma

Majors

- East Asian Languages and Cultures Major (p. 446)
- East Asian Languages and Cultures Major, Chinese Specialization (p. 448)
- East Asian Languages and Cultures Major, Japanese Specialization (p. 449)
- East Asian Languages and Cultures Major, Korean Specialization (p. 450)

Minors

- East Asian Languages and Cultures Minor (p. 451)

Courses

Courses include the following:

- East Asian Languages and Cultures (p. 431)
- Chinese (p. 435)
- Japanese (p. 440)
- Korean (p. 443)

East Asian Languages and Cultures

EALC 1200 Ampersand: Knowing Through Objects:The World of an Antique Chinese Wedding Bed

Where do modern people spend almost a third of their life? Their beds! In addition to facilitating sleep and relaxation and its association with marriage and sexuality, the bed also is the centerpiece and likely the most expensive item of furniture item in the bedroom. Across cultures, from medieval Europe to imperial China, beds served as tokens of status that marked families' success and material wealth in increasingly commercialized and stratified societies. In the modern era, beds have drawn scrutiny from sociologists, sexologists, and social critics interested in questions of gender, family, and sexuality. A historical bed might also capture other meanings: its pathways through production, circulation, and consumption might illuminate global trading networks in lumber, labor, and finished commodities. It might reveal (or allow people to imagine) the transmission of craft knowledge, family formation, wealth accumulation (or dissipation), and social mobility. With these possibilities in mind, students will investigate and restore an antique Chinese wedding bed. Work will combine digital tools with humanistic research methods to facilitate a cultural history that engage questions of intimacy, nuptials, curation and conservation, and global trade and cultural exchanges.

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

Typical periods offered: Fall

EALC 1210 Ampersand: Knowing Through Objects II:The World of an Antique Chinese Wedding Bed

This course is a continuation of L81 1200. Where do modern people spend almost a third of their life? Their beds! In addition to facilitating sleep and relaxation and its association with marriage and sexuality, the bed also is the centerpiece and likely the most expensive item of furniture item in the bedroom. Across cultures, from medieval Europe to imperial China, beds served as tokens of status that marked families' success and material wealth in increasingly commercialized and stratified societies. In the modern era, beds have drawn scrutiny from sociologists, sexologists, and social critics interested in questions of gender, family, and sexuality. A historical bed might also capture other meanings: its pathways through production, circulation, and consumption might illuminate global trading networks in lumber, labor, and finished commodities. It might reveal (or allow people to imagine) the transmission of craft knowledge, family formation, wealth accumulation (or dissipation), and social mobility. With these possibilities in mind, students will investigate and restore an antique Chinese wedding bed. Work will combine digital tools with humanistic research methods to facilitate a cultural history that engage questions of intimacy, nuptials, curation and conservation, and global trade and cultural exchanges.

Credit 0 units. A&S IQ: HUM, LCD BU: HUM

Typical periods offered: Spring

EALC 2900 Directed Research in EALC

Introduces first-years and sophomores to research by engaging them in ongoing faculty research projects within the department. Under the direction of a faculty mentor, students take part in tasks that contribute to the mentor's research. Through this hands-on experience, students learn about the research process and build foundational research skills that can benefit their future academic experience and development. Faculty mentors provide regular guidance, training, and feedback to support students' understanding and growth. Students are registered by the department after approval from the faculty member leading the research project. The course may be taken for 1-3 credit hours based on the weekly hours required.

Credit 3 units.

Typical periods offered: Spring

EALC 2990 Undergraduate Internship in East Asian Languages and Cultures

Students receive credit for a faculty-directed and approved internship. Registration requires the completion of the Learning Agreement, which the student obtains from the Career Center and which must be filled out and signed by the Career Center and the faculty sponsor prior to beginning internship work. Credit should correspond to actual time spent in work activities (e.g., eight to ten hours a week for thirteen or fourteen weeks to receive 3 units of credit; 1 or 2 credits for fewer hours).

Credit 3 units.

Typical periods offered: Fall, Spring

EALC 3250 Topics in Early Modern Korea

Topics course on early modern Korean; subject varies by semester. Fulfills premodern elective for EALC major.

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

Typical periods offered: Fall, Spring

EALC 3270 Topics in East Asian Performance Cultures

This course explores the constructions of gender within traditional and modern East Asian performing arts, with particular attention to cultural values, identities, and sensibilities revealed through various theatrical expressions. Genres to be studied include Chinese opera xiqu, revolutionary ballet, and spoken drama huaju, Japanese kabuki and Takarazuka Theatre, and Japanese modern drama, Korean narrative song form p'ansori and opera changgeuk, Korean new theatre shin'guk and modern dance, contemporary East Asian queer performances, among others. Consideration of gender in performance will address 1) narrative of the form, 2) persona of the character, 3) identity of the performer, and 4) role of the audience. As part of this study, students will explore the cultural specificity embedded in various forms of East Asian theatre and performance through the lens of gender. A second

interest lies in the applicability of Western models of gender, culture, and performance studies for the domain of the arts and for East Asia as a cultural region. The seminar approach will be interdisciplinary with extensive use of written, visual, and audial materials. Class combines lecture and discussion. Readings include critical, historical, literary, and descriptive writing about various genres of performing arts. All readings are in English translation.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

EALC 3340 Topics in East Asian Religions
Topics course on East Asian religions; subject varies by semester. Fulfills premodern elective for EALC major.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

EALC 3400 Writing New Horizons: Explorers, Envoys, and Other Encounters in Korean Travel Narratives
Whether physical or imagined, travel evokes notions of center, periphery, boundary and identity that shape the world we live in. This seminar course uses travelogues as well as literary, visual and cinematic representations of travels relating to Korea to explore how travel, art and imagination together help constitute one's sense of place. The course approaches travel from three angles. First, it examines writings by Korean authors on domestic, interregional, and international travels from premodern to modern times. Such works offer a frame for tracing conceptualizations of self and other through topics including diaspora, refugee crisis, migrant workers, political exile, prisoners of war, and others. The course also looks at stories of travel to Korea by non-Korean authors in order to see how "Korea" was perceived in various times by people outside the country. Lastly, through imagined journeys typically labeled as "sci-fi" or "fantasy", it examines notions of "truthful" and "realistic," and considers the function of the fantastic and storytelling and their relation to the world we live in. For their final project, students will create a map of real or fictional travels based on material covered in class. Using Digital Humanities tools such as StoryMaps (ArcGIS), Carto, or MyMaps (Google), they will also produce itineraries and narratives to accompany the maps, and present these results online. Necessary technical assistance will be provided by the GIS team at Olin Library throughout the semester. All reading in English. Prior knowledge of Korean language or culture may be helpful but is not required. Fulfills modern elective for EALC major.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H
Typical periods offered: Fall, Spring

EALC 3510 Pleasure, Amusement, and Play: Entertainment Culture in Premodern China
How do people in premodern China talk and write about pleasure? What can be learned about Chinese culture and society through pleasure, amusement, and play? This course explores the entertainment culture in premodern China, mainly from the 16th to the 18th century-an important historical moment of technological, economical, and political transformations. Throughout the semester, students will follow the scholar-officials, urban nouveau riche, courtesans, and entertainers in their travel through city spaces into gardens and pleasure quarters. Students will witness how they seek and take pleasure through reading a wide range of primary texts, including short stories, novels, essays, scholars' notation books, entertainment manuals, and philosophical writings. Students may have the opportunity to join and/or have conversations with them through in-class activities like role-play games and a mid-term creative adaptation assignment. By exploring the entertainment culture in premodern China, this course pays attention to the distinctive aspects in Chinese cultures such as gender dynamics, construction of public and private spaces, the promotion of personal emotions, as well as memories and nostalgia. All readings are in English.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

EALC 3560 Chinese Across Borders: Cultures of Diaspora and Mobility
This course explores literature and cinema of Chinese diaspora in Taiwan, the Malay Peninsula, and North America. Focusing on these three major destinations of Chinese immigration, the course will discuss how the Chinese diasporic population forge new relations with their cultural heritage through writing and filmmaking, how they use narratives and cameras to deal with the push and pull from their old and new homes, and how they create new identities to resist and negotiate with exclusion, racism, and social invisibility. Students begin their inquiry with a contemplation on the relationship between the notion of the mother tongue and the historical invention of the modern Chinese language. With the critical insights gained from language politics, students closely examine a set of literary works and films to discuss the Cold War divide between mainland China and Taiwan, the violence against the Chinese communities in Southeast Asia, and the emergence of Chinese American as a distinct identity in North America. The course will emphasize cultural politics of identity in relation to travel itineraries, memory, inter-generational linkage, and gender and sexuality. All readings will be provided in English. Fulfills premodern elective for EALC major.
Credit 3 units. A&S IQ: HUM, LCD BU: HUM
Typical periods offered: Fall, Spring

EALC 3570 Topics in Modern and Contemporary Korean Culture
Topics course on modern and contemporary Korean culture; subject varies by semester. Fulfills modern elective for EALC major.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM
Typical periods offered: Fall, Spring

EALC 3600 US-China Relations from Conflict to Engagement, 1949-2016
This course examines the tangled relations between the United States and China in the competitive geopolitics from the mid-20th century to the recent past. The intensity of U.S.-China partnership and rivalry can be discerned in a wide range of national and international events such as imperialism and nationalism in the early 20th century, the Communist revolution and the Cold War, the economic reform and pro-democracy movement in China, and the U.S.-China normalization in the era of engagement. It aims at helping students understand the formation and transformation of U.S.-China relations and its impacts on domestic, regional, and global history. Drawing upon visual images, literature, films, policy statements, and social and cultural history, the course will examine the perceptions that have shaped the understanding of realities of the bilateral relations. It, which uses an interdisciplinary approach, will include discussions and debates from both American and Chinese perspectives.
Credit 3 units. A&S IQ: HUM, LCD BU: HUM
Typical periods offered: Fall

EALC 3660 Chinese Theater Beyond Stage
This course explores the aesthetics and politics of Chinese theater from the Yuan dynasty (1271-1368) to the present. By focusing on three pivotal themes-media, gender, and politics, students will familiarize themselves with the ways in which theater and performance inform and fashion self, society, and history in China and beyond. Through an in-depth examination of dramatic literature, audio-visual recordings, and films, the course asks: How do various medium forms, such as onstage

performance, print, cinema, and animation, shape Chinese theater, and vice versa? In what ways do theatrical productions reflect and challenge gender norms through playwriting, role-playing, and cross-dressing? How does theater and performance negotiate diverse political agendas about China across time and space? The overarching objectives of this course are two-fold, 1) to develop a critical comprehension of major Chinese theatrical traditions and their modern and contemporary transformations, and 2) to discuss, write, and foster creative responses concerning the significance of Chinese theater, both domestically and within the changing global context. All readings will be provided in English. Fulfills premodern or modern elective for EALC major.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM
Typical periods offered: Fall, Spring

EALC 3750 Imagined Pasts: Traditional Korea Through Film
This course is an introduction to traditional Korean culture through a selection of contemporary South Korean feature films and dramas. Films and dramas with historical themes have been very popular in Korea and across the globe. As powerful representations of the past, these contents have not just made Korean culture more accessible, but posed new issues and problems in learning about that culture. This course sets out to examine the content of historical films and dramas, investigating how "true" or "false" their representation of the past is, how they imagine and invent that past, and the ways they are useful-and not-in better understanding Korean culture and history. Some of the topics to be introduced are: kingship and court culture; Confucianism; social structure and people on the margin; gender relations and family; war and violence; science and technology; food and medicine; and the quotidian lives of people. This is also a media literacy course and students learn to engage critically with period pieces by writing comparative film essays and historical film critiques/scripts. Fulfills premodern elective for EALC major.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM, VC BU: HUM EN: H
Typical periods offered: Fall, Spring

EALC 3800 EALC Seminar
EALC Seminar for majors; subject varies by semester. This course is primarily for sophomores and juniors with a major or minor in the Department of East Asian Languages & Cultures. Other students may enroll with permission. Fulfills premodern elective for EALC major.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH, HUM, IS EN: H
Typical periods offered: Fall, Spring

EALC 3810 EALC Seminar
This course introduces students to East Asian media cultures by focusing on a specific topic - the "screen." Students will explore how screen is not only an architectural construct (the painted screen) or a projection surface, but an electronic display, interface, or game console. Through examining a selection of scroll paintings, films, and digital artworks in Japan, South Korea, China, and Taiwan, students will learn to be attentive to the material, infrastructural, and formal conditions of how mass media is produced, exhibited, and consumed. Other media objects and phenomena to be discussed include manga and anime, console games, advertising walls, immersive installations, TikTok/Douyin short videos, digital filters and selfies, touch-based interfaces, among others. The class will also scrutinize the employment of the screen as motifs and metaphors in East Asian visual cultures and discuss how these metaphors and motifs negotiate questions of national identity, race and ethnicity, gender and sexuality, socialism/post-socialism, colonialism/post-colonialism, global expansion of capitalism. This class will also offer students a chance to explore multimedia productions as a new mode of critical thinking and creative expression. This course is primarily for sophomores and juniors with a major or minor in the Department of East Asian Languages & Cultures. Other students may enroll with permission. No prior knowledge of East Asia is required. Fulfills modern elective for EALC major.
Credit 3 units. A&S IQ: HUM BU: HUM
Typical periods offered: Fall, Spring

EALC 4200 Nature, Technology, and Medicine in Korea
This course examines the cultural history of modern Korea with a focus on science, technology, and medicine. From about 1500 to the present, a number of hugely consequential things happened in Korea that have been called revolutionary-or what historians dub early modern and modern. Confucian kings planned large-scale projects that changed nature, rustic scholars made inventories of flora and fauna, colonial Koreans became biologists, nurses, and Edisons, and in North and South Korea, new professionals created distinctive-and in some cases, globally-competitive-regimes of knowing, making, and healing. Students will interrogate these developments as an opportunity to revisit the history of modernity, which has been told predominantly from the perspective of the West. What does it mean to be modern in Korea? How did that modernity intersect with Korean science, technology, and medicine? Students will find and articulate their own answers by writing the final research paper. Recommended to have taken Korean Civilization or equivalent course that provides basic working knowledge of Korean history. Fulfills modern elective for EALC major.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH, HUM EN: H
Typical periods offered: Fall, Spring

EALC 4250 Topics in Religion and Culture in East Asia
Topics course in religion and culture in East Asia; topics vary by semester. Fulfils premodern elective for EALC major.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

EALC 4300 Topics in Chinese Media Culture
The screen in modern China has been an important media device for social, political, and cultural transformation. This course invites students to examine Chinese screen culture from the early 20th century to the present. Discussing the screen images, the architectural environment built around the screen, and the screen as an interface that frames social relations, the course will investigate why and how cinema took roots in China, how the Chinese critics took advantage of the attraction of the film screen to instigate cultural reforms, how the socialist regime tried to extend the revolutionary spirit by delivering the screen to the remote villages, and, most recently, how the personal touchscreen introduced a set of new techniques in crafting and exploiting the self-image in the digital economy. This course will introduce critical methodologies to do research on screen culture. It will also give students opportunities to engage with media production, such as podcast and video essays, as a new mode of critical thinking and practice. Fulfills modern elective for EALC major.
Credit 3 units. A&S IQ: LCD BU: IS EN: H
Typical periods offered: Fall, Spring

EALC 4320 Topics in Medical Humanities in East Asia
Topics course on medical humanities in East Asia; subject varies by semester. Fulfills either premodern or modern elective for EALC major.
Credit 3 units. A&S IQ: HUM, LCD BU: HUM
Typical periods offered: Fall, Spring

EALC 4380 Approaches to East Asian Cinema
The world-renowned masterpieces of Kurosawa and Ozu, the kung fu epics of Bruce Lee and Jackie Chan, the recent unprecedented Oscar wins of Bong Joon Ho's Parasite, and countless other films from Japan, South Korea, and the Chinese diaspora have made East Asian cinema one of the region's most visible cultural products of the past seventy years. Popular film plays a large role in constructing the cultural identity of modern societies, but Hollywood casts a long shadow over national cinemas. Critical discussions of East Asian cinema from both within and without the region have frequently approached these works as either the alien Other of Hollywood, or else subordinate to its influence. In this course we will seek to move beyond East-vs-West and Hollywood-centric approaches to analyzing East Asian cinema. While considering the unique historical development of commercial film industries in the region, we will also take into account the inherently transnational and globalizing nature of cinema. How have filmmakers in Japan, Korea, and the Chinese-speaking world responded to the hegemonic influence of the Classical Hollywood style to create works that operate in a common global vernacular, yet also forge new and distinct modes of expression? In an attempt to answer this question, we will read classic works of criticism that adopt an arguably Orientalist approach to the study of East Asian film, as well as more recent scholarship that attempts to escape the binaries that defined previous discussions. Close analysis of classic and contemporary East Asian film will provide context for these debates as well as introduce some of the major works of Japanese, Chinese, and Korean cinema to students. Undergraduates enroll in the 400-level section; 500-level section is for graduate students only. Fulfills modern elective for EALC major. Prerequisites: unior level or above or permission of instructor.
Credit 3 units. A&S IQ: HUM, LCD BU: HUM
Typical periods offered: Fall, Spring

EALC 4400 China at the 1904 St. Louis World's Fair: The Emergence of US-China Relations
The St. Louis World's Fair in 1904 dazzled visitors and those who followed it in newspapers. By bringingthe world to the American heartland, it greatly furthered a political and cultural agenda of promotingAmerica's progress and superiority to audiences both at home and around the world. The course situates the fair in the context of the emerging US-China relations. The China exhibit bring to light a curated view of China designed specifically to appeal to an American audience who viewed the country as an "old regime," an exotic culture, an emerging capitalist market, and a battlefield for colonial powers. Byexamining the experience of American federal and state officials, Chinese royals and diplomats, andChinese exhibitors and laborers who took part in the fair, the course sheds light on the cultural diplomacy utilized by America and China, as both were navigating through the forces of capitalism, racism,imperialism, and nationalism in the rapidly globalizing world by the turn of the 20th century. Fulfills modern elective for EALC major.
Credit 3 units. A&S IQ: HUM BU: HUM
Typical periods offered: Fall, Spring

EALC 4690 Live Streaming Media: From Tencent to Tik Tok
Streaming media, in its various forms from binge-worthy serials to viral short-form videos and interactive livestreams, has become the prevailing mode of our contemporary media consumption. But what does "streaming" mean? How can we understand streaming media through the lens of its technologies, platform economy, and viewing pleasure and experience? How are streaming media fundamentally reorganizing our perception of time and remediating relationships with other time-based media including cinema, broadcast TV, video games, and computing technologies? Through an analysis of major Chinese platforms, from long-form streaming providers iQiyi and Tencent Video to short-form video and livestream platforms Douyin/TikTok and Kuaishou, this class explores (live)streaming media in its evolving global landscape. Through key theoretical concepts — liveness, seriality, flow, and contingency — the course examines emergent narrative strategies, viewing experiences and technological mechanisms of (live)streaming media. Students will investigate how practices like bingewatching, speed-watching, recommendation algorithms, and livestream e-commerce are reshaping media engagement in contemporary China. They will also analyze streaming serials that experiment with non-linear storytelling through genres such as time travel, reincarnation, and multiverse narratives, exploring how these forms reflect and shape our understanding of reality, trauma, romantic fantasies, historical memory, and future anxieties.
Credit 3 units. A&S IQ: HUM, LCD BU: HUM
Typical periods offered: Fall

EALC 4710 Topics in Japanese Culture
Topics course on Japanese culture; subject varies by semester. Fulfills modern elective for EALC major.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

EALC 4750 Worldviews, World-Building, and World Literature: New Approaches to Chinese Literature (1500-1900)
This course explores how the multivalent notion of world creates new approaches for studying Chinese literature from the 16th century up to the early 20th century. It will consider the following questions: How did the Chinese people perceive, map, and write about the world prior to modernity? What are the strategies to construct fictional, virtual, or gameful worlds through literature and other media? How and why should we position Chinese literature as world literature? Issues covered in this course include premodern worldviews, literary and transmedia world-building, multilingualism, adaptation, and translation. One primary goal of this course for students is to learn how to critically apply theories from narratology, media studies, and comparative literature to study Chinese literature. To this end, the first session will focus on a particular piece of theoretical work or relevant secondary scholarship, and in the second session students will conduct a case study with selected primary sources to practice employing, questioning, and complicating those theories and methods. All readings will be provided in English. Students with classical and modern Chinese skills will be encouraged to read materials in the original to the extent possible. Fulfills premodern elective for EALC major.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

EALC 4930 Guided Readings in East Asian Languages and Cultures
Guided readings in East Asian Languages and Cultures
Credit 3 units.
Typical periods offered: Fall, Spring

EALC 4995 East Asian Languages & Cultures Coursework Completed Abroad
"This course is for study abroad credits."
Credit 3 units.
Typical periods offered: Fall, Spring, Summer

EALC 4998 Independent Work for Senior Honors
This course is taken in the fall semester for senior honors.
Credit 3 units.
Typical periods offered: Fall

EALC 4999 Independent Work for Senior Honors
This course is taken in the spring semester for senior honors.

Credit 3 units.
Typical periods offered: Spring

Chinese

CHINA 1001 Basic Chinese I
Basic Chinese I is designed for zero background beginners. In this course, students will learn basic knowledge of Chinese language, including phonetics, vocabulary, grammars and to perform the language in a culturally appropriate way. This course emphasizes all four skills of a language, listening, speaking, reading and writing. After completing this course, students should be able to read and write basic Chinese characters, conduct daily conversations in a colloquial way. The topics covered in the course will include greetings, family, time, hobbies and visiting friends. In addition to lectures, students are required to attend a ten-minute one-on-one language practice with the instructor. After completing the spring course I, followed by the fall course II, interested students can then go on to CHINA 1512. Basic Chinese I and Basic Chinese II do not fulfill the language sequence requirement, nor the two-semester language requirement for the EALC minor. Note: Students with some previous Chinese language background must take the placement examination.
Credit 3 units. A&S IQ: LCD EN: H
Typical periods offered: Spring, Summer

CHINA 1002 Basic Chinese II
Basic Chinese II is a continuation of Basic Chinese I. Students will continue to learn Chinese phonetics, vocabulary, grammars and to perform the language in a culturally appropriate way. This course emphasizes all four skills of a language, listening, speaking, reading and writing. After completing this course, students should be able to read and write approximately 350 Chinese words, and to conduct daily conversations in a colloquial way. The topics covered in the course will include school life, shopping, studying Chinese and making appointments. In addition to lectures, students are required to attend a ten-minute one-on-one language practice with the instructor. After completing Basic Chinese course II, students who are interested in further studies can move on to CHINA 1512. Basic Chinese I and Basic Chinese II do not fulfill the language sequence requirement, nor the two-semester language requirement for the EALC minor.
Credit 3 units. A&S IQ: HUM, LCD BU: HUM EN: H
Typical periods offered: Fall

CHINA 1020 Basic Principles and Practice of Chinese Calligraphy
Elementary approach to brush-and-ink writing of traditional Chinese characters.
Credit 1 unit. EN: H
Typical periods offered: Fall, Spring

CHINA 1100 First-Year Seminar
First-year seminar; subject varies by semester.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: BA, HUM EN: H
Typical periods offered: Fall, Spring

CHINA 1511 First-Level Modern Chinese I
This course is an introduction to the modern spoken and written national language of This course is an introduction to the modern common language of the Greater China area, known as Mandarin. The course includes conversation, reading of texts, and writing of characters. By the end of the semester, students should be able to read and write short passages (approximately 350 Chinese words) and to conduct daily conversations in a colloquial way. Note: Students with some previous Chinese language background must take the placement examination.
Credit 5 units. A&S IQ: LCD, LS EN: H
Typical periods offered: Fall

CHINA 1512 First-Level Modern Chinese II
This course is a continuation of CHINA 1511 and CHINA 1002. The course will continue emphasizing listening, speaking, reading, and writing skills in the context of functional everyday Chinese. By the end of the semester, students should be able to read and write short passages (approximately 750 Chinese words) and to conduct daily conversations in a colloquial way. With the language skills acquired during the two semesters of the first year, the student should be able to survive most of the simple daily conversational situations in China.
Credit 5 units. A&S IQ: LCD, LS EN: H
Typical periods offered: Spring

CHINA 1521 Beginning Chinese for Heritage Speakers I
This course is designed specifically for students who can speak and understand some spoken Chinese but have little or no knowledge in reading and writing in Chinese (so-called heritage speakers / huáyì). Students can choose either traditional or simplified Chinese characters for tests and written homework. The topics will concentrate on the life of Chinese immigrants in the U.S. By the end of the semester, students will have been introduced to a vocabulary of about 450 words, and will be expected to be able to produce, both in speaking and in writing, paragraph-length passages in modern Chinese. Note: Students with some previous Chinese language background must take the placement examination.
Credit 3 units. A&S IQ: LCD, LS EN: H
Typical periods offered: Fall

CHINA 1522 Beginning Chinese for Heritage Speakers II
This course is the continuation of the beginning heritage Chinese, and is designed specifically for Chinese heritage speakers to further improve their reading, writing, listening and speaking skills in Chinese. Students can choose either traditional or simplified Chinese characters for tests and written homework. It will cover topics such as China Town, Chinese immigration history, and Chinese etiquette etc. By the end of the semester, students will have been introduced to a vocabulary of about eight hundred and fifty words. Students are expected to make conversations, clarify ideas, and produce multiple paragraph-length passages in writing. Prerequisite: L04 106 (grade of B- or better) or placement by examination.
Credit 3 units. A&S IQ: LCD, LS EN: H
Typical periods offered: Spring

CHINA 1530 Chinese for Medical Purposes
This course is the continuation of Beginning Chinese taught in the fall at the Shanghai Fudan program. The spring course is targeted specifically to pre-medicine and/ or healthcare students who have studied at the Shanghai Fudan program in the fall. Students without the Fudan experience can also enroll after language evaluation. Prerequisites: L04 101D (grade of B- or better).
Credit 3 units. A&S IQ: LCD, LS Arch: HUM Art: HUM EN: H
Typical periods offered: Fall, Spring

CHINA 2011 Second-Level Modern Chinese I
This course is the first part of the intermediate level Chinese language course. It is designed to help students achieve greater proficiency in oral and written use of the language through reading, listening, speaking and writing. Upon completing the semester, students should

be able to conduct daily conversations and discussions. Topics will include but not limit to living in the dorm, ordering food, the internet and social media, working while studying, education, Chinese geography etc. By the end of the semester, students should be able to compare and discuss in a structural way, to make specific requests and give comments, to clearly express their opinions on daily topics both in speaking and in writing. Students are required to take the placement exam unless they are advancing from the previous level.
Credit 5 units. A&S IQ: LCD, LS EN: H
Typical periods offered: Fall

CHINA 2012 Second-Level Modern Chinese II
This course is the second part of the intermediate level Chinese Language Course. It is designed to help students achieve greater proficiency in oral and written use of the language through reading, listening, speaking and writing. Upon completing the semester, students should be able to conduct daily conversations and discussions. Topics will include but not limit to traditional holidays, life in China, environment, gender equality, Chinese history, etc. By the end of the semester, students should be able to compare and discuss in a structural way, to express their opinions on abstract topics, to describe scenes and narrate stories in a structural way. Students are required to take the placement exam unless they are advancing from the previous level.
Credit 5 units. A&S IQ: LCD, LS EN: H
Typical periods offered: Spring

CHINA 2021 Intermediate Chinese for Heritage Speakers I
This course is designed for intermediate students with Chinese heritage background. This course includes training in all four skills (speaking, listening, reading and writing) with an emphasis on writing and reading in Chinese. Students can choose either traditional or simplified Chinese characters for tests and written homework. By the end of the semester, students are expected to produce paragraph-length speeches and short essays in modern Chinese. Students are required to take the placement exam unless they are advancing from the previous level.
Credit 3 units. A&S IQ: LCD, LS EN: H
Typical periods offered: Fall

CHINA 2022 Intermediate Chinese for Heritage Speakers II
This course is a continuation of CHINA 2021. It provides further training on the comprehensive skills of Chinese language, with an emphasis on writing and reading. The materials cover a wide scope of topics regarding Chinese language, society and culture, such as U.S.-China relations, social changes, family issues, and the education system in China, etc. By the end of the semester, students are expected to produce paragraph-length speeches and short essays with linguistic complexity in modern Chinese. Students are required to take the placement exam unless they are advancing from the previous level.
Credit 3 units. A&S IQ: LCD, LS EN: H
Typical periods offered: Spring

CHINA 2030 Conversational Chinese: A Multimedia Course
This course is intended for students from advanced beginners to intermediate-level learners who want to improve their Chinese conversational skills and fluency. In this course, students will learn Chinese expressions and phrases encountered in daily situations, and they will also learn to read and type Chinese characters. This is a multimedia course that will utilize videos, movies, and authentic language materials for instruction and learning. By the end of semester, students should attain the abilities to use accurate pronunciation, tones, vocabulary, expressions and grammar in connected speech; to hold conversations in daily situations; to build up speaking and listening fluency; to use appropriate manners, both verbally and nonverbally, in conversations; and to acquire basic knowledge of Chinese sociocultural values and pragmatics. Prerequisites: Permission of instructor.
Credit 3 units. A&S IQ: LCD EN: H
Typical periods offered: Spring

CHINA 2100 Sophomore Seminar: U.S.-China Relations: Perceptions and Realities
The United States and China are the two most important global powers today, and the bilateral relationship is one of the most comprehensive, complex, consequential, and competitive major-power relations in the world. The course aims to examine the attitudes, ideas, and values that have shaped the relationship, from the era of colonial expansion in the 1800s to the rise of China as a major political and economic power in the 21st century. Drawing upon visual images, literature, films, policy statements, and other materials, the course will analyze the patterns of perceptions that have informed and shaped the understanding of realities. This course, which uses an interdisciplinary approach, will include discussions and debates from both American and Chinese perspectives. Prerequisite: sophomore level only.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H
Typical periods offered: Fall, Spring

CHINA 2110 Sophomore Seminar
Sophomore seminar; subject varies by semester.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H
Typical periods offered: Fall, Spring

CHINA 2270 Chinese Civilization
This course is an introduction to Chinese culture through selected topics that link various periods in China's past with the present. Ongoing concerns are social stratification, political organization, and the arts, gender relationships and the rationales for individual behavior, and the conceptions through which Chinese have identified their cultural heritage. Readings include literary, philosophical, and historical documents as well as cultural histories. There will be regular short writing assignments. No prerequisites.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: BA, HUM, IS EN: H
Typical periods offered: Fall, Spring

CHINA 2990 Undergraduate Internship in Chinese
Students receive credit for a faculty-directed and approved internship. Registration requires the completion of the Learning Agreement, which the student obtains from the Career Center and which must be filled out and signed by the Career Center and the faculty sponsor prior to beginning internship work. Credit should correspond to actual time spent in work activities (e.g., eight to ten hours a week for thirteen or fourteen weeks to receive 3 units of credit; 1 or 2 credits for fewer hours). Candidates must have taken at least one China related course (language or content) or concurrent enrollment. Advisor interview required if first time student is enrolling in an internship within the Chinese language section; limited to two units per semester. Credit/no credit only. Prerequisite: permission of department or DUS.
Credit 3 units.
Typical periods offered: Fall, Spring

CHINA 2999 Independent Study
This course allows students to work independently with an instructor on an agreed-upon subject. Prerequisite: permission of the instructor or department.
Credit 6 units.

Typical periods offered: Fall, Spring

CHINA 3011 Third-Level Modern Chinese I

This course is an intermediate-advanced level modern Chinese language course, which is designed to help students achieve greater proficiency in the oral and written use of the language through reading, listening, speaking and writing. More attention will be concentrated on developing the natural flow of the language, expanding vocabulary, and producing written Chinese of paragraph length. It aims at transitioning from spoken language to formal language styles. Content covered includes contemporary China's social livelihood, changes since China's Reform and Opening, as well as various aspects of people's lives, such as pollution, transportation infrastructure, urban-rural gap, market economy and consumer products. Students are required to take the placement exam unless they are advancing from the previous level.

Credit 4 units. A&S IQ: LCD, LS EN: H

Typical periods offered: Fall

CHINA 3012 Third-Level Modern Chinese II

This course is the continuation of CHINA 3011 Third Level Modern Chinese I. More attention will be concentrated on improving the natural flow of the language, expanding vocabulary, and producing written Chinese of essay length. The content of this course will cover contemporary China's social livelihood, changes since China's Reform and Opening, as well as various aspects of people's lives, such as transportation infrastructure, corruption issues, education problems in China, and the spiritual and cultural life of the Chinese people etc. Students are required to take the placement exam unless they are advancing from the previous level.

Credit 4 units. A&S IQ: LCD, LS EN: H

Typical periods offered: Spring

CHINA 3021 Advanced Chinese for Heritage Speakers I

This course is designed for heritage students who have studied at least two years of Chinese (or equivalent) to achieve greater proficiency in the oral and written use of the language through reading, listening, speaking, and writing. The teaching materials include essays and dialogues covering miscellaneous topics about today's China. Students are expected to make presentations and exchange ideas in appropriate and persuasive ways. Students are required to take the placement exam unless they are advancing from the previous level.

Credit 3 units. A&S IQ: LCD, LS EN: H

Typical periods offered: Fall

CHINA 3022 Advanced Chinese for Heritage Speakers II

This course is designed as a continuation of Advanced Chinese for Heritage Speakers to achieve more advanced competence in speech and writing of the language through studying and discussing essays and dialogues covering a variety of topics concerning Chinese society and culture. Students are expected to present opinions, make conversations and debate in appropriate and persuasive ways. Students are required to take the placement exam unless they are advancing from the previous level.

Credit 3 units. A&S IQ: LCD, LS EN: H

Typical periods offered: Spring

CHINA 3061 Culture and Business in Chinese

Students will learn Chinese linguistic skills that will prepare them to function comfortably and confidently in the Chinese business environment. Students will gain an understanding of the macro and micro Chinese economic situations and specific cultural needs. This course is aimed to enhance learners' linguistic skills and communicative competence and prepare them to function more comfortably and confidently in the Chinese business environment. By the end of the semester, students will also gain a better understanding of the macro and micro Chinese economic situations and specific culture needs. Prerequisite: L04 212 or L04 207 (grade of B- or better) or placement by examination.

Credit 3 units. A&S IQ: LCD EN: H

Typical periods offered: Fall, Spring

CHINA 3160 Historical Landscape and National Identity in Modern China

This course attempts to ground the history of modern China in physical space such as imperial palaces, monuments and memorials, campus, homes and residential neighborhoods, recreational facilities, streets, prisons, factories, gardens, and churches. Using methods of historical and cultural anthropological analysis, the course invests the places where we see with historical meaning. Through exploring the ritual, political, and historical significance of historical landmarks, the course investigates the forces that have transformed physical spaces into symbols of national, local, and personal identity. The historical events and processes we examine along the way through the sites include the changing notion of rulership, national identity, state-building, colonialism and imperialism, global capitalism and international tourism. Acknowledging and understanding the fact that these meanings and significances are fluid, multiple, contradictory, and changing over time are an important concern of this course. Fulfills modern elective for EALC major.

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

Typical periods offered: Fall, Spring

CHINA 3210 Contemporary Chinese Popular Culture

With the rise of the Chinese economy and global capitalism, popular culture has proliferated in mainland China in recent years. This course traces the development of Chinese popular and youth culture and society from the 1990s to the present. It also refers back to modern times and ancient Chinese Confucian philosophy for historical background information. The course covers various forms of Chinese popular culture, such as movies, music, television programs, Internet literature, religion, sports, and food. Students observe primary resources and read academic articles to engage in a multiperspective and multimedia view of present-day China in the age of globalization and East Asian regionalization. Fulfills modern elective for EALC major.

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

Typical periods offered: Fall, Spring, Summer

CHINA 3300 Topics in Chinese Literature and Culture

Topics course on Chinese literature and culture; subject varies by semester. Fulfills modern elective for EALC major.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH, HUM, IS EN: H UColl: CD

Typical periods offered: Fall, Spring

CHINA 3380 Readings in Popular Literature and Culture: Writing Stories in Late Imperial China

Why did stories become popular in late imperial China? How were stories written, and what were people's reading habits in a time full of dynamic social and cultural changes? This class answers these questions by reading stories from several narrative genres. Unlike the classic texts for formal education and the imperial civil service examinations, most of these writings were unconventional narratives for leisure reading, and they became part of the popular literature and culture of the time. Primary readings will include selections from formal and informal histories, vernacular short stories, classical language stories, and literary anecdotes. This class concentrates on examples

from the 17th and 18th centuries, and these will be accompanied by a small number of secondary readings. A background in Chinese language or culture is welcome but not required. Fulfills premodern elective for EALC major.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H
Typical periods offered: Fall, Spring

CHINA 3410 Early and Imperial Chinese Literature
An introduction to important genres and themes of Chinese literature through the study of major writers. Brief lectures on the writers' personal, social, intellectual, and historical contexts; most class time will be devoted to student discussions of their masterworks as an avenue for understanding Chinese culture during selected historical periods. All readings are in English translation. Fulfills the premodern literature requirement for EALC degrees.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall

CHINA 3420 Modern and Contemporary Chinese Literature
This course provides an introduction to the major writers and works of Chinese literature from the turn of the 20th century to the present, including fiction, poetry and film. It looks at these works in their relevant literary, sociopolitical, and cultural contexts (including Western influences). All readings are in English translation. Fulfills the modern literature requirement for EALC degrees.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH, HUM, IS EN: H
Typical periods offered: Spring

CHINA 3500 U.S.-China Relations from 1949 to the Present
The United States and China are the two most important global powers today, and the relationship between them is one of the most comprehensive, complex, and consequential major-power relations in the world. The tangled relationship is at times turbulent, and its future remains uncertain. This course studies the bilateral relationship from the Chinese Civil War to the rise of China as a major political and economic power in the 21st century. It invites students to explore the following questions: What have China and the U.S. done to confront or accommodate each other in global politics? How has foreign policy in both countries balanced the often competing goals of state security, economic stability, domestic political order, and international influence? What are the impacts of a rising China on geopolitics in the Asia-Pacific region and on the U.S.'s global leadership in the 21st century? By drawing on scholarship in political and social history and area studies, this course helps students better understand both the historical context and current developments of U.S.-China relations. Fulfills modern elective for EALC major.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH, HUM, IS EN: H
Typical periods offered: Fall, Spring

CHINA 3999 Undergraduate Independent Study
Prerequisite: permission of instructor or department. No more than 6 units may be earned by a student.
Credit 6 units.
Typical periods offered: Fall, Spring

CHINA 4021 Fourth-Level Modern Chinese I
This course is designed for students who have successfully completed Third-Year Chinese or the equivalent. Based on their existing Chinese proficiency level, students will receive further training in all four language skills: listening, speaking, reading, and writing. The regular textbook will be supplemented with writings from Chinese newspapers, magazines, internet sources, and films. By the end of two semesters, students are expected to express themselves both orally and in written form on a variety of topics in humanities in depth and in a culturally appropriate manner. Students are required to take the placement exam unless they are advancing from the previous level.
Credit 3 units. A&S IQ: LCD, LS EN: H
Typical periods offered: Fall

CHINA 4022 Fourth-Level Modern Chinese II
This course is a continuation of CHINA 4021. Based on their existing Chinese proficiency level, students will receive further training in all four language skills: listening, speaking, reading, and writing. The texts are authentic materials from Chinese newspapers, magazines, internet sources, and films. Topics include changes in social values, technology and life, public policies, and popular culture etc. By the end of this semester, students are expected to conduct in-depth discussions on social issues and produce eight hundred-character essays. Students are required to take the placement exam unless they are advancing from the previous level.
Credit 3 units. A&S IQ: LCD, LS EN: H
Typical periods offered: Spring

CHINA 4031 Fifth-Level Modern Chinese I
This content-based language course is designed for advanced students expecting to improve their skills through conversation, reading and writing of essays, stories, and other types of creative writings in Chinese. The reading material consists of a variety of authentic literature texts (1930s to 2000s), including short stories, prose, and poetry. Narration and description are emphasized in both spoken and written forms. After taking this course, students will be familiar with masterpieces of contemporary Chinese literature and representative writers. In addition, students are expected to produce their own creative writings. Students are required to take the placement exam unless they are advancing from the previous level.
Credit 3 units. A&S IQ: LCD, LS EN: H
Typical periods offered: Fall

CHINA 4032 Fifth-Level Modern Chinese II
This course is designed for advanced students wishing to improve their skills in conversation, reading and writing of letters, essays, reports, and other types of compositions in Chinese. The reading material is comprised of a variety of authentic texts, including newspapers, short stories, and essays. This course is conducted entirely in Chinese. Students are required to take the placement exam unless they are advancing from the previous level.
Credit 3 units. A&S IQ: LCD, LS EN: H
Typical periods offered: Spring

CHINA 4041 Business Chinese I
In the present globalization, China has been fertile ground for foreign joint business ventures, and this course focusing specifically on business Chinese attests to that fact. This course aims at teaching Chinese business communication using a series of case studies to involve and challenge the students as they refine their Mandarin Chinese language skills in a wide range of applied business contexts, from resolving contract disputes, to developing a business strategy, to establishing a franchise overseas. The course is designed to simulate real business environments where students interact with Chinese businesspeople in business settings, and are motivated to achieve business goals. Students are required to take the placement exam unless they are advancing from the previous level.
Credit 3 units. A&S IQ: LCD EN: H
Typical periods offered: Fall

CHINA 4042 Business Chinese II
This is the continuation of Business Chinese I. This course uses a series of case studies to involve and challenge students as they refine their Mandarin Chinese language skills in a wide range of applied business contexts. Students are required to take the placement exam unless they are advancing from the previous level.
Credit 3 units. A&S IQ: LCD EN: H
Typical periods offered: Spring

CHINA 4100 Introduction to Traditional Literary Chinese I
Selected readings in premodern Chinese texts. Recommended for students in fields of specialization where knowledge of literary Chinese is normally expected. Prerequisite: L04 427 (grade of B- or better) or instructor's permission.
Credit 3 units. A&S IQ: LCD, LS Arch: HUM Art: HUM BU: IS EN: H
Typical periods offered: Fall

CHINA 4110 Introduction to Traditional Literary Chinese II
Selected readings in premodern Chinese texts. Recommended for students in fields of specialization where knowledge of literary Chinese is normally expected. Prerequisite: L04 410 (grade of B- or better).
Credit 3 units. A&S IQ: LCD, LS EN: H
Typical periods offered: Spring

CHINA 4130 Readings in Classical Chinese - Morality, Reality, and Fantasy
This thematic course develops language proficiency in modern Chinese while studying classical Chinese. Students will improve their understanding of Chinese history and culture through reading Chinese classics and study Chinese classics through a comparative approach to written and multi-media materials, including videos, films and other online resources. Designed for students who have completed fourth-year Chinese for further training in all four language-skills: listening, speaking, reading, and writing, especially focusing on thematic discussion skills. Undergraduates enroll in the 400-level section; 500-level section is for graduate students only.
Credit 3 units. A&S IQ: LCD, LS EN: H
Typical periods offered: Fall, Spring

CHINA 4240 Culture and Politics in the People's Republic of China: New Approaches
This course inquires into the political, ideological, and social frameworks that shaped the cultural production and consumption in the People's Republic of China (PRC). In the realm of literature, film, architecture, and material culture and everyday life, this course pays a close attention to the contestation and negotiation between policy makers, cultural producers, censors, and consumers. Understanding the specific contour of how this process unfolded in China allows us to trace the interplay between culture and politics in the formative years of revolutionary China (1949-1966), high socialism (1966-1978), the reform era (1978-1992), and post-socialist China (1992 to present). The course examines new scholarship in fields of social and cultural history, literary studies, and gender studies; and it explores the ways in which new empirical sources, theoretical frameworks, and research methods reinvestigate and challenge conventional knowledge of the PRC that have been shaped by the rise and fall of Cold War politics, the development of area studies in the U.S., and the evolving U.S.-China relations. Graduate students should be proficient in scholarly Chinese, as they are expected to read scholarly publications and primary materials in Chinese. Fulfills modern elective for EALC major.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall

CHINA 4390 Topics in Chinese Literature and History
Topics course on Chinese literature and history; subject varies by semester. Fulfills modern elective for EALC major.
Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

CHINA 4510 Urban Culture in Modern China
The narrative of rural crisis and peasant revolution has dominated China's modern history for decades. But there has been a growing interest in China's urban past and present with the increased prominence of cities in China's breathtaking economic development and the opening of municipal archives in post-Mao era. The course aims to introduce students to conventional wisdoms, new directions, and major debates in the urban history field. Topics include: the urban political economy, the cultural dynamics of modernity, the reconstruction of traditions in the making of modernity, the cultural production and consumption, colonialism and imperialism in the urban setting, nationalism, and reform and revolution. Acknowledging and understanding the nuance and difference in views and interpretations in historical writings (historiography) are essential. The course seeks to develop students' research and analytical skills, such as locating secondary sources, incorporating scholarly interpretations, and developing and sustaining a thesis based on secondary and primary sources in student research. This is an interdisciplinary seminar designed for advanced undergraduates and graduate students. Fulfills modern elective for EALC major.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H
Typical periods offered: Fall

CHINA 4590 Topics in Chinese Literature and Culture
Topics course on Chinese literature and culture; subject varies by semester. Fulfills premodern elective for EALC major.
Credit 3 units. A&S IQ: LCD, SSC Arch: HUM Art: HUM UColl: CD
Typical periods offered: Fall, Spring

CHINA 4670 The Chinese Theater
This course is a survey of the performance and literary traditions of the Chinese theater from their pre-Tang origins to the present day. The course focuses on three forms: 14th-century zaju plays, 16th- and 17th-century chuanqi plays, and recent films from China, Taiwan, and Hong Kong. Background in either China studies or theater in other cultures recommended. Undergraduates enroll in the 400-level section; 500-level section is for graduate students only. Fulfills premodern elective for EALC major.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM
Typical periods offered: Fall, Spring

CHINA 4700 Advanced Chinese Readings
This hybrid Chinese language-literature course is designed to meet the needs of students who have taken at least five years of Chinese language courses (including classical Chinese) and are interested in exploring Chinese language and culture in more depth by studying early modern Chinese vernacular short stories. Studying these stories will allow students to appreciate modern grammar while discerning the development of vernacular Chinese over the centuries. Stories vary by semester.
Credit 3 units. A&S IQ: LCD EN: H
Typical periods offered: Spring

CHINA 4760 Reading Seminar in Chinese Traditional Fiction
Topics reading seminar on Chinese traditional fiction; subject varies by semester. Fulfills premodern elective for EALC major.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

Typical periods offered: Fall, Spring

CHINA 4770 Reading Seminar in Chinese Traditional Poetry
A seminar on Chinese traditional poetry with varying topics.Prerequisite: junior level or above or permission of instructor.
Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

CHINA 4790 Reading Seminar in Modern Chinese Literature
Topics reading seminar on modern Chinese literature; subject varies by semester. Fulfills modern elective for EALC major.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H
Typical periods offered: Fall, Spring

CHINA 4800 Reading Seminar in Chinese Popular Literature and Culture
Topics reading seminar on Chinese popular literature and culture; subject varies by semester. Fulfills premodern elective for EALC major.
Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

CHINA 4810 Reading Seminar in Religion and Chinese Literature
Topics reading seminar on religion and Chinese literature; subject varies by semester. Fulfills premodern elective for EALC major.
Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

CHINA 4820 Reading Seminar in Gender and Chinese Literature
A seminar on gender and Chinese literature with varying topics. Prerequisite: junior level or above or permission of instructor.
Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

CHINA 4890 Topics in Modern Chinese Literature
Topics course on modern Chinese literature; subject varies by semester. Fulfills modern elective for EALC major.
Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: HUM
Typical periods offered: Fall, Spring

CHINA 4905 Guided Readings in Chinese
Guided readings in Chinese
Credit 3 units.
Typical periods offered: Fall, Spring

Japanese

JAPAN 1513 First-Level Modern Japanese I
This is the first semester of an academic-year course in beginning Japanese. It is designed for students who have had no prior study of Japanese. The course emphasizes the acquisition of all four language skills (listening, speaking, reading, and writing) through meaningful communicative practices. It covers everyday vocabulary, expressions and basic grammatical structures and introduces all Japanese phonetic syllabaries (hiragana and katakana) as well as kanji characters. Cultural aspects of the language will also be introduced to deepen students' cultural awareness and to communicate appropriately in the global era. After completing this course, students are able to have basic conversations such as self-introduction, shopping, making invitations, describing locations, etc. They are able to read and write simple texts on topics related to oneself. Note: students with some previous Japanese language background must take a placement test.
Credit 5 units. A&S IQ: LCD, LS EN: H
Typical periods offered: Fall, Spring

JAPAN 1514 First-Level Modern Japanese II
This is the second semester of an academic-year course in beginning Japanese. This course emphasizes the acquisition of all four language skills (listening, speaking, reading, and writing) through meaningful communicative practices. It covers everyday vocabulary and expressions, and introduces approximately 90 kanji characters. More grammatical structures and conjugation patterns will be introduced and practiced. Cultural aspects of the language are also incorporated in classroom practice to deepen students' cultural awareness and successful communication in the global era. After completing this course, students are able to understand and participate in daily conversation such as making requests, comparing things, expressing one's ideas and desires, and describing one's family members. They will be able to understand how to read and write novice-level materials on topics related to oneself and their immediate environment. Prerequisite: L05 103D (grade of B- or better) or placement by examination.
Credit 5 units. A&S IQ: LCD, LS EN: H
Typical periods offered: Spring

JAPAN 2013 Second-Level Modern Japanese I
This is the first semester of an academic-year course in intermediate Japanese. The course emphasizes the acquisition of all four language skills (listening, speaking, reading, and writing) through meaningful communicative practices. It covers the basic vocabulary, expressions, and more grammatical structures and conjugation patterns. About 100 new kanji characters are introduced. Cultural aspects of the language are consistently incorporated in classroom practice to deepen students' cultural awareness and successful communication in the global era. After completing this course, students are able to understand and participate in daily conversation about their experience, past, present and future events in more complex Japanese, and to be able to express opinions/thoughts and present information. They are able to read and write more complex texts on topics related to oneself and their immediate environment with a solid understanding of main ideas and supporting details from a variety of texts. Students are required to take the placement exam unless they are advancing from the previous level.
Credit 5 units. A&S IQ: LCD, LS EN: H
Typical periods offered: Fall

JAPAN 2014 Second Level Modern Japanese II
This is the second semester of an academic-year course in intermediate Japanese. The course emphasizes the acquisition of all four language skills (listening, speaking, reading, and writing) through meaningful communicative practices. It introduces more vocabulary, expressions, grammatical structures and conjugation patterns such as passive, causative, causative-passive and honorifics. Cultural aspects of the language are consistently incorporated in classroom practice to enforce students' cultural awareness and communication success in the global era. After completing this course, students are able to understand and participate in conversation in complex Japanese, and to be able to express opinions/thoughts and present information using appropriate vocabulary, expressions and basic grammar in context. They can communicate appropriately using a variety of speech styles. They are able to read and write more complex texts with a solid understanding of main ideas and supporting details on familiar topics from a variety of texts. Students are required to take the placement exam unless they are advancing from the previous level.
Credit 5 units. A&S IQ: LCD, LS EN: H

Typical periods offered: Spring

JAPAN 2120 Topics in Japanese Literature & Culture
Topics course on Japanese literature and culture; subject varies by semester.
Credit 3 units. A&S IQ: HUM, LCD BU: HUM, IS EN: H
Typical periods offered: Fall, Spring, Summer

JAPAN 2150 Topics in Pre-Modern Japanese Literature
Topics course on premodern Japanese literature; subject varies by semester.
Credit 3 units.
Typical periods offered: Fall, Spring

JAPAN 2260 Japanese Civilization
This course will present a comprehensive overview of Japan, its history, its institutions and cultural products, and its society and people. The first half of the course will comprise a survey of Japanese history, with an emphasis on its social and cultural aspects, from the earliest period to the present day. Having established the historical framework-with its interweave of native and foreign elements, Kyoto-based imperial aristocracy, the samurai class and their crucial role, Zen-inspired meditative arts, and exquisitely diverse cultural products-the class will move on, in the second half, to an examination of recent and contemporary trends and issues. These will center on Japanese education, social and family structures, urban centers and the rural periphery, economic and socio-political trends, Japan's distinctive and vibrant popular culture, contemporary problems and challenges, and the nation's dramatically shifting position in East Asia and in the 21st-century global order.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H
Typical periods offered: Fall

JAPAN 2990 Undergraduate Internship in Japanese
Students receive credit for a faculty-directed and approved internship. Registration requires completion of the Learning Agreement, which the student obtains from the Career Center and which must be filled out and signed by the Career Center and the faculty sponsor prior to beginning internship work. Credit should correspond to actual time spent in work activities (e.g., eight to ten hours a week for thirteen or fourteen weeks to receive 3 units of credit; 1 or 2 credits for fewer hours). Credit/no credit only.
Credit 0.5-3 units.
Typical periods offered: Fall, Spring

JAPAN 2999 Independent Study
Prerequisite: permission of the instructor or department.
Credit 6 units.
Typical periods offered: Fall, Spring

JAPAN 3240 A User's Guide to Japanese Poetry
This course introduces the art and craft of Japanese poetry, one of the world's great literary traditions. Exploring the many styles of traditional verse--the poetic diary, linked verse, haiku, and others--and their historical contexts, students gain insights into Japanese aesthetics and study the unique conventions of Japanese poetic production that have evolved over a span of some 1500 years. The course also incorporates a haiku workshop, where we engage in group-centered poetry writing and critiquing. No prior knowledge of Japanese is required.
Credit 3 units. A&S IQ: LCD EN: H
Typical periods offered: Fall, Spring

JAPAN 3260 Topics in Modern Japanese Literature
Topics course on modern Japanese literature; subject varies by semester. Fulfills modern elective for EALC major.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall

JAPAN 3320 Japanese Literature: Beginnings to 19th Century
This survey of Japanese literature covers antiquity to the early 19th century. Emphasis is on the ideological and cultural contexts for the emergence of a variety of traditions, including poetry, diaries, narrative, and theater. Fulfills premodern literature requirement for EALC degrees. No knowledge of Japanese language is required.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall

JAPAN 3330 The Modern Voice in Japanese Literature
This survey explores the emerging modern voice in Japanese literature, with emphasis on prose fiction. After a brief introduction to earlier centuries, the class focuses on the short stories and novels of the 20th century. Among the authors considered are Natsume Soseki, Nagai Kafu, Tanizaki Jun'ichiro, and Nobel laureates Kawabata Yasunari and Oe Kenzaburo. Discussions center on issues of modernity, gender, and literary self-representation. Fulfills modern literature requirement for EALC degrees. No knowledge of Japanese language required.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH, HUM EN: H
Typical periods offered: Spring

JAPAN 3360 The Floating World in Japanese Literature
This survey of Japanese literature covers the 17th to the 19th century. Primary focus is on the Genroku era (1688-1703), which witnessed the growth of lively urban centers and the emergence of a robust literary voice. Emphasis is on the ideological and cultural contexts for the development of a variety of new innovations in the genres of poetry (haiku), theater (kabuki and bunraku) and prose (kana zoshi). No knowledge of Japanese language is required. Sophomore level and above recommended. Fulfills premodern elective for EALC major.
Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: HUM
Typical periods offered: Fall, Spring

JAPAN 3460 Japanese Literature in Translation:
In this course students explore the tantalizing, thrilling, and sometimes macabre genre of mystery fiction in Japan. Emerging in the late 19th century, largely in response to the disruptions of industrialization, the mystery genre offered writers a way to make sense of a chaotic, unfamiliar world. The genre has also allowed a means of social critique and radical experimentation. The class considers the works of Edogawa Rampo, Matsumoto Seicho, Miyabe Miyuki, Kirino Natsuo, and others. All readings in English. No prior knowledge of Japanese required. Fulfills modern elective for EALC major.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H
UColl: CD
Typical periods offered: Fall, Spring

JAPAN 4013 Third-Level Modern Japanese I
This is the first semester of an academic-year course in pre-advanced Japanese. The course emphasizes the acquisition of all four language skills (listening, speaking, reading, and writing) through meaningful communication. Various projects will be assigned throughout the semester in addition to the course readings, conversation exercises and class discussion. After completing this course, students are able to communicate in Japanese in a linguistically and culturally appropriate manner, to read semi-authentic materials more extensively on topics

about Japanese culture, and gather information about the topics of their interest by using a variety of resources. Students are required to take the placement exam unless they are advancing from the previous level.
Credit 4 units. A&S IQ: LCD, LS EN: H
Typical periods offered: Fall

JAPAN 4014 Third-Level Modern Japanese II
This is the second semester of an academic-year course in pre-advanced Japanese. The course emphasizes the acquisition of all four language skills (listening, speaking, reading, and writing) through meaningful communication. Various projects will be assigned throughout the semester in addition to the course readings, conversation exercises and class discussion. After completing this course, students are able to communicate in Japanese in a linguistically and culturally appropriate manner, to read semi-authentic materials more extensively on topics about Japanese culture, and gather information about the topics of their interest by using a variety of resources. Students are required to take the placement exam unless they are advancing from the previous level.
Credit 4 units. A&S IQ: LCD, LS EN: H
Typical periods offered: Spring

JAPAN 4023 Fourth-Level Modern Japanese I
This is the first semester of an academic-year course in advanced Japanese. The course emphasizes the acquisition of linguistic, pragmatic, and sociocultural competence in all four areas of the language as well as advanced level critical thinking skills. In addition to the textbook, more authentic materials such as movie clips, newspaper articles, etc. are selected for readings and discussion topics. Students will be assigned several projects in accordance with the interests and needs of participating students. After completing the course, students are able to manage various speaking styles according to the situational/relational context and express their opinions clearly and logically in speaking and writing. Students are required to take the placement exam unless they are advancing from the previous level.
Credit 3 units. A&S IQ: LCD, LS EN: H
Typical periods offered: Fall

JAPAN 4024 Fourth-Level Modern Japanese II
This is the second semester of an academic-year course in advanced Japanese. The course emphasizes the acquisition of linguistic, pragmatic, and sociocultural competence in all four areas of the language as well as advanced level critical thinking skills. In addition to the textbook, more authentic materials such as movie clips, newspaper articles, etc. are selected for readings and discussion topics. Students will be assigned several projects in accordance with the interests and needs of participating students. After completing the course, students are able to manage various speaking styles according to the situational/relational context and express their opinions clearly and logically in speaking and writing. Students are required to take the placement exam unless they are advancing from the previous level.
Credit 3 units. A&S IQ: LCD, LS EN: H
Typical periods offered: Spring

JAPAN 4033 Fifth-Level Modern Japanese I
A course intended for students with advanced proficiency in written and spoken Japanese who have had extensive study experience in Japan. The course objectives are: to achieve mastery of communication skills, to deepen understanding of Japanese structural patterns, and to expand vocabulary and control of idiomatic expressions. Emphasis on readings in contemporary texts and extensive practice with different styles of oral discourse. Class to be conducted exclusively in Japanese. Students are required to take the placement exam unless they are advancing from the previous level.
Credit 3 units. A&S IQ: LCD BU: IS
Typical periods offered: Fall, Spring

JAPAN 4034 Fifth-Level Modern Japanese II
A course intended for students with advanced proficiency in Japanese who have had extensive study experience in Japan. Emphasis on improving skills in both written and spoken Japanese acquired in Fifth-Level Japanese I. Class to be conducted exclusively in Japanese. Students are required to take the placement exam unless they are advancing from the previous level.
Credit 3 units. A&S IQ: LCD
Typical periods offered: Spring

JAPAN 4310 Topics in Japanese Literature & History
This course examines the culture of the Edo period (1600-1868), a time when Japan was largely closed to the outside world, but when economic growth, urbanization, the rise of commercial publishing and the establishment of theaters combined to create one of the most vibrant, innovative periods in Japanese literary and cultural history. We will consider cultural output as a means of both upholding and subverting traditional values, focusing particularly on representations of love, sex, and gender in the floating world of the pleasure quarters, images of samurai honor, stories of ghosts and the supernatural, and nascent ideas about national identity. When relevant, we will also consider images of early modern Japan in modern literature and film. Readings will be in English translation. Previous exposure to Japanese literature or history is helpful but not required. Fulfills premodern elective for EALC major.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

JAPAN 4450 Topics in Modern Japanese Literature
Topics course in modern Japanese literature; topics varies by semester. Fulfills modern elective for EALC major.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

JAPAN 4455 Japanese Fiction
The Meiji Period (1868-1912) in Japan was a time of tumultuous change. During the era Japan made sweeping reforms to its government, educational system, and social structures. Meiji men were encouraged to modernize along Western lines, while women were expected to serve as repositories of the past. Most women prized the elegant traditions and saw these as important markers of cultural identity. But not all were willing to completely abdicate their place in the modernizing impulse. This writing intensive course will examine these women's literary works, paying attention to the way they developed strategies to both serve the nation and find an outlet for their own creative voice. Works to consider include the short fiction of Higuchi Ichiyo, Shimizu Shikin, and Tamura Toshiko, the poetry of Yosano Akiko, the essays of Kishida Toshiko, and the translations of Wakamatsu Shizuko. All readings are available in English translation and students need not be familiar with Japanese, though background in Japanese Studies, Women's Studies, or literary studies will be helpful. This is a Writing-Intensive Seminar. Fulfills modern elective for EALC major.
Credit 3 units. A&S IQ: HUM, LCD, WI Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

JAPAN 4460 The Japanese Theater
This course is an investigation, using English materials, of the major developments and forms of the Japanese theater, from Noh and its antecedents to the rise of a modern drama. While less concerned with the performative aspects of theatrical arts (though these will

be introduced via videos), emphasis is placed on the ways in which dramatic texts influenced and borrowed from the literary tradition. Readings are from major theatrical texts, secondary studies on Japanese theater, and literary sources. Fulfills premodern elective for EALC major.
Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: HUM EN: H
Typical periods offered: Fall

JAPAN 4480 Japanese Poetry
This course is a comprehensive survey of Japanese poetry from the 8th century to the present day. Topics include the development of the great tradition of court poetry in the Heian period (ca. 800-1200) and its full flowering during the medieval period (ca. 1200-1600), the influence of the Zen aesthetic, the emergence of linked verse and haiku, and the transformation of the classical tradition with the advent of the modern era. All works will be read in English translation, although knowledge of Japanese will be useful. Graduate students will be expected to read original materials extensively. Undergraduates enroll in the 400-level section; 500-level section is for graduate students only.
Credit 3 units. Art: HUM
Typical periods offered: Fall, Spring

JAPAN 4490 Modern Japanese Women Writers
Japanese women have been scripted by Western (male) imagination as gentle, self-effacing creatures. From their (re)emergence in the late 19th century to their dominance in the late 20th, Japanese women writers have presented an image of their countrywomen as anything but demure. Struggling to define their voices against ever-shifting expectations and social contexts, the women they create in their fiction are valiant, if not at times violent. This course examines the various manifestations of the female image in female-authored modern Japanese fiction. Writers considered are Higuchi Ichiyo, Hirabayashi Taiko, Uno Chiyo, Enchi Fumiko, Yamada Eimi, and others. A selection of novels and shorter fiction are available in English translation, and students need not be familiar with Japanese. Prior coursework in literature/women's studies may be helpful. Fulfills modern elective for EALC major.
Credit 3 units. A&S IQ: HUM, LCD BU: HUM EN: H
Typical periods offered: Fall, Spring

JAPAN 4495 Modern Japanese Women Writers
Japanese women have been scripted by Western (male) imagination as gentle, self-effacing creatures. From their (re)emergence in the late 19th century to their dominance in the late 20th, Japanese women writers have presented an image of their countrywomen as anything but demure. Struggling to define their voices against ever-shifting expectations and social contexts, the women they create in their fiction are valiant, if not at times violent. This course examines the various manifestations of the female image in female-authored modern Japanese fiction. Writers to be considered are Higuchi Ichiyo, Hirabayashi Taiko, Uno Chiyo, Enchi Fumiko, Yamada Eimi, and others. A selection of novels and shorter fiction will be available in English translation, and students need not be familiar with Japanese. Prior coursework in literature/women's studies may be helpful. This is a Writing Intensive course. Fulfills modern elective for EALC major.
Credit 3 units. A&S IQ: HUM, LCD, WI BU: HUM EN: H
Typical periods offered: Fall, Spring

JAPAN 4500 Masterworks of Early Japanese Literature: The Tale of Genji and Its Afterlives
This course is an intensive study of one of the central texts of classical Japanese literature. Selection of texts rotate among works including: The Tale of Genji, court diaries, poetry anthologies, Noh drama, The Tale of the Heike, setsuwa collections, and medieval memoirs. In addition to exploring the historical, literary, and cultural significance of the work from its genesis to the present age, students engage in a close reading of the text and an investigation of the primary theoretical issues and approaches associated with the work both in Japan and abroad. Prior knowledge of early Japanese literature or history is recommended. Texts will be read in English translation. Fulfills premodern elective for EALC major.
Credit 3 units. A&S IQ: HUM, LCD BU: HUM EN: H
Typical periods offered: Fall, Spring

JAPAN 4600 Pre-Modern Japanese I
The language referred to as classical Japanese (or literary Japanese, kobun, kogo, bungo, bungotai, etc.) was in use from the Heian period to the 20th century, and traces of it remain even in modern Japanese. This course gives students a systematic introduction to the grammar of bungo, through readings in texts from the Heian and medieval periods. By the end of the semester students should be able to read reasonably straightforward passages of bungo with a dictionary. They will also have a deeper understanding of the grammar and structure of modern Japanese, and will become more skilled at using Japanese-Japanese dictionaries. Readings are drawn from Japanese classical literary texts using materials from standard modern annotated editions. Undergraduates enroll in the 400-level section; 500-level section is for graduate students only.
Credit 3 units. A&S IQ: LCD, LS EN: H
Typical periods offered: Fall

JAPAN 4610 Pre-Modern Japanese II
This course is a continuation of Pre-Modern Japanese I which reinforces and expands the student's understanding of classical Japanese grammar through close reading of texts drawn from the Heian, medieval and Edo periods, and introduces the basics of reading hentaigana, the cursive form of kana found in manuscript and woodblock print books. Readings are in classical literary texts using materials from standard modern annotated editions as well as the introduction of skills necessary for reading original texts, including kambun and hentaigana.
Credit 3 units. A&S IQ: LCD, LS EN: H
Typical periods offered: Spring

JAPAN 4640 Japanese Textual Analysis
This course introduces the advanced student of Japanese to a variety of prose narratives in the modern language. Readings, which include literary texts and topical essays on aspects of Japanese society and culture, reflect the needs and interests of the enrolled students. Focus is on close reading and syntactic analysis of the selected texts. Regular translation exercises gauge the mastery of grammar, syntax, and idiomatic usages. All readings are in Japanese, with class discussion conducted predominantly in English. A final translation project, to be chosen by the student in consultation with the instructor, is required. Undergraduates enroll in the 400-level section; 500-level section is for graduate students only.
Credit 3 units. A&S IQ: LCD EN: H
Typical periods offered: Fall, Spring

JAPAN 4910 Guided Readings in Japanese
Guided readings in Japanese.
Credit 3 units.
Typical periods offered: Fall, Spring

Korean

KOREA 1007 Basic Korean I
Basic Korean I is designed to develop students' basic proficiency in all four language skill areas, listening, speaking, reading, and writing, while fostering intercultural competence. Students will improve their Korean communication skills by engaging in various interactive activities throughout the course. The topics covered in the class include self-introduction, describing surroundings, discussing daily activities, and engaging in conversations about familiar objects and people. The course introduces relevant cultural topics to enrich students' understanding of Korean culture and language. This 3-credit, slower-paced course meets three times per week and requires less time commitment than the 5-credit course First-Level Modern Korean I. Upon completing Basic Korean I in the spring semester, students can enroll in Basic Korean II in the fall semester. After successfully finishing Basic Korean II, students can advance to First-Level Modern Korean II in the subsequent spring semester. It is important to note that Basic Korean 1 and Basic Korean 2 do not fulfill the language sequence requirement, nor the two-semester language requirement for the EALC minor.
Credit 3 units. A&S IQ: LCD Arch: HUM Art: HUM EN: H
Typical periods offered: Spring

KOREA 1008 Basic Korean II
Basic Korean II is the second course in the slower-paced Basic Korean language sequence. This course focuses on developing proficiency in listening, speaking, reading, and writing, while also fostering intercultural competence. Students will participate in various interactive activities to develop their proficiency. Topics covered include describing surroundings, discussing daily activities such as school, shopping, extracurricular activities, and describing past and future events. The course also introduces relevant cultural topics to deepen students' understanding of Korean culture and language. After completing Basic Korean II, students can enroll in First-Level Modern Korean II in the spring semester. It is important to note that Basic Korean 1 and Basic Korean 2 do not fulfill the language sequence requirement, nor the two-semester language requirement for the EALC minor.
Credit 3 units. A&S IQ: HUM, LCD BU: HUM EN: H
Typical periods offered: Fall

KOREA 1517 First-Level Modern Korean I
This course is an introduction to Korea's modern spoken and written language, designed for students with no prior background or minimal exposure to the language without any literacy skills. The course emphasizes developing proficiencies in all four areas of language functions, including listening, speaking, reading, and writing, specifically focusing on accurate pronunciation, basic grammar, and communicative and intercultural competence. Throughout the course, students will work towards the following objectives: gaining the ability to say greetings, tell time, and carry on basic conversations in classrooms, stores, and various social situations related to daily life, family, and school in all time frames (present, past, and future). In addition, the course aims to help students understand Korean culture as reflected in the language. Students with some previous Korean language background must take the placement exam. Note: Students with some previous Korean language background must take the placement examination.
Credit 5 units. A&S IQ: LCD, LS EN: H
Typical periods offered: Fall

KOREA 1518 First-Level Modern Korean II
This course is a continuation of the first level beginning Korean course, focusing on acquiring communicative and grammatical skills in speaking, writing, and reading through active participation. The curriculum includes Interactive activities that enhance learning experiences and foster communicative and intercultural competence. By the end of the course, students will acquire basic vocabulary, accurate pronunciation, and reading and writing skills with appropriate grammar. They will be able to participate in conversations related to school, classes, social life, family, phone conversations, travel, shopping, and restaurants. Additionally, the course aims to help students understand Korean culture reflected in the language. Prerequisite: L51 117D (grade of B- or better) or placement by examination.
Credit 5 units. A&S IQ: LCD, LS EN: H
Typical periods offered: Spring

KOREA 2017 Second-Level Modern Korean I
This class is designed for students who have successfully finished First Level Modern Korean I & II and those with equivalent proficiency. The course will continue to emphasize the development of cultural competency in Korean language and culture and communicative skills in speaking, listening, writing, and reading. By the end of this course, students will be able to engage in conversation on personal experiences and topics related to lessons in class, develop accurate pronunciation and intonation, further develop their reading and writing skills in Korean texts, and gain a deeper understanding of Korean culture as reflected in the language. Students are required to take the placement exam unless they are advancing from the previous level.
Credit 5 units. A&S IQ: LCD, LS EN: H
Typical periods offered: Fall

KOREA 2018 Second-Level Modern Korean II
This class is designed for students who have completed Second Level Modern Korean I or have equivalent proficiency. The course's main objective is to continue developing cultural competency in Korean language and culture while further developing students' communicative skills in speaking, listening, writing, and reading. By the end of the course, students will be able to engage in expanded conversations on personal experiences and topics related to class lessons, constructing coherent and complete sentences. Additionally, students focus on improving their pronunciation and intonation, developing their reading and writing skills to engage with simple Korean texts effectively, and gaining a deeper understanding of Korean culture as reflected in the language. Students are required to take the placement exam unless they are advancing from the previous level.
Credit 5 units. A&S IQ: LCD, LS EN: H
Typical periods offered: Spring

KOREA 2230 Korean Civilization
This course introduces Korean civilization from earliest times to the present. While a broad survey, the course emphasizes cultural themes and social institutions, and explores the Korean past in East Asian and global perspectives. To help with building this comprehensive view, the class follows a chronological progression of history using a textbook. But throughout, students also learn from diverse media-including film, drama, music, games, and primary historical sources-to make their own sense of Korea and Korean culture. In terms of methodology, the class adopts various approaches, from source criticism and material studies to critically engaging modern-day representations of Korea in print and new media. Some of the topics covered include: foundation myths, ancient literature, colonialism, civil war, authoritarianism, rapid industrialization, and democratization in Korea.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H
Typical periods offered: Fall, Spring

KOREA 2900 Korean Undergraduate Teaching Assistants
In this course undergraduate students with native or near native proficiency in Korean assist in the first, second, and third level modern Korean language classes by serving as one-on-one session tutor, lab drill and practice session tutor, or discussion leader under close supervision of the faculty. Students can only enroll in the class with permission from the faculty member.
Credit 1-3 units.
Typical periods offered: Fall, Spring

KOREA 2990 Undergraduate Internship in Korean
Students receive credit for a faculty-directed and approved internship. Registration requires the completion of the Learning Agreement, which the student obtains from the Career Center and which must be filled out and signed by the Career Center and the faculty sponsor prior to beginning internship work. Credit should correspond to actual time spent in work activities (e.g., eight to ten hours a week for thirteen or fourteen weeks to receive 3 units of credit; 1 or 2 credits for fewer hours). Credit/no credit only. Prerequisite: permission of department or DUS.
Credit 3 units.
Typical periods offered: Fall, Spring

KOREA 2999 Independent Study
Prerequisite: permission of the instructor
Credit 6 units.
Typical periods offered: Fall, Spring

KOREA 3520 Literature of Modern and Contemporary Korea
This undergraduate course surveys the major writers and works of 20th century Korean literature. During the 20th century Korea went through a radical process of modernization. From its colonization by Japan, to its suffering of a civil war within the cold war order, to its growth into a cultural and economic powerhouse, Korea's historical experience is at once unique and typical of that of a third-world nation. By immersing themselves in the most distinctive literary voices from Korea, students examine how the Korean experience of modernization was filtered through its cultural production. The course pays special attention to the writers' construction of the self and the nation. How do social categories such as ethnicity, class, gender, and race figure in the varying images of the self? And how do these images relate to the literary vision of the nation? Along the way, students observe the prominent ideas, themes, and genres of Korean literature. This class combines lecture with discussion, in which students are strongly encouraged to participate. All literary texts are in English translation and no previous knowledge of Korean is required. Fulfills modern literature requirement for EALC degrees.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH, HUM, IS EN: H
Typical periods offered: Fall, Spring

KOREA 3550 Topics in Korean Literature & Culture
Topics course on Korean literature and culture; subject varies by semester. Fulfills premodern elective for EALC major.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: BA, HUM EN: H
UColl: CD
Typical periods offered: Fall, Spring

KOREA 3650 Topics in Modern Korean Literature
Topics course on modern Korean literature; subject varies by semester. Fulfills modern elective for EALC major.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H
Typical periods offered: Fall, Spring

KOREA 3700 When Tigers Smoke: Songs and Stories From Traditional Korea
This course has two purposes: (1) to introduce major works and topics in Korean classical literature and the cultural world in which they were produced and (2) to explore modern reimaginings of these historical works and events and wider context through contemporary literature and film. The former involves a journey through various genres, including foundation myths, songs, biographies, essays, poetry, fiction, memoirs, letters and oral performance, all produced before the 20th century. For a modern perspective, the course turns to films, dramas, cartoons and short stories, which serve as the basis for discussing the modern recreations of historical events, characters, and Korean culture more broadly. In addition to details of the works themselves, topics will include Korea's place in the context of a Sino-centric world order; the significance of two writing systems, hanmun (literary Chinese) and han'gul (Korean vernacular writing); gender and literary practice; and the dynamic relationship between tradition and creativity. No knowledge of Korean history or language is required. All readings in English. Fulfills premodern elective for EALC major.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H
Typical periods offered: Fall, Spring

KOREA 4017 Third-Level Modern Korean I
This course is designed for students who have completed Second Level Modern Korean I & II or those with equivalent proficiency. The course aims to further develop students' communicative competence and proficiency in speaking, listening, writing, and reading while deepening their understanding of Korean culture at the high intermediate level. Throughout the course, students will develop the cultural and linguistic understanding necessary to communicate for various personal and social purposes. By the end of the course, students will be able to participate in detailed conversations on various familiar topics such as travel, leisure activities, health, traditions, holidays, and beliefs using complex sentences. Students can expect to read simple articles and write essays of 250-350 words. Students are required to take the placement exam unless they are advancing from the previous level.
Credit 3 units. A&S IQ: LCD, LS EN: H
Typical periods offered: Fall

KOREA 4018 Third-Level Modern Korean II
This course is intended for students who have completed Third-Level Modern Korean I or have an equivalent level of proficiency. The primary goal of the course is to enhance students' communicative competence and proficiency in speaking, listening, writing, and reading while also deepening their understanding of Korean culture at the high intermediate level. By the end of the course, students will be able to participate in detailed conversations on various familiar and unfamiliar topics and social situations in a culturally appropriate manner. They will also be able to comprehend main ideas and supporting details in non-complex aural and written stories across various contexts and read articles, narrative, and descriptive texts. Students will also be able to describe, explain, and compare using structures and vocabulary items at the high intermediate level in writing and speaking. Students are required to take the placement exam unless they are advancing from the previous level.
Credit 3 units. A&S IQ: LCD, LS EN: H
Typical periods offered: Spring

KOREA 4027 Fourth-Level Modern Korean I
This course is intended for students who have completed the Third Level Modern Korean I & II or possess equivalent proficiency. The course's main objective is to develop student's language skills in speaking, listening, reading, and writing, with a greater emphasis on reading and writing while enhancing their understanding of Korean

culture. The class explores various topics related to Korea and Korean culture, utilizing a primary textbook and a range of authentic materials such as newspaper articles, literature, films, and video clips that are relevant to the topics. Through these materials, students will be able to express their ideas convincingly and precisely in Korean on Korea-related topics. Additionally, students will work on improving their Korean proficiency in vocabulary and hanja (Chinese characters) at an advanced level and perfecting their sentence structure for oral and written communication in various formats. By the end of the course, students will have developed advanced-level language skills, a deeper understanding of Korean culture, and the ability to communicate their ideas in Korean effectively. Students are required to take the placement exam unless they are advancing from the previous level.
Credit 3 units. A&S IQ: LCD, LS BU: IS EN: H
Typical periods offered: Fall

KOREA 4028 Fourth-Level Modern Korean II
This course aims to help students enhance their Korean language proficiency and knowledge of Korean culture, history, and society to an advanced level. Throughout the course, students will participate in various activities, such as discussions, presentations, and reading and writing exercises based on materials such as movies and readings that provide rich cultural, historical, and sociopolitical information about Korea. Additionally, using authentic materials throughout the course provides students with opportunities to be exposed to the authentic Korean language in various situations. Students will continue to expand their advanced-level vocabulary and hanja (Chinese character) knowledge and refine their sentence structure skills for effective oral and written communication in various formats. Students are required to take the placement exam unless they are advancing from the previous level.
Credit 3 units. A&S IQ: LCD, LS EN: H
Typical periods offered: Spring

KOREA 4037 Contemporary Korean I
This is an advanced to high-advanced level Korean course in standard modern Korean. Emphasis is placed on developing an advanced level of reading proficiency in Korean and writing ability in Korean for an academic or professional purpose.
Credit 3 units. A&S IQ: LCD, LS BU: IS EN: H
Typical periods offered: Fall

KOREA 4038 Contemporary Korean II
This is the continuation of Contemporary Korean I. It is an advanced to high-advanced level Korean course in standard modern Korean. Emphasis is placed on developing an advanced level of reading proficiency in Korean and writing ability in Korean for an academic or professional purpose.
Credit 3 units. A&S IQ: LCD, LS EN: H
Typical periods offered: Spring

KOREA 4550 Topics in Korean Literature and Culture
Topics course in Korean literature and culture; subject varies by semester. Fulfills modern elective for EALC major.
Credit 3 units. A&S IQ: LCD EN: H
Typical periods offered: Fall, Spring

KOREA 4920 Guided Readings in Korean
Guided readings in Korean
Credit 3 units. EN: H
Typical periods offered: Fall, Spring

KOREA 4925 Guided Readings in Korean
Guided readings in Korean
Credit 2 units.
Typical periods offered: Fall, Spring

East Asian Languages and Cultures Major

Program Requirements

- **Total Units Required:** 27-47 units (24 upper-level units, plus 3-23 prerequisite units); 33-53units for students pursuing Senior Honors
- **Grade Requirement:** C– or above; Pass/No Pass grades do not count toward major requirements

Prerequisites

- First and second levels of the chosen language: Chinese, Japanese, or Korean (or the equivalent) (0-20 units)
- Students are required to complete one of the following civilization courses (3 units):

Code	Title	Units
CHINA 2270	Chinese Civilization	3
JAPAN 2260	Japanese Civilization	3
KOREA 2230	Korean Civilization	3

Requirements

Students must complete eight courses for a minimum of 24 upper-level units (3000 level or above), including the following:

1. Students are required to complete one EALC seminar course (topic varies by semester). The EALC seminar may also fulfill one of the premodern or modern requirements (3 units).

Code	Title	Units
EALC 3800	EALC Seminar (premodern)	3
EALC 3810	EALC Seminar (modern)	3

2. Students are required to complete two courses focusing on the premodern era (6 units); one course must be chosen from the following:

Code	Title	Units
CHINA 3410	Early and Imperial Chinese Literature	3
JAPAN 3320	Japanese Literature: Beginnings to Nineteenth Century	3
KOREA 3700	When Tigers Smoke: Songs and Stories From Traditional Korea	3

3. Students are required to complete two courses focusing on the modern era (6 units); one course must be chosen from the following:

Code	Title	Units
CHINA 3420	Modern and Contemporary Chinese Literature	3
JAPAN 3330	The Modern Voice in Japanese Literature	3
KOREA 3520	Literature of Modern and Contemporary Korea	3

4. Students must complete one approved 4000-level capstone course (prime majors). The capstone course may also fulfill one of the premodern or modern requirements (3 units).
    a. The capstone course is taken during the senior year and must be a course offered by EALC faculty. Writing-intensive courses and language courses cannot fulfill the capstone requirement. Majors are required to present on their capstone course at the EALC Senior Symposium, which is held in the spring.
5. The remaining four (prime majors) or five (second majors) upper-level courses are electives and chosen in consultation with the advisor (12-15 units).
6. **Latin Honors:** Students wishing to pursue senior honors may complete a senior honors thesis. This option, which also entitles the student to Latin Honors, requires a minimum of a 3.65 grade point average. The thesis is researched and written over two semesters for a total of 6 units of credit; this requirement is in addition to the 24 upper-level units required for the major. Students must enroll in EALC 4998 during the fall of their senior year and in EALC 4999 during the spring of their senior year. Majors are required to present their senior honors thesis at the EALC Senior Symposium, which is held in the spring.

Additional Information

- Language placement is required for this program. Please consult the East Asian Languages and Cultures Field of Study page (p. 429) for details.
- Language courses require a grade of B– or better to continue to the next level. Those who do not meet this requirement may either repeat the course or earn at least a B– in an approved equivalent course (either during the summer or in a study abroad program).
- With advisor approval, students may include two courses in a related area offered outside of the department among the 24 upper-level units. (For example, a student may take one course in the Film and Media Studies program or Department of Art History and Archaeology that focuses on East Asia.)
- Courses for the major must be taken for credit.

Study Abroad

Up to 6 units of credit may be applied toward the major from one semester abroad, and up to 12 units of credit may be applied from two semesters abroad.

Transfer Credit

Students who wish to transfer credits from other institutions (non-study abroad units) for use toward the major must have approval from the director of undergraduate studies. With approval, students may transfer a total of 9 units from other U.S. institutions. University policy specifies that at least half of the units for the major must be completed in residence at Washington University. Therefore, no more than 12 units in total can be applied to the major whether the credits are earned via study abroad or transfer credit.

- Students are strongly encouraged to participate in a study abroad program. Please refer to the EALC website for more information about study abroad programs.
- No more than 3 units of independent study may be counted toward the required 24 upper-level units.

Departmental Honors

EALC awards Departmental Honors to majors as an acknowledgment of exemplary work in the major.

- Prime and second majors are eligible.
- Students seeking “High Distinction in EALC” or “Highest Distinction in EALC” must complete the requirements of the department’s Latin Honors program.
- For all EALC honors, students must participate actively in department-run or recommended events, such as special lectures, conferences/symposia, workshops, or films.

Highest Distinction in EALC

- Students must have a within-major GPA of ≥3.86 at the time of graduation, and they must have participated in the department’s Latin Honors program.

High Distinction in EALC

- Students must have a within-major GPA of 3.65 to 3.85 at the time of graduation, and they must have participated in the department’s Latin Honors program.

Distinction in EALC

- Students must have a within-major GPA of ≥3.65 at the time of graduation, and they must not have participated in the department’s Latin Honors program.

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East Asian Languages and Cultures Major, Chinese Specialization

Program Requirements

- **Total Units Required:** 27-47 (24 upper-level units, plus 3-23 prerequisite units); 33-53 for students pursuing Senior Honors
- **Grade Requirement:** C- or above; Pass/No Pass grades do not count toward major requirements

Prerequisites

- First and second levels of Chinese (or the equivalent) (0-20 units)
- Students are required to complete one of the following Civilization courses (3 units):

Code	Title	Units
CHINA 2270	Chinese Civilization	3
JAPAN 2260	Japanese Civilization	3
KOREA 2230	Korean Civilization	3

Requirements

Students must complete eight courses for a minimum of 24 upper-level units (3000-level or above), including the following. Five of the eight courses must focus on Chinese (15 units).

1. Students are required to complete one EALC seminar course (topic varies by semester). The EALC seminar may also fulfill one of the premodern or modern requirements (3 units).

Code	Title	Units
EALC 3800	EALC Seminar (premodern)	3
EALC 3810	EALC Seminar (modern)	3

2. Students are required to complete two courses focusing on the premodern era (6 units). One course must be chosen from the following:

Code	Title	Units
CHINA 3410	Early and Imperial Chinese Literature	3
JAPAN 3320	Japanese Literature: Beginnings to Nineteenth Century	3
KOREA 3700	When Tigers Smoke: Songs and Stories From Traditional Korea	3

3. Students are required to complete two courses focusing on the modern era (6 units). One course must be chosen from the following:

Code	Title	Units
CHINA 3420	Modern and Contemporary Chinese Literature	3
JAPAN 3330	The Modern Voice in Japanese Literature	3
KOREA 3520	Literature of Modern and Contemporary Korea	3

4. One approved 4000-level capstone course (prime majors). The capstone course may also fulfill one of the premodern or modern requirements (3 units).
    a. The capstone course is taken during the senior year and must be a course offered by EALC faculty. Writing-intensive courses and language courses cannot fulfill the capstone requirement. Majors are required to present on their capstone course at the EALC Senior Symposium, which is held in the spring.
5. The remaining four (prime majors) or five (second majors) upper-level courses are electives and chosen in consultation with the advisor (12-15 units).
6. **Latin Honors:** Students wishing to pursue senior honors may complete a senior honors thesis. This option, which also entitles the student to Latin Honors, requires a minimum of a 3.65 grade point average. The thesis is researched and written over two semesters, for a total of 6 units; this requirement is in addition to the 24 upper-level units required for the major. Students must enroll in EALC 4998 Independent Work for Senior Honors (3 units) during the fall of their senior year and in EALC 4999 Independent Work for Senior Honors (3 units) during the spring of their senior year. Majors are required to present their senior honors thesis at the EALC Senior Symposium, which is held in the spring.

Additional Information

- Language placement is required for this program. Please see the Overview page (p. 429) for details.
- Language courses require a grade of B- or better to continue to the next level. Those who do not meet this requirement may either repeat the course or earn at least a B- in an approved equivalent course (either during the summer or in a study abroad program).
- With advisor approval, students may include two courses in a related area offered outside of the department among the 24 upper-level units. (For example, a student may take one course in the Film and Media Studies program or the Department of Art History and Archaeology that focuses on East Asia.)
- Courses for the major must be taken for credit.

Study Abroad

Up to 6 units of credit may be applied toward the major from one semester abroad, and up to 12 units of credit may be applied from two semesters abroad.

Transfer credit

Students who wish to transfer credits from other institutions (non-study abroad units) for use toward the major must have approval from the director of undergraduate studies. With approval, students may transfer a total of 9 units from other U.S. institutions. University policy specifies that at least half of the units for the major must be completed in residence at Washington University. Therefore, no more than 12 units in total can be applied to the major whether the credits are earned via study abroad or transfer credit.

- Students are strongly encouraged to participate in a study abroad program. Please refer to the EALC website for more information about study abroad programs.
- No more than 3 units of independent study may be counted toward the required 24 upper-level units.

Departmental Honors

EALC awards Departmental Honors to majors as an acknowledgment of exemplary work in the major.

- Prime and second majors are eligible.
- Students seeking "High" or "Highest Distinction in EALC" must complete the requirements of the department's Latin Honors program.
- For all EALC Honors, students must participate actively in department-run or recommended events, such as special lectures, conferences/symposia, workshops, or films.

Highest Distinction in EALC

- Students must have a within-major GPA of ≥3.86 at the time of graduation, and they must have participated in the department's Latin Honors program.

High Distinction in EALC

- Students must have a within-major GPA of 3.65 to 3.85 at the time of graduation, and they must have participated in the department's Latin Honors program.

Distinction in EALC

- Students must have a within-major GPA of ≥3.65 at the time of graduation, and they must not have participated in the department's Latin Honors program.

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East Asian Languages and Cultures Major, Japanese Specialization

Program Requirements

- **Total Units Required:** 27-47 (24 upper-level units, plus 3-23 prerequisite units); 33-53 for students pursuing Senior Honors
- **Grade Requirement:** C- or above; Pass/No Pass grades do not count toward major requirements

Prerequisites

- First and second levels of Japanese (or the equivalent) (0-20 units)
- Students are required to complete one of the following civilization courses (3 units):

Code	Title	Units
CHINA 2270	Chinese Civilization	3
JAPAN 2260	Japanese Civilization	3
KOREA 2230	Korean Civilization	3

Requirements

Students must complete eight courses for a minimum of 24 upper-level units (3000-level or above), including the following. Five of the eight courses must focus on Japanese (15 units).

1. Students are required to complete one EALC seminar course (topic varies by semester). The EALC seminar may also fulfill one of the premodern or modern requirements (3 units).

Code	Title	Units
EALC 3800	EALC Seminar (premodern)	3
EALC 3810	EALC Seminar (modern)	3

2. Students are required to complete two courses focusing on the premodern era (6 units). One course must be chosen from the following:

Code	Title	Units
CHINA 3410	Early and Imperial Chinese Literature	3
JAPAN 3320	Japanese Literature: Beginnings to Nineteenth Century	3
KOREA 3700	When Tigers Smoke: Songs and Stories From Traditional Korea	3

3. Students are required to complete two courses focusing on the modern era (6 units). One course must be chosen from the following:

Code	Title	Units
CHINA 3420	Modern and Contemporary Chinese Literature	3
JAPAN 3330	The Modern Voice in Japanese Literature	3
KOREA 3520	Literature of Modern and Contemporary Korea	3

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East Asian Languages and Cultures Major, Korean Specialization

Program Requirements

- **Total Units Required:** 27-47 (24 upper-level units, plus 3-23 prerequisite units); 33-53 for students pursuing Senior Honors
- **Grade Requirement:** C- or above; Pass/No Pass grades do not count toward major requirements

Prerequisites

- First and second levels of Korean (or the equivalent) (0-20 units)
- Students are required to complete one of the following Civilization courses (3 units):

Code	Title	Units
CHINA 2270	Chinese Civilization	3
JAPAN 2260	Japanese Civilization	3
KOREA 2230	Korean Civilization	3

Requirements

Students must complete eight courses for a minimum of 24 upper-level units (3000-level or above), including the following. Five of the eight courses must focus on Korean (15 units).

1. Students are required to complete one EALC seminar course (topic varies by semester). The EALC seminar may also fulfill one of the premodern or modern requirements (3 units).

Code	Title	Units
EALC 3800	EALC Seminar (premodern)	3
EALC 3810	EALC Seminar (modern)	3

2. Students are required to complete two courses focusing on the premodern era (6 units). One course must be chosen from the following:

Code	Title	Units
CHINA 3410	Early and Imperial Chinese Literature	3
JAPAN 3320	Japanese Literature: Beginnings to Nineteenth Century	3
KOREA 3700	When Tigers Smoke: Songs and Stories From Traditional Korea	3

3. Students are required to complete two courses focusing on the modern era (6 units). One course must be chosen from the following:

Code	Title	Units
CHINA 3420	Modern and Contemporary Chinese Literature	3
JAPAN 3330	The Modern Voice in Japanese Literature	3
KOREA 3520	Literature of Modern and Contemporary Korea	3

4. One approved 4000-level capstone course (prime majors). The capstone course may also fulfill one of the premodern or modern requirements (3 units).
   a. The capstone course is taken during the senior year and must be a course offered by EALC faculty. Writing-intensive courses and language courses cannot fulfill the capstone requirement. Majors are required to present on their capstone course at the EALC Senior Symposium, which is held in the spring.
5. The remaining four (prime majors) or five (second majors) upper-level courses are electives and chosen in consultation with the advisor (12-15 units).
6. **Latin Honors:** Students wishing to pursue senior honors may complete a senior honors thesis. This option, which also entitles the student to Latin Honors, requires a minimum of a 3.65 grade point average. The thesis is researched and written over two semesters, for a total of 6 units; this requirement is in addition to the 24 upper-level units required for the major. Students must enroll in EALC 4998 Independent Work for Senior Honors (3 units) during the fall of their senior year and in EALC 4999 Independent Work for Senior Honors (3 units) during the spring of their senior year. Majors are required to present their Senior Honors thesis at the EALC Senior Symposium, which is held in the spring.

Additional Information

- Language placement is required for this program. Please see the Overview page (p. 429) for details.
- Language courses require a grade of B- or better to continue to the next level. Those who do not meet this requirement may either repeat the course or earn at least a B- in an approved equivalent course (either during the summer or in a study abroad program).
- With advisor approval, students may include two courses in a related area offered outside of the department among the 24 upper-level units. (For example, a student may take one course in Film and Media Studies or Art History that focuses on East Asia.)
- Courses for the major must be taken for credit.

Study Abroad

Up to 6 units of credit may be applied toward the major from one semester abroad, and up to 12 units of credit may be applied from two semesters abroad.

Transfer credit

- Students who wish to transfer credits from other institutions (non-study abroad units) for use toward the major must have approval from the director of undergraduate studies. With approval, students may transfer a total of 9 units from other U.S. institutions. University policy specifies that at least half of the units for the major must be completed in residence at Washington University. Therefore, no more than 12 units in total can be applied to the major whether the credits are earned via study abroad or transfer credit.
- Students are strongly encouraged to participate in a study abroad program. Please refer to the EALC website for more information about study abroad programs.
- No more than 3 units of independent study may be counted toward the required 24 upper-level units.

Departmental Honors

EALC awards Departmental Honors to majors as an acknowledgment of exemplary work in the major.

- Prime and second majors are eligible.
- Students seeking "High Distinction in EALC" or "Highest Distinction in EALC" must complete the requirements of the department's Latin Honors program.
- For all EALC Honors, students must participate actively in department-run or recommended events, such as special lectures, conferences/symposia, workshops, or films.

Highest Distinction in EALC

- Students must have a within-major GPA of ≥3.86 at the time of graduation, and they must have participated in the department's Latin Honors program.

High Distinction in EALC

- Students must have a within-major GPA of 3.65 to 3.85 at the time of graduation, and they must have participated in the department's Latin Honors program.

Distinction in EALC

- Students must have a within-major GPA of ≥3.65 at the time of graduation, and they must not have participated in the department's Latin Honors program.

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East Asian Languages and Cultures Minor

Program Requirements

Total Units Required: 18 units

Grade Requirement: C- or above; Pass/No Pass grades do not count toward minor requirements

Required Courses

- Two semesters of one of the chosen languages: Chinese, Japanese, or Korean
- At least 9 units must be from 3000-level courses or above

1. **Students are required to complete one of the following Civilization courses (3 units):**

Code	Title	Units
CHINA 2270	Chinese Civilization	3
JAPAN 2260	Japanese Civilization	3
KOREA 2230	Korean Civilization	3

2. **Students are required to complete one of the following courses focusing on the premodern era (3 units):**

Code	Title	Units
CHINA 3410	Early and Imperial Chinese Literature	3
JAPAN 3320	Japanese Literature: Beginnings to Nineteenth Century	3
KOREA 3700	When Tigers Smoke: Songs and Stories From Traditional Korea	3

3. **Students are required to complete one of the following courses focusing on the modern era (3 units):**

Code	Title	Units
CHINA 3420	Modern and Contemporary Chinese Literature	3
JAPAN 3330	The Modern Voice in Japanese Literature	3
KOREA 3520	Literature of Modern and Contemporary Korea	3

4. **One upper-level (3000/4000 level) elective course: course must be non-language and offered by EALC (course subject: CHINA, JAPAN, KOREA, EALC) (3 units)**

Additional Information

- Language placement is required for this program. Please visit the Overview tab of the East Asian Languages and Cultures page (p. 429) for details.
- Students must earn at least a B- or better in language courses to continue to the next level. Students who do not meet this requirement may either repeat the course or earn at least a B- in an approved equivalent course (either during the summer or in a study abroad program).
- Basic Chinese and basic Korean: students must take both semesters of basic and one semester of regular language to fulfill the two-semester language requirement. Two semesters of basic language do not fulfill the language requirement.
- Courses for the minor must be taken for credit.
- No more than 3 units of transfer or study abroad non-language courses may be applied to the minor.
- Students are strongly encouraged to participate in a study abroad program. Please refer to the EALC website for more information about study abroad programs.

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Economics

The Economics program explores the problems of a modern economy and introduces the methodological tools that economists use. It emphasizes the development of analytical models and their application to important economic, social and political issues, such as inflation, unemployment, taxation, inequality, poverty, pollution, government decision-making, and regulation. Our faculty, which is made up of leading teacher-scholars, includes specialists in game theory, microeconomics, macroeconomics, industrial organization, monetary economics, financial economics, and public finance.

The study of economics contributes to a broad liberal arts education and helps students develop superior problem-solving skills. It is an excellent course of study to pursue, whether students plan to enter the workforce after graduation or are considering graduate work in law, engineering, or the social sciences. Economics also provides exceptional preparation for careers in business, either immediately after graduation or after completing master's-level graduate work in business (e.g., MBA, MS Finance). For further information, consult the Department of Economics website. Economics students with business interests typically complete at least one internship to obtain practical business experience, and it may be possible to obtain academic credit for that internship. Students should discuss with their advisors the possibility of taking courses, such as accounting, in the Olin Business School.

In addition to the Economics major, there are two interdisciplinary majors: Economics and Computer Science and Mathematics and Economics. In each major, students complete the core courses in the respective fields along with a set of electives that are complementary to both fields. Further information is available in the Majors section (p. 454) of this page. As noted previously, students are strongly encouraged to complete at least one internship and to complement their studies with appropriate course work from the Olin Business School.

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Faculty

Chair

George-Levi Gayle
John H. Biggs Distinguished Professorship in Economics
PhD, University of Pittsburgh
Econometric theory; contract theory; labor economics; personnel economics; corporate governance

Associate Chair

Francisco (Paco) Buera
Sam B. Cook Professor of Economics
PhD, University of Chicago
Macroeconomics; macroeconomic development

Director of Graduate Studies — Doctoral Program

Jonathan Weinstein
Professor
Director Graduate Studies - Doctoral Program
PhD, Massachusetts Institute of Technology
Microeconomic theory, game theory

Director of Graduate Studies — Master's Program

Brian Rogers
Professor
PhD, California Institute of Technology
Microeconomic theory; fields of network formation; social learning; applied game theory

Associate Director of Graduate Studies — Master's Program

Grace J. Yan Johnson
Senior Lecturer
PhD, Oklahoma State University

Director of Undergraduate Studies

Ana Babus
Associate Professor
PhD, Erasmus University Rotterdam
Microeconomic theory; finance

Department Faculty

Md Nazmul Ahsan
Senior Lecturer
PhD, University of Southern California

Gaetano Antinolfi
Professor
Weidenbaum Center Research Fellow
PhD, Cornell University
Macroeconomics; monetary and international economics

Costas Azariadis
Edward Mallinckrodt Distinguished Professor in Arts & Sciences
Weidenbaum Center Research Fellow
PhD, Carnegie Mellon University
Macroeconomic dynamics; economic development; monetary and fiscal policy

Sudeshna Bandyopadhyay
Teaching Professor
PhD, University of Maryland

Marcus Berliant
Professor
PhD, University of California, Berkeley
Public finance; mathematical economics; urban economics

Michele Boldrin
Joseph Gibson Hoyt Distinguished Professor in Arts & Sciences
PhD, University of Rochester
Economic theory; economic growth; macroeconomics

Maria Canon
Senior Lecturer
PhD, University of Rochester

Steven Fazzari
Bert A. and Jeanette L. Lynch Distinguished Professor of Economics
PhD, Stanford University
Macroeconomics; Keynesian economics; investment and finance

Martín García-Vázquez
Assistant Professor
PhD, University of Minnesota
Labor economics; public finance; macroeconomics; econometrics

Limor Golan
Laurence H. Meyer Professor of Economics
PhD, University of Wisconsin–Madison
Labor economics; applied microeconomics; applied econometrics

Philipp Grübener
Assistant Professor
PhD, European University Institute
Quantitative macroeconomics; macro labor economics; macro public finance

Andrew Jordan
Assistant Professor
PhD, University of Chicago
Labor markets; discrimination; criminal justice

Sukkoo Kim
Associate Professor
PhD, University of California, Los Angeles
Economic history; urban and regional economics; trade and development

SangMok Lee
Associate Professor
PhD, California Institute of Technology
Microeconomics

Rodolfo Manuelli
James S. McDonnell Distinguished University Professor
Graduate Admissions Officer
PhD, University of Minnesota
Economic growth and development economics; macro and monetary economics

Emilie McHugh Rivers
Senior Lecturer
MS, University of Wisconsin-Madison
Macroeconomics; microeconomics; urban economics

Molly Moore
Lecturer
PhD, Harvard University

Julie Mortimer
Assistant Professor of Economics
James Langenfeld Professor of Industrial Organization
PhD, University of California, Los Angeles
Empirical industrial organization

Ismael Mourifié
Professor
PhD, University of Montréal
Microeconomics (theory and applications)

Werner Ploberger
Thomas H. Eliot Distinguished Professor in Arts & Sciences
PhD, Vienna University of Technology
Statistics; econometric methodology; time-series econometrics

Robert Pollak
Hernreich Distinguished Professor of Economics
PhD, Massachusetts Institute of Technology
Environmental economics; microeconomics/industrial organization; business and government; political economy

David Rivers
Associate Professor
PhD, University of Wisconsin-Madison
Industrial organization, productivity, economics of crime, applied econometrics, applied microeconomics

Xiaofeng Shao
Professor of Statistics & Data Science
Professor of Economics
PhD, University of Chicago
Econometrics time series, analysis change-point analysis, high-dimensional statistics, nonparametric statistics, functional data analysis

Yongseok Shin
Douglass C. North Distinguished Professor of Economics
PhD, Stanford University
Macroeconomics; economic growth

Guanyi Wang
Assistant Professor
PhD, University College London
Econometrics

Ping Wang
Seigle Family Professor in Arts & Sciences
NBER Research Associate
PhD, University of Rochester
Growth/development; money/macro; economic theory; spatial/health economics

Yuzhao Yang
Postdoctoral Fellow
PhD, Boston University
Microeconomic theory, decision theory, behavioral economics

M. Bumin Yenmez
Professor
PhD, Stanford Graduate School of Business
Microeconomic theory, mechanism and market design, choice theory

Affiliated Faculty

Mariagiovanna Baccara
PhD, Princeton University

Scott A. Baker
JD, University of Chicago
PhD, University of North Carolina at Chapel Hill

Serdar Birinci
PhD, University of Minnesota

James Bullard
PhD, Indiana University

Maximiliano Dvorkin
PhD, Yale University

Philip H. Dybvig
PhD, Yale University

Miguel Faria-e-Castro
PhD, New York University

Leonard Green
PhD, State University of New York

Barton Hamilton
PhD, Stanford University

Julian Kozlowski
PhD, New York University

Oksana Leukhina
PhD, University of Minnesota

Glenn MacDonald
PhD, University of Rochester

Fernando Martin
PhD, University of Pennsylvania

Serdar Ozkan
PhD, University of Pennsylvania

Camillo Padoa-Schioppa
PhD, Massachusetts Institute of Technology

Paulia Restrepo-Echavarria
PhD, University of California, Los Angeles

Juan Sanchez
PhD, University of Rochester

Guillaume Vandenbroucke
PhD, University of Rochester

Michael Zdinak
PhD, Washington University in St. Louis

Professors Emeriti

Lee K. Benham
PhD, Stanford University

David Levine
John H. Biggs Distinguished Professor Emeritus
PhD, Massachusetts Institute of Technology

John Nachbar
PhD, Harvard University

Wilhelm Neuefeind
PhD, Universität Bonn

Bruce C. Petersen
Bert and Jeanette Lynch Distinguished Professor Emeritus
PhD, Harvard University

Majors

- Economics and Computer Science Major (p. 464)
- Economics and Computer Science Major, Financial Economics Specialization (p. 468)
- Economics Major (p. 465)

- Economics Major, Financial Economics Specialization (p. 468)
- Mathematics and Economics Major (p. 466)
- Mathematics and Economics Major, Financial Economics Specialization (p. 468)

Minors

- Applied Microeconomics Minor (p. 469)
- General Economics Minor (p. 470)

Courses

ECON 1499 First-Year Seminar: Economics and Society
Economics and Society is a first-year seminar, open to interested students, and is without prerequisites of any kind. Two to four topics will be chosen for in-depth discussion during the semester. Possible topics include, but are not limited to: inequality (domestic and international); globalization (pros/cons); big banks and their role in financial crises; wars and national security; health and disease; capitalism and socialism. The seminar seeks to spread economic literacy among tomorrow's opinion leaders, improve their ability to analyze social issues, help them explain their viewpoint to others, and understand different opinions. (The course cannot be used for Economics major/minor credit.) 3 units.
Credit 3 units. A&S IQ: SSC Art: SSC BU: BA EN: S
Typical periods offered: Spring

ECON 1501 Introduction to Microeconomics
Determination of prices; distribution of national income; theory of production. For a thorough introduction to economics, Econ 1021 also should be taken.
Credit 3 units. A&S IQ: SSC, AN Art: NSM, SSC EN: S
Typical periods offered: Fall, Spring, Summer

ECON 1502 Introduction to Macroeconomics
Business fluctuations: inflation, recession; monetary and fiscal policy; economic development. For a thorough introduction to economics, Econ 1011 should also be taken.
Credit 3 units. A&S IQ: SSC, AN Art: NSM, SSC EN: S
Typical periods offered: Fall, Spring, Summer

ECON 1971 Introductory Research Seminar in Microeconomics
Exploration of principles of microeconomics in a seminar setting. Reading from primary sources by authors including Adam Smith, Thomas Schelling, and Kenneth Arrow. Internet exchanges of critiques and questions will take place prior to each class. Class will follow a question and answer format based on internet exchanges. Each student will produce and present a short research paper using economic concepts (including substitution, opportunity cost, market equilibrium). Paper topics address specific current economic questions such as: Are costs higher in poorer areas? Do injuries go up or down for university students with more restrictive alcohol policies? This course substitutes for Econ 1011 for all major and minor requirements. Enrollment limited to 20 students.
Credit 3 units. A&S IQ: SSC

ECON 1996 Economics Coursework Completed Abroad
Credit 12 units.

ECON 1997 Economics Elective: 100-Level
Credit 3 units. EN: H, S

ECON 1998 Economics Elective
This course is used for transcribing Econ Elective units in use for EMA (AP macro)
Credit 3 units.
Typical periods offered: Fall, Spring, Summer

ECON 2196 Practical Applications
Credit for Economics internships.
Credit 3 units.
Typical periods offered: Fall, Spring, Summer

ECON 2900 Internship
Students may receive up to 3 units of credit for an unpaid internship. The internship must be approved by the Career Center and supervised by a faculty member. Note: See Career Center for further information. This course does not count toward the major or minor in Economics.
Credit 3 units.
Typical periods offered: Fall, Spring

ECON 2920 Undergraduate TA
In this course, an advanced undergraduate can assist a faculty member in the teaching of an undergraduate Economics class. Students can enroll after their selection by a supervising faculty member, which occurs after an application (on the department website) is submitted and reviewed, perhaps in conjunction with an interview with the supervising faculty member. Students can enroll in only one section per semester. Students will be expected, at a minimum, to attend lectures and hold office hours. Specific grading duties will be determined by the supervising faculty member, in accord with Arts & Sciences policies. The typical number of units earned is 2, with the possibility of a maximum of 3, per semester. This course can be repeated for P/F credit. Prerequisite: instructor permission. Units: variable - 2 typical; 3 maximum.
Credit 3 units.
Typical periods offered: Fall, Spring

ECON 2970 Sophomore Research Seminar
How do you find an economically-relevant research topic? What are the different types of economic papers? How do you write like an economist? This seminar is aimed to help sophomores develop research skills in economics. Work will consist of an original research paper to be completed by the student by the end of the semester under supervision of the instructor. The paper will describe an economic problem, survey the relevant research literature, and outline a contribution to the field.
Credit 3 units. EN: S
Typical periods offered: Fall

ECON 2996 Economics Course Work Completed Abroad
Abroad Course Work
Credit 12 units.
Typical periods offered: Fall, Spring, Summer

ECON 2997 Economics Elective: 200-Level
student will receive elective credit
Credit 3 units. EN: H, S
Typical periods offered: Fall, Spring, Summer

ECON 3150 Introduction to Econometrics
Econometrics is the development and application of statistical techniques for the measurement of economic phenomena. This course is your initial study of econometric theory and practice. Topics include: translation of economic theory into statistical models, statistical foundations of econometrics, preregression analysis bivariate and multiple regression techniques, hypothesis testing, multicollinearity, specification error, autocorrelation, errors in variables, identification, and simultaneous estimation.
Credit 3 units. A&S IQ: SSC Art: SSC EN: S
Typical periods offered: Fall, Spring, Summer

ECON 3210 Money and Banking
Money and the monetary system; money creation by the banking system; central bank functions; monetary theory and economic policy. Prerequisite: Econ 1011 & 1021.
Credit 3 units. A&S IQ: SSC Art: SSC EN: S
Typical periods offered: Spring, Summer

ECON 3220 Financial Markets and Analysis
This course is a rigorous introduction to financial markets, financial institutions, and their purpose and functions in the economy. In financial markets, trade is essentially money now for money in the future. As such, financial decisions must often take into account future events, whether those be related to individual stocks, portfolios, or the market as a whole. This course explores the topics related to the level and structure of interest rates and of stock prices, portfolio choice, basic investment theory, and arbitrage pricing theory, among others. Prerequisites: Econ 1011 and Econ 1021.
Credit 3 units. A&S IQ: SSC Art: SSC EN: S
Typical periods offered: Spring

ECON 3230 Financial Intermediaries in the Market Economy
Financial intermediaries, like all financial institutions, channel funds from those who wish to save to those who need to borrow. Examples include commerical banks, savings and loans, mutual funds and pension funds. At the micro level, these institutions expand opportunities by allowing savers to convert current income into future spending, and permitting borrowers to convert future income into current spending. At the macro level they spur economic growth by acting as a channel through which savings can finance investment. However, savers can lend directly to firms, so intermediaries must serve other functions as well. This course analyzes in detail the opportunities and risks presented by financial intermediaries, the larger economic benefits of having both direct and indirect methods of lending, and the need for regulation. We also consider the implications for these institutions of changes in communications technology and the growth and globalization of capital markets.
Credit 3 units.

ECON 3290 Consumer Economics, Finance and Investment
Course discusses principles of individual economic behavior relating to risks, lifestyles, time streams of income and expenditure, and taxes; and analyzes individual investment and spending decisions for insurance, pensions, various types of securities, real estate, savings, etc. Prerequisites: Econ 1011 & 1021.
Credit 3 units. A&S IQ: SSC
Typical periods offered: Fall

ECON 3310 Behavioral Economics
Behavioral economics incorporates insights from psychology and other social sciences into economics, with the goal of increasing the realism and accuracy of standard economic models. Topics discussed include: risk, beliefs, overconfidence, limited attention, social preferences, emotions, self-control, frames, and nudges. The framework developed from these topics can be applied to wide-ranging concerns such as decisions about savings and consumption choices; financial market participation and credit card use; gambling; procrastination; charitable giving; and happiness. Students may have the opportunity to participate in in-class/lab experiments. Prerequisite: Econ 1011.
Credit 3 units. A&S IQ: SSC BU: BA EN: S
Typical periods offered: Summer

ECON 3320 Health Economics
Analysis of consumer demand for health care, medical technology, and the role of health insurance. Emphasis placed on behavior of the physician (whether he acts as an agent for the consumer or on his own behalf); on the use of paramedics, preventive care, outpatient care, and the general market organization of the health industry. The major concern will be the rising cost of health care and appropriate public policy responses. Prerequisite: Econ 1011.
Credit 3 units. A&S IQ: SSC Art: SSC BU: BA EN: S
Typical periods offered: Fall

ECON 3345 Labor and the Economy
Economic analysis of labor markets. Theory and policy applications of labor supply and labor demand; explanations of wage and income differentials; migration and immigration; discrimination; labor unions; unemployment. Prerequisite: Econ 1011.
Credit 3 units. A&S IQ: SSC Art: SSC EN: S
Typical periods offered: Fall, Spring, Summer

ECON 3350 Environmental Policy
Course will examine the relationship between environmental economics and environmental policy. The course will focus on air pollution, water pollution, and hazardous wastes, with some attention given to biodiversity and global climate change. The course will examine critically two prescriptions that economics usually endorses: (1) balancing of benefits against costs (e.g., benefit-cost analysis) and the use of risk analysis in evaluating policy alternatives; (2) use of market incentives (e.g., prices, taxes, or charges) or property rights instead of traditional command-and-control regulations to implement environmental policy.
Credit 3 units. A&S IQ: SSC Art: SSC EN: S
Typical periods offered: Fall

ECON 3371 International Trade and Finance
Concept of comparative advantage arguments for free trade and protectionism and balance of payments adjustment over fixed and flexible exchange rates. Prerequisites: Econ 103B and Econ 104B
Credit 3 units. A&S IQ: SSC
Typical periods offered: Fall

ECON 3372 International Finance
This course will present ideas and concepts pertaining to international macroeconomics and the global economy. Topics to be covered include: the balance of payments; exchange rate determination; international macroeconomics; and international macroeconomic policy and policy coordination. Particular attention will be paid to the role of the United States in the global macroeconomic arena. The material will be presented through a combination of lectures and case discussions. Prerequisite: Econ 104B.
Credit 3 units. A&S IQ: SSC BU: IS
Typical periods offered: Fall

ECON 3373 International Economics
Explores consequences of economic integration from various perspectives in international trade: Ricardian, Heckscher-Ohlin, and the New International Trade Theories. Topics include patterns of trade, protectionism, international factor movements, balance of payments, exchange-rate determination, international policy coordination, the international capital market, multinational and international investments, and patterns of international business. Prerequisites: Econ 1011 and Econ 1021, or permission of instructor.
Credit 3 units. A&S IQ: SSC BU: IS
Typical periods offered: Fall

ECON 3375 Hierarchy and Organization in Economic Life
Introduction to new institutional perspectives on problems of economic growth and transition. Basic issues in economic development discussed from a microeconomic perspective with attention paid to the role of political economy, credible commitment, institutional constraints, and the problem of high transactions costs. Material from the literature on industrial organization and management also used to show similarities between hierarchical issues both in political economy and within large firms. Discussion of transition economies of Central and Eastern Europe and transformation in the wealthiest economies, like the United States and Japan, as well as traditional questions of underdevelopment. Students required to submit several short and one or two longer essays for discussion and revision. Enrollment limited to 15 students. Prerequisite: Econ 103B.
Credit 3 units. A&S IQ: SSC, WI

ECON 3380 Microeconomics of Public Policy
We will explore the key public policy issues, with a focus on the prominent issues facing our country today. In particular, we have selected ten topics that will be investigated: poverty, crime, discrimination, big business, international trade, immigration, healthcare, education, energy and the environment. We will identify and objectively analyze the problems surrounding each of the issues, including their causes, consequences, and measurement. Prerequisite: Econ 1021.
Credit 3 units. A&S IQ: SSC, WI EN: S

ECON 3390 Economics of Education
Introduction to the various aspects of the economics of education. It applies the tools of economic analysis to educational policy and problem solving. Topics include cost-benefit analysis of education, the signaling vs. human capital debate, race and gender issues in education, education production functions, and financing education at the elementary, secondary, and post-secondary levels. Emphasis placed on individual and social choice in education. Prerequisite: Econ 103B
Credit 3 units. A&S IQ: SSC
Typical periods offered: Summer

ECON 3610 The Economics of the Law
Course examines the principal findings of the scholarly literature on the application of economics to law, including such topics as public regulation of the market, concepts of property rights in law and economics, the effect of property rights assignment on income distribution, negligence, no-fault insurance, deterrence and the economic theory of remedies, evidence on the deterrent effect of punishment, and the economics of organized crime. Emphasis will be primarily on the application of theory to specific legal issues. Prerequisite: Econ 103B or permission of instructor.
Credit 3 units. A&S IQ: SSC
Typical periods offered: Fall

ECON 3620 History of Economic Analysis
The purpose of this course is to introduce students to some of the theories and doctrines that constitute the main paradigms from which economists and policy makers approach the world. Rather than focusing on the whole history of economic thinking, we will focus on practical issues, including questions such as the following: What determines the wage of labor? Why is monopoly considered a bad thing? At what level does an interest rate become usury? We will consider how these questions have been framed and answered at different points in time and in different cultures. Important components of this course are participation in in-class discussion and essays submitted on the practical issues discussed throughout the semester. Prerequisites: Econ 1011 and Econ 1021.
Credit 3 units. A&S IQ: SSC EN: S
Typical periods offered: Spring

ECON 3630 Politics, Economics and Welfare
Covers both theoretical and applied aspects of political economy: the justification of the state; problems of cooperation over public goods; intervention by government in the economy; questions of equality and efficiency; cooperation between states over common resources; trade, economic integration, international monetary stability and the operation of the global economy. Prerequisite: Econ 103B.
Credit 3 units. A&S IQ: HUM, SSC BU: BA, HUM

ECON 3631 Political Economy
The course introduces students to the field of political economy. The approach is to apply the economic theory and concepts to political actors and behavior. Students are expected to learn: how economic and political forces may shape the incentives and constraint of political actors (e.g. voters and policy makers); the role of institutions in shaping both political behavior and policy outcomes. Prerequisite: Econ 1011.
Credit 3 units. A&S IQ: SSC Art: SSC EN: S
Typical periods offered: Spring

ECON 3632 International Political Economy
The focus is on the political and economic relationships between nation states, considering both cooperation and conflict. We first consider the evolution of the international order since 1945, covering trade, monetary arrangements and commodity agreements. We also consider questions of hegemonic stability (based on the United States and Britain in the nineteenth and twentieth centuries). We conclude with a historical discussion of political economic relationships between Britain, France, Spain, and the United States in the eighteenth and early nineteenth centuries. Prerequisites: Econ 103B and Econ 104B.
Credit 3 units. A&S IQ: SSC BU: IS

ECON 3640 American Economic History
Basic theoretical concepts applied to analyze the changing structure and performance of the American economy from colonial times to the present. Prerequisites: Econ 1011 & 1021. Prior completion of, or current enrollment in, Econ 413 (or Econ 413W) is strongly recommended.
Credit 3 units. A&S IQ: SSC Art: SSC BU: BA EN: S
Typical periods offered: Spring

ECON 3650 The Economics of Criminal Justice
In this course, we will use the theoretical and empirical tools of economics to study the criminal justice system. By constructing models of how arrest/prosecution/conviction/sentencing/etc. decisions are made, we will evaluate these decisions for errors and especially for bias. We will also see how economists test hypotheses about the criminal justice system using the same types of natural experiments they use to study markets. Prerequisites: Econ 1011 and SDS 2200.
Credit 3 units. A&S IQ: SSC Art: SSC BU: BA EN: S

Typical periods offered: Spring

ECON 3690 Socio-Economic Perspectives on Inequality
This course examines the definition and impact of social and economic inequality. Beginning with a review social, economic, and philosophical perspectives of inequality, the course considers the measurement of inequality, international comparisons of inequality, and policies designed to eliminate inequality. Students should be comfortable with methods of quantitative social science. Prerequisite: Econ 1011 is recommended.
Credit 3 units. A&S IQ: SSC
Typical periods offered: Summer

ECON 3710 Game Theory and Its Business Applications
This course provides an introduction to game theory and its applications in real life economic decisions. Students will learn fundamental game theory concepts, including(but not limited to) Nash equilibrium, subgame perfect Nash equilibrium, etc. Students will also be exposed to how game theory can be applied to a wide variety of economic decisions: pricing, rm's decision of entering or exiting a market, etc. The ultimate goal of this course is to develop students' rational and game-theoretic thinking. Prerequisites: High-school mathematics, Econ 1011 or the equivalent. 3 units.
Credit 3 units. A&S IQ: SSC EN: S
Typical periods offered: Summer

ECON 3810 Economics of Sports
The economics of sports focuses on the business aspects of professional and intercollegiate sports in the United States. Questions posed and addressed in this course include: do the benefits of publicly subsidized stadiums justify their costs; how do the four major sports differ in terms of the structure of their labor markets; how far away are Division I schools from Title IX compliance; are sports betting markets consistent with the theory of efficient markets; does the success of a school's intercollegiate sports program enhance alumni donations or the number of applications to that school; how can salary models be used to assist the determination of player value; how can attendance models be used to assist the marketing strategies of that team or school. Additionally, the students will be able to meet some key members of the St. Louis sports scene, and will have an opportunity to assist with creating an economic impact analysis on a local sporting event. Prerequisite: Econ 1011.
Credit 3 units. A&S IQ: SSC EN: S

ECON 3840 Economic Realities of the American Dream
Exploration of the realities of economic life in the U.S. and how they correspond to the American Dream. Interdisciplinary perspectives from economics, sociology, and other areas of social inquiry. Emphasis on the consistency between empirical data and different concepts of the American Dream. Specific topics to include sources of economic growth and changing living standards, unemployment, impact of globalization on U.S. citizens, economic mobility, poverty and inequality, and social justice. Prerequisites: An introductory course in economics or sociology, or consent of the instructors. All students who pre-register will be put on the wait list. Students will receive an email immediately after pre-registration requesting more information.
Credit 3 units. A&S IQ: SSC, WI Art: SSC BU: BA EN: S
Typical periods offered: Fall

ECON 3970 Junior Research Seminar
Seminar for juniors to develop research skills. Work will consist of an original research paper to be completed by the student by the end of the semester under supervision of the instructor. The research topic should apply economic theory and data analysis skills. Students are encouraged to collect original data where feasible. Some group meetings may be scheduled but most of the contact will be in individual meetings by appointment with the instructor. Registration in this course is encouraged for students considering senior honors work in economics. Note that this course does not satisfy economics major requirements. Prerequisites: Econ 4011 and 4021 (concurrent registration is acceptable), junior standing, GPA of 3.3 or higher.
Credit 3 units. A&S IQ: SSC EN: S

ECON 3996 Economics Coursework Completed Abroad
student will receive study abroad credit
Credit 12 units.
Typical periods offered: Fall, Spring, Summer

ECON 3997 Economics Elective: 300-Level
student will receive elective credit
Credit 3 units. EN: H, S
Typical periods offered: Fall, Spring, Summer

ECON 4001 Intermediate Microeconomic Theory
Analytic theory of consumer and producer behavior under perfect and imperfect competition. Coverage of demand theory (indifference curves and utility functions) and preferences under uncertainty, including expected utility and risk aversion. Development of general equilibrium under pure exchange, including the concepts of competitive equilibrium and Pareto efficiency. Discussion of the role of time as it pertains to interest rates, discounting and net present value. Analysis of standard monopoly and simple oligopoly problems. Development of non-cooperative game theory, including strategic and extensive-form equilibria and Nash and sub-game perfect equilibria. Thorough training in intermediate theory would require both intermediate microeconomics and intermediate macroeconomics.
Credit 3 units. A&S IQ: SSC Art: SSC EN: S
Typical periods offered: Fall, Spring

ECON 4002 Intermediate Macroeconomic Theory
National income and labor market measurement. Business cycle facts and consideration of alternative explanations for business cycle phenomena. Development of Solow growth model, along with theories of endogenous growth and an examination of reasons for differences in growth rates across counties. General equilibrium description of firms and consumers in labor and product markets. Implementation of monetary and fiscal policy, and exploration of the impact of policy changes on the macroeconomy. Prerequisites: Econ 1021 and Econ 4011.
Credit 3 units. A&S IQ: SSC Art: SSC EN: S
Typical periods offered: Fall, Spring

ECON 406 Current Topics in Health Economics
In this advanced undergraduate course, we will mix textbook surveys of major topics in health economics, with student-led critiques of current and classic journal articles, possibly including student presentations of own projects. The course is designed to prepare you to be informed participants in the current debate about health care policy. Core topics will include the social and individual determinants of health, health behavior and health care choices, and development of a critical perspective about the data sources and methodologies in health care research. Prerequisites: Econ 4011 and Econ 413.
Credit 3 units. A&S IQ: SSC EN: S
Typical periods offered: Spring

ECON 4150 Introduction to Econometrics With Writing
Econometrics is the development and application of statistical techniques for the measurement of economic phenomena. This course is your initial study of econometric theory and practice. Topics include: translation of economic theory into statistical models, statistical foundations of econometrics, preregression analysis bivariate and multiple regression techniques, hypothesis testing, multicollinearity, specification error, autocorrelation, errors in variables, identification, and simultaneous estimation. The 3 writing assignments and the final paper will provide you an opportunity to formulate an economic model, estimate the model with appropriate data, and interpret the results. Prerequisites: Econ 4011 and Math 2200 or equivalent. PLEASE NOTE: Requests for on-line registration will be wait listed, and students will be enrolled according to Economics major/minor status and student level (e.g., priority to Level 8 Econ majors). Students should also select the A subsection.
Credit 3 units. A&S IQ: SSC, WI Art: SSC EN: S
Typical periods offered: Fall, Spring

ECON 4151 Applied Econometrics
Introduction to econometrics as it is applied in microeconomics. Emphasis is on hands-on implementation of the models covered in the course. Topics related to the analysis of microeconomic data include cross-section and panel data linear models and robust inference; instrumental variables estimation; simultaneous equation models; models for discrete choice; and truncation, censoring and sample selection models.
Credit 3 units. A&S IQ: SSC Art: SSC EN: S
Typical periods offered: Fall, Spring

ECON 4160 Topics in Econometrics: Microeconometrics
This is a topics class in econometrics but with a strong focus on microeconometrics. This course has two main objectives: (i) Teach students various advanced theoretical econometric tools to the students and (ii) guide them through the process of writing a research paper that explores an empirical research question in economics using adequate econometrics tools. We will study theory and application of methods of data analysis developed for microdata pertaining to individuals, households and firms. More, precisely, We will study recent development of theory and methods for analyzing selective samples and analyzing discrete choice models. Prerequisites: Econ 4011 and (Econ 413, Econ 413W, or Econ 536). Math 309 recommended. Students should co-enroll in the A subsection. 3 units.
Credit 3 units. A&S IQ: SSC
Typical periods offered: Fall

ECON 4210 Topics in Financial Economics: Asset Pricing
The objective of the course is to develop the basic economic models that can be used to study the valuation of different financial assets and to discuss how to confront the theory with the evidence from financial markets. The course will develop the basic model of investment under uncertainty and discuss portfolio choices in static and dynamic settings as well as market equilibria and the impact of news on the forecast-ability of excess returns. The course will describe valuation in incomplete asset markets (e.g. arbitrage pricing theory) and the extension to the valuation of firms and real estate assets.
Credit 3 units. A&S IQ: SSC Art: SSC
Typical periods offered: Fall

ECON 4211 Topics in Financial Economics: Investments
This course surveys recent developments in investments and portfolio management. The course aims to provide students with a structure for thinking about investment decisions from the perspective of a portfolio manager. We start by understanding fundamental concepts for investment theory: modern asset valuation and portfolio selection under uncertainty. We will proceed to investigate various sources of risk which financial institutions are exposed to, such as interest rate risk, credit risk and liquidity risk, and study how financial institutions manage these risks. The course will also introduce student to investment evaluation techniques. We will explore recent innovations in financial markets, as well as various frictions that arise in markets. Students will have the opportunity to apply concepts learned in class on a virtual investment and trading platform, StockTrak. Prerequisites: Econ 4011, Math/SDS 2200 (or Math/SDS 3200, Math/SDS 3211, QBA 120 and QBA 121, ESE 326.) or PolSci 363 with permission from instructor.
Credit 3 units. A&S IQ: SSC Art: SSC
Typical periods offered: Fall

ECON 4212 Topics in Financial Economics
The objective of the course is to develop the basic economic models that can be used to study the valuation of different financial assets and to discuss how to confront the theory with the evidence from financial markets. The course will develop the basic model of investment under uncertainty and discuss portfolio choices in static and dynamic settings as well as market equilibria and the impact of news on the forecast-ability of excess returns. The course will describe valuation in incomplete asset markets (e.g. arbitrage pricing theory) and the extension to the valuation of firms and real estate assets.
Credit 3 units. A&S IQ: SSC
Typical periods offered: Fall, Spring

ECON 4220 Open Economy Macroeconomics
This course will begin with a review of international trade theory, of the balance of payment accounts and their relationship to international borrowing and lending. We will then study the asset approach to exchange rates determination, exchange rate behavior in the short and in the long run, and the relationship of exchange rates with prices and output. The course will also explore monetary and fiscal policy under both fixed and floating exchange rates, macroeconomic policy coordination and optimum currency areas, international debt problems of developing countries and their relation to stabilization program. Prerequisite: Econ 4021.
Credit 3 units. A&S IQ: SSC Art: SSC BU: IS EN: S
Typical periods offered: Spring

ECON 4230 The Economics of Financial Intermediation
The structure and the role of banks have changed tremendously. The historically-traditional activity of granting loans and collecting deposits has evolved into a much richer and more complex set of financial contracts. The separation between financial asset trading activity and traditional commercial bank activity that was typical of the financial system in the period after the World War II also disappeared. Coincident with the evolution of financial institutions was the development of the asymmetric information model. The role of banks in the economy can be explained with the tools developed in these models of the economics of information, as a microeconomic theory of banking does not exist when information is symmetric and markets are complete. The economics of information literature is also used to explain the evolution of financial institutions and markets, and to understand the consequences of that evolution for economic outcomes (such as economic development and financial crises) and for monetary policy choices (such as central bank interventions, regulations and changes in the payments system). Prerequisite: Econ 4011; Econ 4021 recommended, but not required.
Credit 3 units. A&S IQ: SSC EN: S
Typical periods offered: Fall, Spring

ECON 4240 Money & Monetary Policy
We will explore several classic questions in the theory of money. What is money? What forms does money take? Why is money necessary-why is there a demand for money? What determines the supply of money? What is the debate on central versus free banking? Should banking be regulated, and, if so, why and how? What determines inflation? Should nations enter into fixed exchange rate regimes, or should they let the value of their monies be market-determined? What are the tensions that arise in fixed exchange rate regimes and common currency areas? How should policymakers view cryptocurrencies? Is a central bank digital currency desirable? These, and other questions, are explored within the context of theories that model the microfoundations of monetary exchange explicitly.
Credit 3 units. A&S IQ: SSC EN: S
Typical periods offered: Spring

ECON 4250 Understanding the Financial Crisis
The global financial crisis of 2007-2009 was the most severe since the Great Depression. The goal of the course is to provide tools to analyze key elements of this crisis. We will move from a corporate finance perspective - to understand the behavior of firms and financial institutions - to a macroeconomic perspective - to make this behavior in aggregate outcomes and policy responses. Topics covered include: The U.S. crisis in historical and international perspective; corporate finance of firms and banks in closed and open economy; monetary and fiscal policy intervention; the open economy dimension of the financial crisis; the European Sovereign Debt crisis.
Credit 3 units. A&S IQ: SSC Art: FAAM, SSC EN: S
Typical periods offered: Spring

ECON 4280 Capital Market Imperfections and Entrepreneurial Finance
Analysis of problems in capital markets for firm financing and institutional structures that address these problems. Investigation of asymmetric information between firms and potential investors and associated moral hazard and adverse selection problems that raise the cost of funds and constrain firm growth. Empirical tests for the presence of financing constraints on firms. A substantial portion of the course explores the role of venture capital, especially in the high-tech sector of the United States economy where venture capital is important for commercializing cutting-edge science. Prerequisite: Econ 4011. Econ 413 is recommended.
Credit 3 units. A&S IQ: SSC Art: SSC EN: S
Typical periods offered: Fall

ECON 4310 Behavioral Economics and Experimental Economics
Behavioral economics is an effort to incorporate ideas from psychology into economic models of behavior. We will focus on popular experimental anomalies, including the Allais and Rabin paradoxes, ultimatum bargaining, the centipede and public goods contribution games. We will examine the extent to which these are consistent with standard economic theory and how they may contradict it. The primary focus will be a critical examination of psychological theories of non-standard preferences including loss aversion, probability weighting, reciprocity, fairness and present bias. Theories of incorrect beliefs and systematic biases such as money illusion and procrastination will be covered. The class will include an introduction to experimental methods in economics, including hands-on experience in the MISSEL laboratory. A sound grounding in economic theory is essential to the course.
Credit 3 units. A&S IQ: SSC Art: SSC EN: S
Typical periods offered: Fall, Spring

ECON 4312 Game Theory and Social Behavior
Game theory is the formal toolkit for analyzing situations in which payoffs depend not only on your actions (say, watching a baseball game), but also others' (e.g., whether you meet your friends at the game). In this course, you'll learn how to solve one-shot and repeated games using tools like Nash equilibrium, subgame perfection, Bayesian Nash equilibrium, and the one-off deviation principle. We'll apply these insights to human social behavior?examining why people are altruistic, where our sense of social norms come from, and more. Along the way, discussion will leverage empirical data from lab and field experiments about how people actually behave. Thus, one of our objectives is to become familiar with experimental economics as well. Prerequisite: Econ 4011.
Credit 3 units. A&S IQ: SSC
Typical periods offered: Spring

ECON 4315 Market Design
The objective of this course is to study how to design mechanisms to allocate scarce resources and how to create successful marketplaces. We will primarily consider two topics: (1) two-sided matching markets, such as the National Resident Matching Program and the Kidney Exchange for transplants, and (2) auctions used by Google, Facebook, etc. Time permitting, a third topic will be the problem of designing and regulating market platforms, such as the e-commerce markets run by eBay, Amazon, and Craigslist, and applications marketplaces run by Apple, Google, etc., as well as the electronic financial trading platforms run by the NYSE.
Credit 3 units. A&S IQ: SSC Art: SSC EN: S
Typical periods offered: Fall, Spring

ECON 4325 Public Finance
The study of fundamental forms of market failure that provide the economic rationale for government action. The first third of the class examines market failure when an economy contains externalities and public goods and the general nature of public policies that address these issues. The second third addresses particular public policies, with a focus on their intended and unintended consequences and their costs. The final third addresses taxation. Topics include the measurement and evaluation of tax burdens, the federal personal income tax, tax evasion, and proposals for fundamental tax reform. Prerequisite: Econ 4011.
Credit 3 units. A&S IQ: SSC Art: SSC EN: S
Typical periods offered: Fall

ECON 4326 Economics of Public Policy
This course will cover the logic underlying the economics and politics of public policies concerning issues such as international trade, monetary policy, fiscal policy, market reforms, pollution control, economic inequality and the welfare state more generally. The general question we will address, using specific cases, is that of the role of markets and government in an economy. The course relies heavily on the concepts and methods of microeconomics and macroeconomics. There are many theories of how economic policies work and considerable debate as to what can be done and what should be done. We will examine the facts (past and present) and then examine the theories and their explanatory power. We will also organize the class into research groups that will address specific economic policies issues. Prerequisite: Econ 4011.
Credit 3 units. A&S IQ: SSC EN: S
Typical periods offered: Spring

ECON 4330 Innovation and Intellectual Property: Theory and Practice

Innovation - that is: figuring out better and cheaper ways of satisfying human desires - is the key to improving our well being. It is not patient saving and accumulation that makes us so much better off than we used to be: capital accumulation is only the conduit through which the innovation juices flow. The question is what drives it? How come some societies are apparently much more innovative than others? How come we have the impression that most useful inventions took place in the last three centuries? Are there policies that help fostering innovation and others that hurt? The course tries to address these questions. Economists have many theories of innovation, and some better than others. We will look at the theories, we will examine the facts (past and present), then we will go back to the theories and reconsider their explanatory power. With this background we approach the debate about Intellectual Property, what it is and what it is not good for, whose interests it serves and whose well being it thwarts. Prerequisite: Econ 4011.

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

ECON 4335 Industrial Organization

Theoretical and empirical analysis of the presence and value of competitive forces in the United States economy. Theories of industrial organization and development of criteria for performance of noncompetitive industries. Prerequisite: Econ 4011.

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

Typical periods offered: Fall, Spring

ECON 4345 Labor Economics

Economic analysis of labor markets. Theory and evidence on supply of and demand for labor, explanation of wage and income differentials; impact of education on human skills and productivity. Prerequisite: Econ 401 and Econ 413.

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

Typical periods offered: Spring

ECON 4350 Economics of Environment and Resources

Historical development of theory of scarcity and growth; conservation movements; concepts and facts of environmental externalities; contemporary ecological issues, public policies, and regulation. Prerequisite: Econ 401.

Credit 3 units. A&S IQ: SSC

ECON 4360 Urban Economics

Economic function of the city and the role of the city in a national economy. Local decision making; financing of local government expenditures. An analysis of selected urban problems, such as causes and effects of housing market segregation; decay and abandonment, landlord-tenant relations, crime, and urban transport systems. Prerequisite: Econ 4011.

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

Typical periods offered: Fall

ECON 4370 International Trade

Analysis of international trade from different perspectives: Ricardian, Hecksher-Ohlin, and new trade theories. Topics include patterns of trade, gains from trade, protectionism, international factor movements, political economy of trade policy, balance of payments, exchange-rate determination, and international investment. Rigorous application of microeconomic theory to trade issues and in-depth discussion of current international policy questions. Prerequisite: Econ 4011. Econ 413 is recommended.

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

ECON 4372 International Finance: Theory and Policy

Theory and policy of international finance: balance of payments accounting, balance of payments adjustment under fixed and flexible exchange rates, international financial cooperation. Prerequisites: Econ 402 with a B or better, Math 132 and 320.

Credit 3 units. A&S IQ: SSC

Typical periods offered: Fall

ECON 4385 Household Finance, Bankruptcy, and Credit

Economic aspects of household financial decisions and survey of data on U.S. consumer financial conditions. Topics include inter-temporal decision making; the mathematics of amortizing debt; bankruptcy decisions and the legal process of bankruptcy; and the effect of asymmetric information on access to consumer credit. This is a writing intensive class, with multiple writing assignments, a term paper developed in three or four steps, with required revisions, and a class presentation based on the final paper. Prerequisite: Economics 401.

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

Typical periods offered: Fall, Spring, Summer

ECON 4390 Economics of Education

The economics of education involves analysis of the economic and social determinants and consequences of education. Because each person's education is an investment in human capital which allows the individual to contribute to society in a productive way, education becomes a crucial determinant of an economy's ability to achieve high growth with high wages, low unemployment and strong social cohesion. This course will address three essential topics from the wide-ranging field of the economics of education. The first is demand-side oriented and includes: (i) the measurement of the returns to education in the labor market (human capital theory; the central idea of education as human capital investment); and (ii) a characterization of the education production function, which relates the various inputs affecting a student's learning (schools, families, peers, neighborhoods, etc.) to measure outputs including labor market success, graduation rates and standardized test scores. The second important topic involves political economy and the supply side: the financing and provision of education. The third part of the course is devoted to the links between education and economic development, including cross-country differences in schooling, returns to schooling and per-capita income. Prerequisites: Econ 4011, Econ 4021, and Econ 413.

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

Typical periods offered: Fall

ECON 4410 Macroeconomics of Inequality

In this course, we study the driving forces of inequality across countries, across time, and across individuals within a country. We will define and measure inequality using standard measures of economic well-being, such as income, wealth, and consumption of market goods, and we will also consider broader measures such as health outcomes. Historical cross-country data, microdata, and specific case studies will be used to evaluate theories of the sources of inequality. Key variables to be evaluated include physical capital investment, education and human capital investment, technological progress, robotization, international trade, and financial markets, among others. Prerequisites: Econ 4011 and Econ 4021.

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

Typical periods offered: Fall, Spring

ECON 4420 Computational Macroeconomics

This course provides a more in depth look into quantitative methods used in contemporary macroeconomic analysis. We will cover numerical methods used in dynamic optimization. In practice, we will apply these methods to solve two major models used in macroeconomic analysis, using both Excel and Matlab. The

Neoclassical Growth Model and its variants are used to study aggregate trends and aggregate effects of government policy. The lifecycle model is used to examine questions involving decision-making over the lifecycle. We will learn how to use empirical observations for the purpose of calibrating model parameters and how to conduct policy evaluation in the context of calibrated models. Our policy evaluation will focus on fiscal policy (taxes) and social security issues. Prerequisites: Econ 4011 and Econ 4021.
Credit 3 units. A&S IQ: SSC Art: SSC EN: S
Typical periods offered: Spring

ECON 4425 Macro Public Finance: Inequality, Redistribution, and Insurance
This is an advanced undergraduate course on the macroeconomics of public finance, with a particular focus on the government's role in redistributing resources and providing insurance through the tax-and-transfer system and labor market policies. In the first (and longer) part we study inequality in income, wealth, and consumption as well as risks individuals face. We proceed to study how the U.S. welfare state redistributes resources and provides insurance. Most of the first part is then devoted to studying the trade-offs the government faces in the design of the welfare state. In the second part we focus specifically on imperfect labor markets and how institutions shape labor market outcomes. Prerequisites: Econ 4011 and Econ 4021.
Credit 3 units. A&S IQ: SSC
Typical periods offered: Spring

ECON 4480 Current Macroeconomic Issues
Review and extension of macroeconomic models from Econ 4021 from a comparative perspective and use of these models to analyze current macroeconomic and policy issues. Topics include recession and recovery, long-term growth, saving and social security, investment, and monetary policy. Multiple writing assignments that emphasize critical analysis of theoretical perspectives and readings applied to current macroeconomic topics. Writing will be revised to improve logical structure, clarity, and style. Enrollment limited to 15 students with priority given to senior economics majors. Prerequisite: Econ 4021. All students who pre-register will be put on the wait list. Students will receive an email immediately after pre-registration requesting more information.
Credit 3 units. A&S IQ: SSC, WI Art: SSC EN: S
Typical periods offered: Fall, Spring

ECON 4485 Seminar in Macro and Monetary Economics
Topics chosen by instructor from modern empirical and theoretical research papers in macroeconomics. Student participation in class discussions of research papers is essential. Topics vary, but may include the link between capital markets, consumption and investment, imperfect competition and macroeconomic fluctuations, real business cycles models, and post-Keynesian macroeconomics. Prerequisites: Econ 4011, 4021, 413. PLEASE NOTE: Requests for on-line registration will be wait listed. Undergraduates must receive instructor permission to be enrolled. Graduate students should register for Econ 586B.
Credit 3 units. A&S IQ: SSC EN: S
Typical periods offered: Fall

ECON 4490 Modern Macroeconomic Research
In-depth analysis of some major issues in current monetary and macroeconomic research. Topics include construction of aggregate measures of the money supply using microeconomic theory, the time consistency of monetary policy, non-linear economic models, and applications of chaos to economics. Students should be comfortable with the application of differential calculus to economic problems. Prerequisite: Econ 402.
Credit 3 units. A&S IQ: SSC
Typical periods offered: Fall

ECON 4510 Development Economics
This course investigates issues related to the development of the economics of third-world countries. Topics include economic growth, poverty, corruption, and human capital accumulation, with an emphasis on education and health-related policies. The course provides an in-depth understanding of the role of the state and the impact of specific public policies designed to encourage development. Empirical examples are drawn from Asia, Latin America, and the African subcontinent. Prerequisites: Econ 4011 and Econ 413 or Econ 413W.
Credit 3 units. A&S IQ: SSC Art: SSC EN: S
Typical periods offered: Spring

ECON 4520 Topics in Growth and Development
This course highlights important empirical facts concerning growth and development in various countries at different development stages. Fundamental growth theory is then provided for explaining these facts systematically and for evaluating the consequences of commonly adopted development policies. Topics vary, but may include population, human capital and labor market development, R&D and innovation, finance and growth, modernization and industrial transformation, world income disparities and poverty problems, institutions and political economy issues, environmental and social factors, and international trade and economic integration.
Credit 3 units. A&S IQ: SSC Art: SSC EN: S
Typical periods offered: Spring

ECON 4521 Advanced Topics in Modern Economic Growth
This course studies economic theories that explain the observed patterns of economic development across time and space. What explains the growth of the world economy since the Industrial Revolution? Why are the level and the growth rate of per-capita income so different across countries? What explains the decline of manufacturing, and its growth in the early stages of development? What are the determinants of inequality and risk faced by individuals in different countries? Theories featuring the role of investment in physical and human capital, technology, coordination, financial markets, and environmental variables will be presented. Theories will be evaluated using historical data and detailed case studies. This course is designed to complement Econ 472. Prerequisites: Econ 4011.
Credit 3 units. A&S IQ: SSC EN: S
Typical periods offered: Spring

ECON 4530 Development Problems of Third World Countries
Introduction to analysis of economic problems of third world countries; emphasis on economic growth and income distribution. Prerequisites: Econ 103B and 104B.
Credit 3 units. A&S IQ: SSC

ECON 4567 Auction Theory and Practice
This course will use the theoretical and empirical tools of economics to study auctions, which are one way of buying and selling goods (or services). The course begins with a consideration of optimal bidding in different types of auctions. We will explore how to design auction rules that maximize the seller's revenue, or minimize the buyer's cost (such as in the case of government procurement). We will also study how to design auction rules that improve efficiency by reducing collusion by bidders. The course will conclude by using econometrics to analyze real-world auction data to estimate preferences and cost distributions; to determine optimal reserve prices; and to answer some questions related to auction design. Familiarity with computer programming/estimation, such as with MATLAB, R, or Julia, will be helpful. Prerequisites: Econ 4011 and Econ 413 or Econ 413W.

Credit 3 units. A&S IQ: SSC Art: SSC EN: S
Typical periods offered: Spring

ECON 4610 Economics of Law
The course provides an introduction to the economic analysis of law. Mastery of basic economic approaches to the study of legal institutions is a valuable skill that benefits a broad range of students. The course will cover the fundamental contributions made by the economic approach in five core areas: Property, Contracts, Torts, Litigation and Crime. Time permiting we will cover other areas of the law such as Family, Privacy and Discrimination Law. About 50% of the course will be devoted to formal economic modeling of legal issues. Approximately 30% of the course will focus on empirical tests of the insights from the early theoretical contributions in the field and the theoretical models developed in class. The remaining 20% of the course will use classic legal cases to illustrate the real-world applications of the theoretical models developed in class. Prerequisite: Econ 4011. Econ 413 is recommended.
Credit 3 units. A&S IQ: SSC

ECON 4620 Western Economic History
A detailed discussion of the circumstances surrounding the industrialization of the western world in the eighteenth and nineteenth century, with special attention given to Britain, France, and Germany. Various hypothesis regarding economic growth and development are examined in the light of the latest evidence and with the use of basic economic reasoning. Prerequisite: Econ 401, or Econ 103B and written permission of instructor.
Credit 3 units. A&S IQ: SSC BU: IS
Typical periods offered: Summer

ECON 4630 Economic Systems in Theory and Practice
Theory and practice of mercantilism, capitalism, and socialism. Historical and contemporary examples considered, with contemporary focus on Latin America, Eastern Europe, and Hong Kong. Primary emphasis on choices open to individuals; pecuniary and non-pecuniary prices paid to exercise those choices. Statistical evidence and case studies will be used. Course requirements include weekly written critique. Prerequisite: Econ 401.
Credit 3 units. A&S IQ: SSC BU: BA, IS
Typical periods offered: Fall

ECON 4640 The Poverty of Nations
This is a course that focuses on the failures of economic development and the extreme and persistent poverty we find in South Asia, Subsaharan Africa and other parts of the developing world, including major urban centers. What exactly is poverty? Who are the poor? How many of them are there? Why are they poor? What individual or collective actions can they (or we) take to improve their lot? Prerequisites: Econ 4011 and Econ 4021 or permission of instructor.
Credit 3 units. A&S IQ: SSC EN: S
Typical periods offered: Fall

ECON 4650 Great Transformation
This course asks the question, What brought about the Industrial Revolution and the emergence of the contemporary 'capitalist, market society'? In particular, is there a fundamental difference between the values, norms and cultures in pre-capitalist societies compared to post-Industrial Revolution societies? The answer to these questions depends on whether the Industrial Revolution represents an historical discontinuity - a Great Transformation turning-point - or whether, instead, there is more continuity in human history than the Great Transformation theory would have us believe. These questions are important as we try to determine whether the current market society is sustainable or whether (and where and when) we should expect a Great Transformation to emerge. The course will address these questions via readings from the best lessons of psychology, economics, anthropology and history, with a particular focus on data and empirical results. Classes will consist of a combination of lectures and class discussions, supplemented by individual- and group-based writing assignments. Prerequisites: Econ 4011 and Econ 4021 or permission of instructor.
Credit 3 units. A&S IQ: SSC EN: S
Typical periods offered: Fall

ECON 4660 Historical Development of Economic Ideas
Selected readings in the masterworks of economic literature: Adam Smith, Malthus, Ricardo, Mill, Jevons, Marshall, and others. Prerequisites: Econ 401 and 402.
Credit 3 units. A&S IQ: SSC
Typical periods offered: Fall, Spring, Summer

ECON 4670 Political Economy of Regulation
Focus on different forms of government intervention in the marketplace, including economic or traditional regulation, social regulation and antitrust activity. Theories of regulation and anti-trust are examined in conjunction with more applied industry case studies. Within the government, the interaction between bureaucratic agencies and Congress is explored in the development and implementation of regulatory policy. Prerequisite: Econ 401.
Credit 3 units. A&S IQ: SSC Art: SSC
Typical periods offered: Fall

ECON 4710 Game Theory
This course covers advanced applications of Game Theory in economics. Topics include expected utility, strategic-form and extensive-form games with perfect information, Bayesian games, infinitely repeated games, dominance, Nash equilibrium and its refinements. We apply these tools to study strategic situations in industrial organization, auctions, bargaining, voting, and signaling games. Prerequisites: Econ 4011 and SDS 2200.
Credit 3 units. A&S IQ: SSC Art: SSC EN: S
Typical periods offered: Fall

ECON 4720 Optimization and Economic Theory
An introduction to mathematical optimization and its applications within economics. The course is designed for, and should be taken by, all undergraduates considering graduate study in economics, but all interested students are welcome.
Credit 3 units. A&S IQ: SSC Art: SSC EN: S
Typical periods offered: Spring

ECON 4770 Decision Under Risk and Time
This course covers topics on individual decision making, subject to risk and to inter-temporal considerations. The emphasis is on economic modeling, which combines both theory and reality. The course will begin by establishing a framework for analyzing preferences about risky outcomes. This framework will be applied to practical problems such as portfolio choice, asset pricing and insurance. The remainder of the course will consider decision-making in the long run, with focuses on the life-cycle consumption-versus-saving decision, the problem of time inconsistency and other real-world implications. Prerequisites: Econ 4011, Math 2200.
Credit 3 units. A&S IQ: SSC EN: S
Typical periods offered: Fall

ECON 4775 Economic Choices Under Uncertainty
Theories of gambling, insurance, and other economic choices that increase or decrease exposure to risk. Prerequisite: Econ 401.
Credit 3 units. A&S IQ: SSC

ECON 4780 Mathematical Economics
Principal mathematical formulations used in economic analysis. Acquaints student with those aspects of economic theory typically formulated in mathematical terms. Prerequisites: Econ 401 and Math 132.
Credit 3 units. A&S IQ: SSC
Typical periods offered: Fall

ECON 4790 Advanced Topics in Economic Analysis
Selected topics in economic theory, building on Econ 401 and/or 402. Topics vary with instructor. Prerequisites: Math 132 or 141, Math 320, and Econ 401 and Econ 402.
Credit 3 units. A&S IQ: SSC
Typical periods offered: Fall, Spring, Summer

ECON 4830 Mathematical Economics
The objective of this course is to develop the mathematical tools necessary for the study of intermediate micro- and macro-economic theory and the advanced electives in economics. The principal focus will be the calculus of multivariate functions (including total and partial differentiation), unconstrained and constrained optimization of multivariate functions, and implicit and inverse function rules. Time permitting, additional topics will be introduced. Economics majors and minors must take this course (or Calculus III) prior to, or concurrently with, Intermediate Microeconomics . Students who have taken, or are taking, Calculus III may take this course as well.
Credit 1 unit. A&S IQ: SSC Art: SSC EN: S
Typical periods offered: Fall, Spring

ECON 4840 Introduction to STATA
This short course introduces students to the data analysis and statistical software tools used in upper-level econometrics and applied economics courses. The course is designed to serve as a bridge between introductory econometrics and practical work with real-world databases. The course will be held in the computer classroom so that students can obtain hands-on experience with data preparation, workflow, and modeling using the Stata statistical software package. Emphasis throughout the course is placed on examples of applications in economics.
Credit 1.5 units.
Typical periods offered: Fall, Spring

ECON 4841 Economic Analysis With Excel
This mini course offers students the opportunity to master the advance functionality of Microsoft Excel, and to apply those skills to common economic, statistical, and financial problems. Even those familiar with the basic functioning of Excel may be surprised to learn how little of its full capability most users access. Though basic functions will be covered, our focus will be on leveraging Excel's more advanced functions, analytical tools, reporting templates, and linking features to manage multiple workbooks, manipulate data across files, automate tasks, and produce publication quality charts, tables, and graphs. In addition to providing hands-on experience using Excel's advanced capabilities, the course is designed to serve as a bridge between introductory econometrics and practical work with real-world datasets. The course will be held in the computer classroom so that students can obtain practical experience preparing data, managing workflow, and presenting results. Added emphasis throughout the course will be placed on examples with applications in economics. Prerequisites: prior completion of, or concurrent enrollment in, Econ 413 (or equivalent).
Credit 1.5 units.
Typical periods offered: Fall, Spring

ECON 4850 Economic Analysis With Python
Coming soon!
Credit 3 units.
Typical periods offered: Spring

ECON 4970 Research in Economics
Opportunity to work as part of a research project under faculty supervision. Note: this course does not count toward the major or minor in Economics. May be repeated for credit.
Credit 3 units. A&S IQ: SSC Art: SSC EN: S
Typical periods offered: Fall, Spring

ECON 4980 Honors Seminar
Advanced application of economic theory to policy problems. This is the first part of the two-course sequence for seniors writing an honors thesis, and it is taken in the fall semester of the senior year. This course may not be used to satisfy major requirements. Prerequisite: invitation into the Honors in Economics with Thesis track of the department's Honors Program.
Credit 3 units. A&S IQ: SSC EN: S
Typical periods offered: Fall

ECON 4990 Study for Honors
Independent reading and research under faculty direction leading to a Senior Honors Thesis. This is the second part of the two-course sequence for seniors writing an honors thesis, and it is taken in the spring semester of the senior year. This course may not be used to satisfy major requirements. Prerequisite: invitation into the Honors in Economics with Thesis track of the department's Honors Program.
Credit 3 units.
Typical periods offered: Spring

ECON 4999 Independent Work
Prerequisites: senior standing and permission of the supervising faculty member. See Academic Coordinator for further details. Note: This course does not count toward the major or minor in Economics. Credit to be determined; maximum 6 units.
Credit 6 units.
Typical periods offered: Fall, Spring

Economics and Computer Science Major

Program Requirements

- **Total Units Required:** 54
- **Grade Requirement:** All courses in the major (including MATH and SDS courses) must be completed with the letter grade option, and a grade of at least C- must be earned in each.

The College of Arts & Sciences and the McKelvey School of Engineering have developed a major that allows students interested in both economics and computer science to combine these two complementary disciplines efficiently, without having to pursue them as two separate majors.

Engineering students who declare this major must fulfill the distribution requirements and all other requirements for the BS in Applied Science degree (p. 1160) in the McKelvey School of Engineering. Arts & Sciences students who declare this major must fulfill the distribution requirements and all other requirements for a BA degree (p. 988) in addition to the specific requirements listed below. It is possible to earn the Financial Economics Specialization (p. 468) in conjunction with this major (prime or second), and interested students should consult with the Academic Coordinator (dottie@wustl.edu) in the Department of Economics.

Required Courses

Code	Title	Units
ECON 1501	Introduction to Microeconomics	3
ECON 1502	Introduction to Macroeconomics	3
ECON 4001	Intermediate Microeconomic Theory	3
ECON 3150 Introduction to Econometrics **or** ECON 4150 Introduction to Econometrics with Writing		3
MATH 1510 Calculus I (AP credit may satisfy this requirement) **or** MATH 1515 Calculus I with Foundations		3
MATH 1520	Calculus II (AP credit may satisfy this requirement)	3
SDS 3020 Elementary to Intermediate Statistics and Data Analysis* **or** SDS 3030 Statistics for Data Science I **or** ESE 3260 Probability and Statistics for Engineering		3
CSE 2400 Logic and Discrete Mathematics **or** MATH 3010 Foundations for Higher Mathematics or MATH 3015 Foundations for Higher Mathematics with Writing		3
CSE 2407	Data Structures and Algorithms	3
CSE 3407	Analysis of Algorithms	3
CSE 1301	Introduction to Computer Science	3

* Of these options, SDS 3020 is the preferred course.

Elective Courses

1. Three 3-unit economics electives drawn from any ECON 4001 prerequisite course, including ECON 4002.
   a. Economics electives of particular relevance include (but are not limited to) ECON 4315 Market Design, ECON 4151 Applied Econometrics, ECON 4160 Topics in Econometrics: Microeconomics, ECON 4335 Industrial Organization, ECON 4420 Computational Macroeconomics, and ECON 4710 Game Theory.
2. Three 3-unit computer science electives drawn from the list below:

Code	Title	Units
CSE 2107	Introduction to Data Science	3
CSE 3101	Introduction to Intelligent Agents Using Science Fiction	3
CSE 3104	Data Manipulation and Management	3
CSE 3300	Rapid Prototype Development and Creative Programming	3
CSE 3302	Object-Oriented Software Development Laboratory	3
CSE 3401	Parallel and Sequential Algorithms	3
CSE 4001	Indepent Study	varies; max. 3
CSE 4101	Ai and Society	3
CSE 4102	Introduction to Artificial Intelligence	3
CSE 4106	Data Science for Complex Networks	3
CSE 4107 Introduction to Machine Learning* **or** ESE 4170 Introduction to Machine Learning and Pattern Classification		3
CSE 4205	Programming Systems and Languages	3
CSE 4207	Cloud Computing with Big Data Applications	3
CSE 4305	Database Management Systems	3
CSE 4507	Introduction to Visualization	3
CSE 5104	Data Mining	3
CSE 5107	Machine Learning	3
CSE 5108	Human-In-The-Loop Computation	3
CSE 5403	Algorithms for Nonlinear Optimization	3
CSE 5507	Advanced Visualization	3

* Students planning to complete CSE 5107 should try to complete CSE 4107 as the prerequisite course. Non-engineering students may substitute SDS 3020 or SDS 3030 for the ESE 3260 prerequisite for ESE 4170.

Contact: Dorothy Petersen, Academic Coordinator
Phone: 314-935-5644
Email: dottie@wustl.edu
Website: http://economics.wustl.edu

Economics Major

Program Requirements

- **Total Units Required:** 37-39
- **Grade Requirement:** All courses in the major (including MATH and SDS courses) must be completed with the letter grade option, and a grade of at least C- must be earned in each.

Required Courses

Code	Title	Units
ECON 1501	Introduction to Microeconomics	3
ECON 1502	Introduction to Macroeconomics	3
ECON 4001	Intermediate Microeconomic Theory	3
ECON 4002	Intermediate Macroeconomic Theory	3
ECON 3150 Introduction to Econometrics **or** ECON 4150 Introduction to Econometrics with Writing		3
ECON 4830 Mathematical Economics **or** MATH 2130 Calculus III		1
MATH 1510 Calculus I **or** MATH 1515 Calculus I with Foundations		3
MATH 1520	Calculus II	3
One of the following:		
SDS 2020	Elementary Probability & Statistics	
SDS 3020	Elementary to Intermediate Statistics and Data Analysis	
SDS 3030	Statistics for Data Science I	
ESE 3260	Probability and Statistics for Engineering	
DAT 1200 Managerial Statistics I **and** DAT 1201 Managerial Statistics II		

Elective Courses

Four upper-level (3-unit) economics electives (12 units), at least two of which must have an ECON 4001 or ECON 4002 prerequisite.

Additional Information

- No credit is awarded in the economics major from the AP Microeconomics or the AP Macroeconomics exam(s).
- AP credit for MATH 1510, MATH 1520, and/or SDS 2020 is accepted in the economics major.

Study Abroad

- Majors selecting an approved study abroad program (for one semester) may receive transfer credit for ECON 3150. Note: many study abroad programs in Europe do not offer the equivalent of ECON 3150 in the spring semester. A grade of C (or higher) is required in study abroad coursework. Preapproval from the department's study abroad advisor is required.
- Majors selecting an approved study abroad program (for one semester) may also receive transfer credit for two economics electives, which count in the major as 3000-level electives (regardless of the abroad course prerequisite). A grade of C (or higher) is required in study abroad coursework. Preapproval from the department's study abroad advisor is required.
- Majors selecting an approved study abroad program for a full year of study will be handled on a case-by-case basis in terms of meeting degree requirements. All majors must complete at least 4, 4000-level courses from the Department of Economics.

Transfer Credit

- Majors may receive a maximum of 3 units of transfer credit from other colleges/universities to replace ECON 1501, ECON 1502, or a 3000-level economics elective. A minimum grade of C- must be earned. This policy is distinct from studying in an approved study abroad/study away program, but, in total, no more than 9 units of transfer credit will be accepted for a major matriculating as a freshman.
- Transfer credit for MATH or for SDS courses is approved by the respective departments and is accepted by the Department of Economics for major credit.
- For further details on policies and procedures, please refer to the Undergraduate Guide and the Department's website, or schedule a meeting with the department's Academic Coordinator.

Contact: Dorothy Petersen, Academic Coordinator
Phone: 314-935-5644
Email: dottie@wustl.edu
Website: http://economics.wustl.edu

Mathematics and Economics Major

Program Requirements

- **Total Units Required:** 57
- **Grade Requirement:** All required courses (both lower- and upper-level) must be taken for a letter grade and completed with a grade of C– or better.

Required Courses*

Code	Title	Units
CSE 1301	Introduction to Computer Science	3
ECON 1501	Introduction to Microeconomics	3
ECON 1502	Introduction to Macroeconomics	3
ECON 3150 Introduction to Econometrics **or** ECON 4150 Introduction to Econometrics With Writing		3
ECON 4001	Intermediate Microeconomic Theory	3
ECON 4002	Intermediate Macroeconomic Theory	3
MATH 1510	Calculus I	3
MATH 1520	Calculus II	3
MATH 2130	Calculus III	3
MATH 3010 Foundations for Higher Mathematics **or** MATH 3015 Foundations for Higher Mathematics With Writing		3
MATH 3300	Matrix Algebra	3
SDS 3020 Elementary to Intermediate Statistics and Data Analysis **or** SDS 3030 Statistics for Data Science I **or** SDS 4010 Probability		3
Total Units		**36**

* Students who complete the MATH 2801 Honors Mathematics I and MATH 2802 Honors Mathematics II sequence will be considered to have completed MATH 1510, MATH 1520, and MATH 2130. These students are also recommended to bypass MATH 3010/MATH 3015 and MATH 3300, for which they may substitute any other upper-level Mathematics courses.

Elective Courses

Majors must complete seven electives drawn from the lists below. Three electives must be drawn from the Economics list, and three electives must be drawn from the Mathematics list. The remaining elective may come from either department or from the preapproved elective list below.

Economics

One of the three Economics electives can be any Economics course with ECON 4001 or ECON 4002 as a prerequisite, including from an approved study abroad program. The other two Economics electives must come from the following list:

Code	Title	Units
ECON 4151	Applied Econometrics	3
ECON 4160	Topics in Econometrics: Microeconometrics	3
ECON 4210	Topics in Financial Economics: Asset Pricing	3
ECON 4211	Topics in Financial Economics: Investments	3
ECON 4220	Open Economy Macroeconomics	3
ECON 4230	The Economics of Financial Intermediation	3
ECON 4310	Behavioral Economics and Experimental Economics	3
ECON 4312	Game Theory and Social Behavior	3
ECON 4315	Market Design	3
ECON 4320	Auction Theory and Practice	3
ECON 4325	Public Finance	3
ECON 4335	Industrial Organization	3
ECON 4345	Labor Economics	3
ECON 4360	Urban Economics	3
ECON 4380	Current Topics in Health Economics	3
ECON 4410	Macroeconomics of Inequality	3
ECON 4420	Computational Macroeconomics	3
ECON 4425	Macro Public Finance: Inequality, Redistribution, and Insurance	3
ECON 4510	Development Economics	3
ECON 4710	Game Theory	3
ECON 4720	Optimization and Economic Theory	3

Mathematics

The three Mathematics electives must come from the following list:

Code	Title	Units
MATH 3180	Introduction to Calculus of Several Variables *	3
MATH 3420	Graph Theory	3
MATH 3520	Differential Equations and Dynamical Systems *	3
MATH 4101	Introduction to Analysis	3
MATH 4102	Introduction to Lebesgue Integration	3
MATH 4150	Introduction to Fourier Series and Integrals	3
MATH 4160	Complex Variables	3
MATH 4301	Linear Algebra	3
MATH 4501	Numerical Applied Mathematics	3
MATH 4502	Topics in Applied Mathematics	3
MATH 4540	Partial Differential Equations	3
MATH 4560	Topics in Financial Mathematics	3
SDS 4010	Probability *	3
SDS 4720	Stochastic Processes	3

* Students choosing both MATH 3180 and MATH 3520 must complete four Mathematics electives from the list above. SDS 4010 can be taken for elective credit in the major if SDS 3020 or SDS 3030 is completed to satisfy the core requirements.

Preapproved Electives

One elective in the major can come from the following list:

Code	Title	Units
SDS 4020	Mathematical Statistics	3
SDS 4110	Experimental Design	3
SDS 4155	Time Series Analysis	3
SDS 4130	Linear Statistical Models	3
SDS 4140	Advanced Linear Statistical Models	3
SDS 4210	Statistical Computation	3
SDS 4310	Bayesian Statistics	3
SDS 4430	Statistical Learning	3
SDS 4440	Mathematical Foundations of Data Science	3

Additional Information

- Students cannot declare more than one major or minor in the Department of Economics. This restriction includes dual majors, such as Mathematics and Economics (and Economics and Computer Science). Dual majors are considered "in the department" even if they are declared in another department.
- It is possible to earn the Financial Economics Specialization in conjunction with this major (prime or second).

- With instructor permission, students may use any of the following for economics elective credit: ECON 8010, ECON 8011, ECON 8020, ECON 8021, ECON 8110, or ECON 8710.
- AP credit for ECON 1501, ECON 1502, MATH 1510, and/or MATH 1520 is accepted in the major. Consult with the Department of Mathematics and the Department of Economics for International Baccalaureate and British A-level policies.

Study Abroad

- Majors selecting an approved study abroad program (for one semester) may receive transfer credit for ECON 3150. **Note:** Many study abroad programs in Europe do not offer the equivalent of ECON 3150 in the spring semester. A grade of C (or higher) is required in study abroad coursework. Preapproval from the Department of Economics' study abroad advisor is required.
- Majors selecting an approved study abroad program (for one semester) may also receive transfer credit for up to two economics electives. (Majors completing two economics electives abroad are required to complete four economics electives in the major.) A grade of C (or higher) is required in study abroad course work. Preapproval from the department's study abroad advisor is required.
- Majors selecting an approved study abroad program for a full year of study will be handled on a case-by-case basis in terms of meeting degree requirements.

Transfer Credit

- Transfer credit — including study abroad approval — for economics courses, for mathematics courses, for probability/statistics courses, or for CSE 1301 is approved by the respective departments and is accepted for major credit.
- Majors may receive a maximum of 6 units of transfer credit from other colleges/universities to replace ECON 1501 and ECON 1502 (3 units of transfer credit per course). A minimum grade of C– must be earned. Preapproval by the Academic Coordinator (dottie@wustl.edu) in the Department of Economics is required.

For further details on policies and procedures, please refer to the Undergraduate Guide and the Department of Economics' website, or schedule a meeting with the department's Academic Coordinator (dottie@wustl.edu).

Contact:	Dorothy Petersen, Academic Coordinator
Phone:	314-935-5644
Email:	dottie@wustl.edu
Website:	http://economics.wustl.edu

Financial Economics Specialization for Economics Majors

By completing a specialized set of electives, majors (prime or second, including dual majors) can earn the Financial Economics Specialization.

Students should notify the department of their intent to earn the Financial Economics Specialization by completing the form on the department's website at least one semester prior to graduation.

Program Requirements

- Declared major in Economics (p. 465), Math+Economics (p. 466), or Econ+CSE (p. 464)
- Completion of extra elective(s) and an integrated set of electives (These details are described below and are specific to each major.)

Major in Economics

- **Total Units Required:** 37 to 39 (for the major) + 3 = 40 to 42 total units
- **Grade Requirement:** All courses must be completed with the letter grade option, and a grade of at least C- must be earned in each. (A grade of at least C is required in study abroad coursework.)

Students with a B.A. or second major in economics must do the following, in addition to completing the major requirements:

- Complete one additional economics elective at the 3000 or 4000 level, or complete FIN 3150.
- A minimum of three courses must be drawn from the approved "List of Financial Economics Electives" below or be approved substitutes from a study abroad program.

List of Financial Economics Electives

Code	Title	Units
ECON 3210	Money and Banking	3
ECON 3220	Financial Markets and Analysis	3
ECON 4210	Topics in Financial Economics: Asset Pricing	3
ECON 4211	Topics in Financial Economics: Investments	3
ECON 4230	The Economics of Financial Intermediation	3
ECON 4240	Money & Monetary Policy	3
FIN 3150	Capital Markets and Financial Management (approved if the student is **not** in Finance major/minor)	3

Major in Economics + Computer Science

- **Total Units Required:** 54 (for the major) + 3 = 57 total units
- **Grade Requirement:** All courses must be completed with the letter grade option, and a grade of at least C- must be earned in each. (A grade of at least C is required in study abroad coursework.)

Students pursuing this dual major through the McKelvey School of Engineering or Arts & Sciences must do the following, in addition to the major requirements:

- Complete one additional economics elective at the 3000 or 4000 level, or complete FIN 3150.
- A minimum of three of the four courses must be drawn from the approved "List of Financial Economics Electives" above or be approved substitutes from a study abroad program.

Major in Mathematics + Economics

- **Total Units Required:** 57 (for the major) + 3 = 60 total units
- **Grade Requirement:** All courses must be completed with the letter grade option, and a grade of at least C- must be earned in each. (A grade of at least C is required in study abroad coursework.)

Students with a major in Math+Econ have two options through which the Financial Economics Specialization may be earned.

Option 1 *(when completing the major with three Economics electives and four Math electives)*

- Complete one additional economics elective at the 3000 or 4000 level, or complete FIN 3150. Therefore, completion of the major plus the specialization requires four economics electives (or three economics electives and FIN 3150) and four math electives, subject to the constraints below:
  - The four math electives must come from the approved list for the major, or a student may complete three math electives from the approved list and one SDS elective from the preapproved electives list.
  - A minimum of three of the four total economics electives must be drawn from the approved "List of Financial Economics Electives" above or be approved substitutes from a study abroad program.
  - A minimum of three of the four total economics electives must come from the approved list for the major.

Option 2 *(when completing the major with four Economics electives and three Math electives)*

Students must complete the following:

- Four economics electives, where both of the following criteria must be satisfied:
  - At least two of the four electives must be drawn from the "List of Financial Economics Electives" above.
  - At least three of the four economics electives must be drawn from the approved list for the major.
- The three math electives must be drawn from the approved list for the major.
- In addition, for the specialization, students must complete MATH 4560.

Contact:	Dorothy Petersen, Academic Coordinator
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Website:	http://economics.wustl.edu/majors-and-minors-economics

Applied Microeconomics Minor

Program Requirements

- **Total Units Required:** 22-24
- **Grade Requirement:** All courses in the minor (including Mathematics) must be completed with the letter grade option, and a grade of at least C– must be earned in each course.

Required Courses

Code	Title	Units
ECON 1501	Introduction to Microeconomics	3
ECON 1502	Introduction to Macroeconomics	3
ECON 4001	Intermediate Microeconomics	3
MATH 1510 Calculus I **or** MATH 1515 Calculus I with Foundations		3
MATH 1520	Calculus II	3
MATH 4830 Mathematical Economics **or** MATH 2130 Calculus III		3
Total Units		**18**

Elective Courses

- One (3-unit) Economics elective having at least ECON 1501 and/or ECON 1502 as a prerequisite course
- One (3-unit) Economics elective having ECON 4001 as a prerequisite course

Prerequisites

The prerequisite courses for ECON 4001 are ECON 1501 and MATH 1520. In addition, ECON 4830 or MATH 2130 must be taken prior to or concurrently with enrollment in ECON 4001.

Additional Information

- No credit is awarded in the minor from the AP Microeconomics or the AP Macroeconomics exam(s). Similar policies exist for IB and British A-level coursework. Please refer to Arts & Sciences policies. Students electing to bypass one or both of the introductory courses (ECON 1501 and ECON 1502) must complete additional (3-unit) elective coursework at the 3000 level or higher to make up for the bypassed units.
- Minors may receive a maximum of 3 units of transfer credit from other colleges/universities, including from study abroad/study away programs, to replace one of the following: ECON 1501, ECON 1502, or a 3000-level economics elective. A minimum grade of C– must be earned, unless the transfer credit is from a study abroad/study away program. Students must complete study abroad/study away credit with a letter grade option, earning at least a grade of C.
- AP credit for MATH 1510 and/or MATH 1520 is accepted in the Economics minor.
- Transfer credit for MATH or SDS courses is approved by the respective departments and is accepted by the Department of Economics for minor credit.
- For further details on policies and procedures, please refer to the Undergraduate Guide and the department's website, or schedule a meeting with the department's Academic Coordinator.

Contact:	Dorothy Petersen, Academic Coordinator
Phone:	314-935-5644
Email:	dottie@wustl.edu
Website:	http://economics.wustl.edu

General Economics Minor

Program Requirements

- **Total Units Required:** 22-24
- **Grade Requirement:** All courses in the minor (including mathematics) must be completed with the letter grade option, and a grade of at least C- must be earned in each.

Required Courses

Code	Title	Units
ECON 1501	Introduction to Microeconomics	3
ECON 1502	Introduction to Macroeconomics	3
ECON 4001	Intermediate Microeconomic Theory	3
ECON 4002	Intermediate Macroeconomic Theory	3
MATH 1510 Calculus I **or** MATH 1515 Calculus I with Foundations		3
MATH 1520	Calculus II	3
ECON 4830 Mathematical Economics **or** MATH 2130 Calculus III		1-3
Total Units		**19-21**

Elective Course

Students must complete one (3-unit) economics elective that has at least ECON 1501 and/or ECON 1502 as a prerequisite.

Prerequisites

The prerequisite courses for ECON 4001 are ECON 1501 and MATH 1520. In addition, ECON 4830 or MATH 2130 must be taken prior to or concurrently with enrollment in ECON 4001. The prerequisite courses for ECON 4002 are ECON 1502 and ECON 4001.

Additional Information

- No credit is awarded in the minor from the AP Microeconomics or the AP Macroeconomics exam(s). Similar policies exist for IB and British A-level coursework. Please refer to Arts & Sciences policies. Students electing to bypass one, or both, of the introductory courses (Econ 1501, Econ 1502) must complete additional (3-unit) elective coursework at the 3000-level or higher to make up for the bypassed units.
- Minors may receive a maximum of 3 units of transfer credit from other colleges/universities, including from study abroad/study away programs, to replace one of: ECON 1501, ECON 1502, or a 3000-level economics elective. A minimum grade of C- must be earned, unless the transfer credit is from a study abroad/study away program. Students must complete study abroad/study away credit with a letter grade option, earning at least a grade of C.
- AP, IB, and/or British A-level credit for MATH 1510 and/or MATH 1520 is accepted in the economics minor. Please refer to Arts & Sciences policies for further information.
- Transfer credit for MATH or for SDS courses is approved by the respective departments and is accepted by the Department of Economics for minor credit.
- For further details on policies and procedures, please refer to the Undergraduate Guide and the department's website, or schedule a meeting with the department's Academic Coordinator.

Contact:	Dorothy Petersen, Academic Coordinator
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Education

The Department of Education at Washington University in St. Louis is an interdisciplinary community that bridges the theoretical and research foundations of education, traditional academic disciplines (e.g., sociology, psychology, history), and the professional practice of education. Our academic programs span a variety of disciplinary

perspectives, methodological approaches (e.g., quantitative, qualitative), and levels of analysis ranging from the individual to complex systems. Each of us works from a disciplinary perspective, but we embrace and utilize other perspectives because such disciplinary synergies are critical to understanding and impacting the complex world of education. Individually and as a community, we are working to change education and other systems that perpetuate inequity and inequality. Our departmental theme of **"Equalizing Educational Opportunity: Equity, Inclusion, and Success in Classrooms, Schools, and Communities"** encapsulates this work.

Whether a student's goal is to discover how humans learn or to better understand educational institutions and policies, the Department of Education offers students a chance to explore their interests, develop their skills, and begin their journey to a rewarding career through undergraduate programs in Educational Studies. Our academic programming views the learning pathway as part of a broader transdisciplinary framework of development and well-being. Conditions associated with education and youth development represent a problem space where persistent engagement and planning across political boundaries, health care providers, youth-serving organizations, and educational institutions are critical. We offer a vibrant student-centered community in which faculty and staff are invested in the mentoring and success of students. Many of our classes are smaller and thus allow for meaningful interactions with the education community.

The Department of Education offers an undergraduate major and minor in Educational Studies for persons interested in the study of educational processes and institutions. Students in the Educational Studies program apply the perspectives and methods of a number of disciplines to questions about educational institutions, educational processes, and the social and cultural factors that affect them. They often go on to pursue careers in policy, research, and leadership.

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Chair

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Associate Professor
PhD, Florida State University

Director of Graduate Studies

Christopher Rozek
Assistant Professor
PhD, University of Wisconsin, Madison

Director of Undergraduate Studies

Lisa Gilbert
Lecturer
PhD, Saint Louis University

Department Faculty

Andrew Butler
Associate Professor
PhD, Washington University in St. Louis

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EdD, Webster University

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PhD, Harvard University

Aurora Kamimura
Lecturer
PhD, University of Michigan, Ann Arbor

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PhD, University of California, Los Angeles

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PhD, University of Chicago

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PhD, Emory University

Carol Camp Yeakey
Marshall S. Snow Professor of Arts & Sciences
PhD, Northwestern University

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EdD, Saint Louis University

Alyssa McDonald
Student Services Coordinator
MEd, Middle Tennessee State University

Mel Nicolas
Administrative Coordinator, Faculty Support
BS, Missouri Southern State University

Majors

- Educational Studies Major (p. 481)

Minors

- Educational Studies Minor (p. 483)

Courses

EDUC 1101 First-Year Seminar
This first-year seminar will highlight various aspects of critical topics in K-12 education to consider the current strengths, weaknesses, opportunities, and threats in contemporary K-12 education. This will be primarily a discussion-based course covering topics such as (but not limited to) trauma-informed care and school-based mental health, advancing technology, restorative practices, design schools, and equity in education. The course will provide students with an opportunity to observe a classroom at the P-12 grade level(s) with varied and diverse student populations for the purpose of introduction to and analysis of the culture of schooling and classrooms.
Credit 3 units. A&S IQ: SSC Art: SSC BU: BA
Typical periods offered: Fall, Spring

EDUC 1996 Education Elective: 100-Level
This course is used for transcribing 1000-level EDUC elective units.
Credit 3 units. EN: H, S
Typical periods offered: Fall, Spring, Summer

EDUC 2000 Topics in Education
An examination and appraisal of major educational issues, drawing on normative frameworks, empirical research, and analytical literature. Seminar format. Topics vary by semester.
Credit 3 units. A&S IQ: SSC Art: SSC EN: S
Typical periods offered: Spring

EDUC 2010 Introduction to Education:
Drawing from social scientific perspectives, this course surveys educational research and policy in contemporary U.S. society. It considers the relationship among controversial policy issues (e.g., school choice, public school closure, urban redevelopment) and education. Finally, it examines the implications of recent changes in education for social inequality, mobility, and group relations.
Credit 3 units. A&S IQ: SSC Art: SSC BU: BA EN: S
Typical periods offered: Fall, Spring

EDUC 2060 Introduction to Education: Uncovering and Understanding Teachers and Teaching
What makes someone a teacher; both in their profession and personal identity? In this course, many of the issues that challenge, shape and define the practice and identity of classroom teachers are explored. Goals of the course include demystifying teaching and exploring it as an intellectual act; one that requires the bridging of research and theory to practice, careful planning and attention to detail, comprehensive knowledge of diverse students, responsiveness to/creation of the learning environment, and authentic representation of one's teacher identity. Students will embrace the art of pedagogical exploration and curation to design a personalized teaching brand; one that authentically represents their teaching style, abilities, and identity, yet is flexible enough to evolve over time. Throughout the course, students will build new understandings and capabilities based on critical and engaging discourse, design-based practice, reflection, and engaging classroom activities.
Credit 3 units. A&S IQ: SSC Art: SSC
Typical periods offered: Fall, Spring

EDUC 2100 Introduction to Speech, Language, and Hearing Sciences
This course provides an introduction to the fields of speech-language pathology, audiology, the education of hearing-impaired children, and speech and hearing sciences. Normal speech and hearing processes as well as communication disorders are discussed. Selected research topics in speech and hearing sciences will also be presented.
Credit 3 units. A&S IQ: SSC BU: BA, SCI EN: S
Typical periods offered: Fall, Spring

EDUC 2900 Internship in Education
Students may receive up to 3 units of credit for an approved, faculty-sponsored internship that relates to the study and application of educational research. Credit is determined by the number of hours worked per the College of Arts & Sciences recommendations. Specific requirements -- which include but are not limited to completion of hours, an essay about the student's experience, and/or informational meetings with other faculty about the student's internship experience -- are set by the faculty supervisor in consultation with the supervisor in the organization where the internship work is completed. Students should complete a learning agreement provided by the department. Open to undergraduate majors and minors in the Department of Education only; register for the section assigned to the faculty supervisor. Prerequisites: approval of faculty instructor after completion of learning agreement.
Credit 3 units.
Typical periods offered: Fall, Spring

EDUC 2901 Directed Research in Education
Introduces first-years and sophomores to research by engaging them in ongoing faculty research projects within the department. Under the direction of a faculty mentor, students take part in tasks that contribute to the mentor's research. Through this hands-on experience, students learn about the research process and build foundational research skills that can benefit their future academic experience and development. Faculty mentors provide regular guidance, training, and feedback to support students' understanding and growth. Students are registered by the department after approval from the faculty member leading the research project. The course may be taken for 1-3 credit hours based on the weekly hours required. Credit/No Credit only
Credit 3 units.

EDUC 2996 Education Elective: 200-Level
This course is used to transcribe 2000-level EDUC elective units
Credit 3 units. EN: H, S
Typical periods offered: Fall, Spring, Summer

EDUC 3000 Topics in Education
An examination and appraisal of major educational issues, drawing on normative frameworks, empirical research, and analytical literature. Seminar format. Topics vary by semester.
Credit 3 units. A&S IQ: SSC Art: SSC BU: BA
Typical periods offered: Fall, Spring

EDUC 3010 The American School
In this course we analyze the development of American schooling within the context of American social history. Our focus is on three general themes: the differing conceptions of schooling held by some American political, social, and cultural thinkers; the changing relationships among schools and other educational institutions such as the church and the family; and the policy issues and arguments that have shaped the development of schooling in America. We spend considerable time studying the history of schooling in relation to the enduring challenges and dilemmas of marginalized groups including but not limited to systemic racial inequalities, access to schooling and inequitable schooling experiences. Undergraduate students must enroll in Educ. 301C, while graduate students must enroll in Educ. 5001.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA, ETH, HUM EN: H
Typical periods offered: Fall, Spring, Summer

EDUC 3030 Gender and Education
An examination of educational experiences, practices, and institutions across multiple levels (PK-university) using gender as a critical lens. Key topics include common beliefs, practices, and expectations related to gender in educational spaces, as well as the intersections between gender and other identities that may influence educational experiences and outcomes. Readings are drawn from multiple disciplines, including sociology, history, psychology, and philosophy. Students should be prepared to analyze their own gendered educational experiences in the context of the scholarship explored in the course, while also listening respectfully and reflecting on the experiences shared by classmates. Enrollment Note: Undergraduate students must enroll in Educ. 303, and graduate students must enroll in Educ. 5003.
Credit 3 units. A&S IQ: SSC Art: SSC BU: BA
Typical periods offered: Spring

EDUC 3040 Educational Psychology
This is a course in psychological concepts relevant to education that is organized around four basic issues: (1) how humans think and learn; (2) how children, adolescents, and adults differ in their cognitive and moral development; (3) the sense in which motivation and intention explain why people act as they do; and (4) how such key human characteristics as intelligence, motivation, and academic achievement can be measured. Offered fall and spring semesters. Enrollment Note: Undergraduate students must enroll in Educ. 304. Graduate students must obtain approval of instructor and their advisor before enrolling in Educ. 5004.
Credit 3 units. A&S IQ: SSC Art: SSC BU: BA EN: S
Typical periods offered: Fall, Spring

EDUC 3050 Education, Childhood, Adolescence, and Society
This course examines the social and developmental experiences of children and adolescents at the national and international level. Readings will focus on the development of children and adolescents from historical, sociological, psychological, and political perspectives. Students will examine how both internal and external forces impact the developmental stages of children and adolescents. Students will investigate the issues that impact children and adults such as poverty, war, media, schooling, and changes in family structure. Students will explore some of the issues surrounding the education of children such as the effects of high quality preschool on the lives of children from low income families and the connection between poverty and educational achievement. Students will focus on the efficacy of the safety nets that are intended to address issues such as nutrition, health, violence, and abuse. Throughout the course, students will review and critique national and international public policy that is designed to address the needs of children and their families throughout the educational process. Undergraduates must enroll in Educ. 313B, while graduate students must enroll in 513B.
Credit 3 units. A&S IQ: SSC Art: SSC BU: BA EN: S
Typical periods offered: Fall, Spring, Summer

EDUC 3060 Sociolinguistics, Literacies, Schools, and Communities
Literacy learning and development within a thriving community require attention to the linguistic, cultural, and economic diversity of students. Within an era of state standardization and accountability, it is imperative to use a systems approach in education that unites homes, schools, and communities. Differentiating instruction to meet the needs of all students, including English language learners and other traditionally marginalized groups of students, is essential. This course will introduce students to sociocultural theories of literacy across settings. It will prepare students to analyze how race, ethnicity, class, gender, and language influence the development of literacy skills. We will develop a multifaceted view of literacy that is embedded within culture and that acknowledges the influences of social institutions and conditions. We will incorporate strategies for individual student needs based on students' backgrounds and prior experiences to deliver differentiated instruction and to teach students to set learning goals. Offered in fall semester only. Undergraduate students must enroll in Educ. 314, while graduate students must enroll in Educ. 5114.
Credit 3 units. A&S IQ: HUM, SC Art: HUM BU: BA, HUM EN: H
Typical periods offered: Fall

EDUC 3995 Education Coursework Completed Abroad
This course is for study abroad credits.
Credit 12 units.
Typical periods offered: Fall, Spring, Summer

EDUC 3996 Education Elective: 300-Level
This course is used for transcribing 3000-level EDUC elective units.
Credit 3 units. EN: H, S
Typical periods offered: Fall, Spring, Summer

EDUC 4004 Topics in Education
An examination and appraisal of major educational issues, drawing on normative frameworks, empirical research, and analytical literature. Seminar format. Topics vary by semester.
Credit 3 units.
Typical periods offered: Fall

EDUC 4005 Educational Psychology: A Focus On Teaching and Learning
How should research in educational psychology inform teaching in contemporary schools - and how might the lived experience of professional educators in turn inform research in educational psychology? This class uses the reciprocal relationship between educational theory and practice to examine key issues in teaching and learning in contemporary school settings. Throughout, students will gain greater familiarity with topics influencing the pedagogical decision-making of teachers, from everyday topics (e.g. differentiation, classroom management, developmental appropriateness, etc.) to topics gaining ground in contemporary education (e.g. culturally responsive pedagogy, trauma-informed pedagogy, poverty-informed pedagogy, etc.). By engaging with substantive texts representing diverse perspectives, students will become more comfortable navigating scholarly research on teaching and learning in school settings, including distinguishing between multiple forms of scholarship (e.g. qualitative and quantitative studies, action research, self-study, portraiture, etc.) and other forms of writing about education (e.g. memoirs, advice based on personal experience, op-eds by thought leaders, etc.). Students will also theorize about reasons for gaps between educational research and practice by drawing on their

knowledge of the sociocultural, political, and historical contexts of schooling. Ultimately, students will become more able to articulate their reasoned perspectives as emerging professionals regarding best practices for meaningful teaching and learning in school settings. Enrollment Note: All students are enrolled onto the waitlist. Priority is given to Teacher Education majors, prospective Teacher Education majors, and majors/minors in Educational Studies.Undergraduate students must enroll in Educ. 4052, and graduate students must enroll in Educ. 6052

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

Typical periods offered: Fall, Spring

EDUC 4006 Early Field Experience

This course offers students an informed look at schooling in America and is designed for current teachers, prospective teachers (those considering a Teacher Education major), and for those simply interested in furthering their understanding of classroom interaction and the fundamental principles of teaching and learning. Students will be able to plan lessons and activities that address student's prior experiences, multiple intelligences, strengths, and needs to positively impact learning. This course provides direct and indirect experiences with contemporary K-12 educational practice in schools through 30 clock hours of field observation to be completed during the semester. Students will observe the daily life of teachers and their interactions with children and adolescents, with the dual goal of understanding the professional nature of the setting (i.e. pedagogical decision-making processes, expectations and requirements for teachers, institutional functioning, etc.) and being an active participant in a K12 classroom setting. Assignments will include, but are not limited to, observation notes, discussions with class members, and evaluation and design of instructional strategies and learning activities. Enrollment Note: All students are enrolled onto the waitlist. Priority is given to Teacher Education majors, prospective Teacher Education majors, and majors/minors in Educational Studies. Students must complete their 30 clock hours outside of class in school settings assigned by the WUSTL Department of Education Field Placement Specialist. Undergraduate students must enroll in Educ. 4053 and graduate students must enroll in Educ. 6053

Credit 1 unit. A&S IQ: SSC Art: SSC

Typical periods offered: Fall, Spring

EDUC 4008 Education and Psychology of Exceptional Children

Learning, psychological, cognitive and social characteristics of exceptional children and youth from gifted to those with disabilities. Study child and adolescent developmental stages and the application to educational settings through data-based decision making using assessment and student data in a critical thinking, problem solving team approach. Current practices of educational strategies, interventions, and modifications to differentiate instruction for individual learning needs are emphasized. Plan lessons and activities that address student's prior experiences, multiple intelligences, strengths, and needs to positively impact learning. Learn specific strategies for classroom management, consultation and collaboration with families, colleagues, and administrators to meet individual needs within a culturally and demographically diverse classroom. Influences of legislation, criteria used to identify children, and awareness of supportive services are explored. Enrollment note: All students are enrolled onto the waitlist. Priority is given to Teacher/Deaf Education majors, prospective Teacher Education majors, and majors/minors in Educational Studies. Undergraduate students must enroll in Educ. 408 and graduate students must enroll in Educ. 6008.

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

Typical periods offered: Fall, Spring, Summer

EDUC 4010 Curriculum and Instruction for Secondary Teachers

This course provides an in-depth look at secondary curricula and instructional practices in order to equip teacher candidates across a spectrum of disciplines with the knowledge and skill needed to implement meaningful teaching and learning in their future classrooms. By drawing from educational research in curriculum studies and related fields, students will examine the foundations of their discipline's curriculum, consider avenues for the implementation of culturally responsive pedagogy, and gain strategies for engaging contemporary issues facing secondary teachers (e.g. controversy, burnout). A strong emphasis will be placed on connecting with colleagues in different disciplines and exploring the possibilities for interdisciplinary instruction. Enrollment note: must be taken concurrently with content-specific lab [L12 400A/6001, 400D/600D, 400E/600E, 400L/600L, 400M/6006, 400S/600S, or 40SS/60SS] unless approved by Director of Teacher Education. Undergraduate students must enroll in Educ. 4000, while graduate students must enroll in Educ. 6000

Credit 2 units. A&S IQ: HUM BU: HUM EN: H

Typical periods offered: Fall

EDUC 4020 Curriculum and Instruction in Art K-12

This course provides hands-on practice for K-12 teacher candidates in art curriculum regarding discipline-specific techniques for instruction and assessment. Students will read discipline-specific research on evidence-based practice, learn how to align lessons with curriculum standards, and gain experience via lesson planning and facilitating learning activities for fellow students. Enrollment note: must be taken concurrently with L12 4000/6000 and L12 5007 unless approved by the Director of Teacher Education. Undergraduate students must enroll in Educ. 400A, while graduate students must enroll in Educ. 6001.

Credit 2 units.

Typical periods offered: Fall

EDUC 4030 Curriculum and Instruction in Dance K-12

This course provides hands-on practice for K-12 teacher candidates in dance curriculum regarding discipline-specific techniques for instruction and assessment. Students will read discipline-specific research on evidence-based practice, learn how to align lessons with curriculum standards, and gain experience via lesson planning and facilitating learning activities for fellow students. Enrollment note: must be taken concurrently with L12 4000/6000 unless approved by the Director of Teacher Education. Undergraduate students must enroll in Educ. 400D, while graduate students must enroll in Educ. 600D.

Credit 2 units.

Typical periods offered: Fall

EDUC 4034 Foundations of Educational Research

Educational researchers in today's world use an interdisciplinary toolbox of approaches to examine the complex issues facing today's students, teachers, educating institutions, and communities. Providing an introduction to the basic concepts, philosophies, and kinds of methodologies used in educational research, this course will examine research designs such as experiments, surveys, mixed methods, ethnography, and action research. Students will be required to analyze the strengths, weaknesses, and limitations of each. Furthermore, the course is devoted to understanding the importance of identifying a research problem, the literature review, research questions, and the alignment with appropriate methodologies (quantitative, qualitative, or mixed methods) in responding to the research inquiry. Prerequisite: Completion of any 1000, 2000, or 3000-level Education course, graduate standing, or permission of instructor. Enrollment note: Undergraduate students should register for Educ. 403, while graduate students should register for Educ. 503

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

Typical periods offered: Fall, Spring

EDUC 4040 Curriculum and Instruction in Secondary English
This course provides hands-on practice for secondary teacher candidates in English curriculum regarding discipline-specific techniques for instruction and assessment. Students will read discipline-specific research on evidence-based practice, learn how to align lessons with curriculum standards, and gain experience via lesson planning and facilitating learning activities for fellow students. Enrollment note: must be taken concurrently with L12 4000/6000 and L12 4451/6451 unless approved by the Director of Teacher Education. Undergraduate students must enroll in Educ. 400E, while graduate students must enroll in Educ. 600E.
Credit 2 units.
Typical periods offered: Fall

EDUC 4050 Curriculum and Instruction in World Languages K-12
This course provides hands-on practice for K-12 teacher candidates in world language curriculum, including French, German, Japanese, Latin, Mandarin Chinese, Russian, and/or Spanish, regarding discipline-specific techniques for instruction and assessment. Students will read discipline-specific research on evidence-based practice, learn how to align lessons with curriculum standards, and gain experience via lesson planning and facilitating learning activities for fellow students. Note: must be taken concurrently with L12 4000. Undergraduate students must enroll in Educ. 400L, and graduate students must enroll in Educ. 600L.
Credit 2 units.
Typical periods offered: Fall

EDUC 4060 Curriculum and Instruction in Secondary Mathematics
This course provides hands-on practice for secondary teacher candidates in mathematics curriculum regarding discipline-specific techniques for instruction and assessment. Students will read discipline-specific research on evidence-based practice, learn how to align lessons with curriculum standards, and gain experience via lesson planning and facilitating learning activities for fellow students. Enrollment note: must be taken concurrently with L12 4000. Undergraduate students must enroll in Educ. 400M, while graduate students must enroll in Educ. 6006.
Credit 2 units.
Typical periods offered: Fall

EDUC 4070 Curriculum and Instruction in Secondary Science
This course provides hands-on practice for secondary teacher candidates in science curriculum regarding discipline-specific techniques for instruction and assessment. Students will read discipline-specific research on evidence-based practice, learn how to align lessons with curriculum standards, and gain experience via lesson planning and facilitating learning activities for fellow students. Enrollment Note: must be taken concurrently with L12 4000. Undergraduate students must enroll in Educ. 400S, and graduate students must enroll in Educ. 600S.
Credit 2 units.
Typical periods offered: Fall

EDUC 4080 Curriculum and Instruction in Secondary Social Science
This course provides hands-on practice for secondary teacher candidates in social science curriculum regarding discipline-specific techniques for instruction and assessment. Students will read discipline-specific research on evidence-based practice, learn how to align lessons with curriculum standards, and gain experience via lesson planning and facilitating learning activities for fellow students. Enrollment note: must be taken concurrently with L12 4000/6000 unless approved by the Director of Teacher Education. Undergraduate students must enroll in Educ. 40SS, while graduate students must enroll in Educ. 60SS.
Credit 2 units.
Typical periods offered: Fall

EDUC 4090 Teaching Writing in School Contexts
Writing teachers often know how to write well but less about the teaching of writing. To provide effective instruction in writing, teachers need, first of all, experiences with writing instruction and theoretical knowledge to guide classroom practices. The goals of this course are as follows: to provide opportunities for all teachers of English and language arts, to develop theoretical knowledge and skill as teachers of writing, to connect the practices of research and teaching, to encourage teachers to give their students multiple and varied experiences with writing, to assist teachers in learning to respond to students' writing and assess their progress as writers. Offered Fall semester. Enrollment note: Undergraduate students must enroll in Educ. 4451, while graduate students must enroll in Educ. 6451.
Credit 3 units. A&S IQ: SSC EN: S
Typical periods offered: Fall

EDUC 4100 Elementary School Mathematics
This course introduces fundamental concepts, properties, operations, and applications of mathematics related to the systems of whole numbers, integers, rational numbers, and real numbers. Also included are measurement, simple geometry, probability, and logical reasoning. The course is designed to help students develop effective teaching strategies and approaches to curriculum development in mathematics. It addresses components of effective curriculum that are aligned with learning experiences and outcomes using the academic language of mathematics. It incorporates strategies for individual student needs based on diverse backgrounds, prior experiences, and language to deliver differentiated instruction, and it teaches students to set learning goals. Students will develop strategies to engage their students in methods of inquiry and research, with interdisciplinary approaches where appropriate. They will learn research-based models of critical thinking and problem-solving, including various instructional strategies and technologies to support student engagement in higher-level thinking skills. Students will use formal and informal assessments to design instruction and improve learning activities, and these will be followed by assessment analysis to determine the effect of class instruction on individual and whole-class learning. They will understand strategies to communicate confidential student data and progress in accordance with ethical and legal protocols. Enrollment Note: Undergraduate students must enroll in Educ. 4731, and graduate students must enroll in Educ. 6731.
Credit 3 units. A&S IQ: NSM Art: NSM
Typical periods offered: Spring

EDUC 4110 Elementary Science: Content, Curriculum, and Instruction
This course focuses on key concepts appropriate for elementary school science and health instruction. A repertoire of effective teaching strategies and approaches to curriculum development are presented. Offered spring semester. Enrollment Note: Undergraduate students must enroll in Educ. 4741, and graduate students must enroll in Educ. 6741.
Credit 2 units. A&S IQ: NSM Art: NSM
Typical periods offered: Spring

EDUC 4120 Elementary Social Studies: Content, Curriculum, and Instruction

Introduction to key concepts in social studies, including economics and geography. Repertoire of effective teaching strategies and approaches to curriculum development in all areas of social studies. Offered spring semester. Enrollment Note: Undergraduate students must enroll in Educ. 4751, and graduate students must enroll in Educ. 6751.

Credit 2 units. A&S IQ: SSC Art: SSC EN: S

Typical periods offered: Spring

EDUC 4130 Arts and Aesthetics: A Means of Communication

Methods and materials for integrating the arts and aesthetics into the elementary classroom are discussed. Emphasis is on art, music, and oral communication as well as curricula in movement. Offered spring semester. Enrollment Note: Undergraduate students must enroll in Educ. 4771, and graduate students must enroll in Educ. 6771.

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

Typical periods offered: Spring

EDUC 4140 Language, Learning, and Instruction

This course, which emphasizes children's writing and literacy issues, is the second of three courses in a sequence on teaching reading and writing. The course reviews and elaborates on work from previous courses on children's acquisition of written language; examines approaches to teaching writing; and focuses on work from sociological, feminist, and philosophical perspectives to affirm and criticize aspects of these approaches. Enrollment Note: Undergraduate students must enroll in Educ. 470, and graduate students must enroll in Educ. 670.

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

Typical periods offered: Spring

EDUC 4150 Teaching Reading in the Elementary School

This course, emphasizing emergent literacy and children's literature, is the first in a sequence of three courses on teaching reading and writing. The purposes of this course are to survey children's acquisition of oral and written language from an emergent literacy perspective, to focus on methods of teaching beginning reading, to develop uses of children's literature in a reading program. Offered Fall semester. Enrollment note: Undergraduate students must enroll in Educ. 4681, while graduate students must enroll in Educ. 6681.

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

Typical periods offered: Fall

EDUC 4160 Mathematics for Elementary School Teachers

A review of mathematics for grades K-8, at a level beyond its usual presentation in the schools. The purpose of this course is to ensure that teaches have the necessary foundation to teach mathematical concepts and problem solving at the elementary level. Applications of all essential mathematical concepts are presented in abundance, along with methods and strategies for instruction at the elementary level. Restricted to elementary education students, except with approval of the Director of Teacher Education. Offered Fall semester. Enrollment note: Undergraduate students must enroll in Educ. 466, while graduate students must enroll in Educ. 6660.

Credit 3 units. A&S IQ: NSM

Typical periods offered: Fall

EDUC 4200 Higher Education Administration for Social Justice & Equity: Achievable or Only Dreamable?

Higher education has long been the subject of much general public interest and discourse. Understanding the complexity of the system, its history, practices, and expertise will help define whether and how campuses can work toward social justice and equity. In this course, students will study the history, policies, and organizational decisions that underly the current state of higher education in America. These perspectives and theories will be studied with an eye toward social justice and understanding possible changes that may lead toward equity on American college campuses. Through engaged discussions around readings and case studies, students will tackle complex social questions, including: how our college campuses became so complex? Why pervasive social issues, such as system racism, sexism, and classism, continue to exist on our campuses? How and when technology and the SAT/ACT began to rule our lives in college? Perhaps even deeper, students will grapple with finding alternate, more socially just, and equitable alternatives to create more equity on our campuses. Prerequisite: Completion of any 1000, 2000, or 3000-level Education course, graduate standing, or permission of instructor. Enrollment Note: Undergraduate students must enroll in Educ. 4022, and graduate students must enroll in Educ. 5222.

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

Typical periods offered: Fall, Spring

EDUC 4210 Diversity, Equity and Inclusion in Higher Education

This course uses multiple frameworks to explore issues of power and privilege with respect to diverse populations in higher education. Our understanding of diversity is always evolving and changing. Recognizing the fluidity and complexity of diversity, this course will critically discuss the intersectional dimensions of identity. We will explore the socio-historical, legal, political, racial, social identity and institutional contexts impacting equity and access in higher education. An examination of conceptual frameworks, self-reflection, and dialogue will be used to examine students' own biases and prejudices. Enrollment limited to undergraduate juniors and seniors and graduate students. First Years and Sophomores must request permission from the instructor. All undergraduate students must have completed a 100, 200, or 300 level Education course before enrolling. Undergraduate students should enroll in Educ. 4037, while graduate students should enroll in Educ. 5037.

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

Typical periods offered: Fall, Spring

EDUC 4220 Race, Ethnicity, and Culture: Critical Qualitative Understandings of Urban Education

This course examines educational institutions as spaces where children are asked to comply to the norms, expectations, and values of the culture of power. We will study how forces -- such as de facto segregation, the disproportionate hyper-disciplining of students, punitive school climates, and the devaluing of certain forms of cultural and social capital -- can contribute to cycles of social reproduction among the marginalized. To address such challenges, this course introduces sociocultural theories and critical qualitative inquiry methods as mechanisms by which urban educational institutions can be positively transformed. Specifically, restorative practices, cogenerative dialogues, and participatory/co-researcher models are explored as methods that honor the voices of marginalized stakeholders and lead to catalytic, transformational impact. Leaving this course, students will have an understanding of the inequitable terrain of urban education institutions as well as a repertoire of theories and methods to assist with the conducting of critically grounded, culturally responsive, humane, and transformative research. In addition to lectures, readings, discussions, films, and actual classroom footage, students will conduct a school experience project to practice using the theories and methods introduced in this course. Prerequisite: Completion of any 1000, 2000, or 3000-level Education course, graduate standing, or permission of instructor. Enrollment Note: Enrollment is limited to juniors, seniors, and graduate students. All students are enrolled onto the waitlist. Priority is given to Department of Education

majors, minors, and graduate students. Undergraduate students must enroll in Educ. 4511, and graduate students must enroll in Educ. 5511. Prerequisite: completion of any 1000, 2000, or 3000 level Education (L12) course OR graduate standing OR permission of instructor.
Credit 3 units. A&S IQ: SSC Art: SSC BU: BA EN: S
Typical periods offered: Fall, Spring

EDUC 4221 Race, Ethnicity, and Culture: Qualitative Inquiries Into Urban Education II
This course is the second of two to examine ethnographic research at the intersecting and overlapping points of race, ethnicity, class, gender, and culture. The emphasis in this course is on developing methodology that is consistent with critically grounded, socially responsible, culturally-responsive, and humane research projects and programs.
Credit 3 units. A&S IQ: SSC, WI Art: SSC EN: S
Typical periods offered: Fall, Spring

EDUC 4230 Video Microanalysis: Methods and Tools
The purpose of this course is to explore video microanalysis as a methodological tool for studying and valuing unconscious aspects of culturally diverse settings. Utilizing social cultural theoretical lens, this type of analysis will reveal fleeting actions, subtle movements, peripheral events, and non-verbal communication that are not easily identified in real time viewing. Specifically we may look at facial expressions, direction of gaze, hand movements, body position, and use of material resources as micro techniques to expand our capacity to explore minute aspects and alternative interpretations of social interactions. Prerequisite: Completion of any 1000, 2000, or 3000-level Education course, graduate standing, or permission of instructor.
Credit 3 units. A&S IQ: SSC Art: SSC EN: S
Typical periods offered: Fall, Spring

EDUC 4240 Education and Public Policy in the United States
This course takes a triangulated approach to the field of public policy as it relates to education and social problems. First, the course emphasizes theories of public policy that frame the field of policy studies. Second, the course emphasizes the skills related to the exercise of policy analysis. Third, this course simulates the policymaking context through students' participation in mock congressional testimonies. Educational opportunity, achievement inequality, and social change will be the primary interests that link these course features.
Credit 3 units. A&S IQ: SSC Art: SSC EN: S UColl: ACS
Typical periods offered: Fall, Spring

EDUC 4250 History of Higher Education in American Culture
This course will examine the historical and philosophical development of higher education from colonial to contemporary periods including the histories of minoritized individuals and campus types. Throughout the semester, we will learn how history continues to impact the way we run and organize our campuses today. This course concludes with an exploration of current social, political, and economic challenges in higher education and current public debates regarding contentious topics in higher education. Enrollment note: Enrollment limited to juniors, seniors, and graduate students. Undergraduate students must enroll in Educ. 4288 and graduate students must enroll in Educ. 5288.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA, ETH, HUM EN: H
Typical periods offered: Fall, Spring

EDUC 4260 Neighborhoods, Schools, and Social Inequality
A major purpose of the course is to study the research and policy literature related to neighborhoods, schools and the corresponding opportunity structure in urban America. The course will be informed by theoretical models drawn from economics, political science, sociology, anthropology, education and law. A major focus is to gain greater understanding of the experiences and opportunity structure(s) of urban dwellers, in general, and urban youth, in particular. While major emphasis will be placed on data derived from the interface of urban environments and the corresponding institutions within them, the generational experiences of various ethnic groups will complement the course foci. Enrollment note: All students are enrolled onto the waitlist. Priority is given to Department of Education majors, minors, and graduate students. Undergraduate students must enroll in Educ. 4289 and graduate students must enroll in Educ. 5289.
Credit 3 units. A&S IQ: SSC, SC Art: SSC BU: BA EN: S
Typical periods offered: Fall, Spring

EDUC 4270 Culture, Language, and the Education of Black Students
This course examines the communicative patterns of what is called variously African-American language, Pan-African linguistic systems, and Ebonics within the context of public school policy and practice. In addition to a review of the structural and pragmatic aspects of Black speech, the course highlights relationships between controversies within the linguistic community, contrasting views of speech within Black lay communities, public discourse, and educational policy. Students will also conduct a field-based research project in accord with their particular interests.
Credit 3 units. A&S IQ: LCD, SSC Art: SSC EN: S
Typical periods offered: Fall, Spring

EDUC 4275 Language, Thought, and Culture
This course examines ways in which language shapes human mental and cultural practices. Drawing on linguistics, literary theory, anthropology, sociology, and psychology, discussions will take up issues such as how different languages give rise to different forms of thought, how language is tied to power and authority, and how language shapes identity. Particular emphasis is given to how these issues emerge in the context of human development, education, and socialization.
Credit 3 units. A&S IQ: SSC
Typical periods offered: Fall, Spring

EDUC 4280 History of Urban Schooling in the United States
More than ever, schooling in urban areas is researched, and it is at the center of debates for improving U.S. schooling. This course, which is framed by contemporary issues, focuses on the history of urban schooling and policy to deepen our understanding of the contemporary landscape. We will focus on particular cities and their school districts; these may include New York, Boston, Chicago, Detroit, St. Louis, Los Angeles, San Francisco, and Atlanta. In this course, students will develop a strong contextual understanding of the conditions of urban schooling; the history of urban school reform; and the debates over the purposes of urban schools, past and present.
Credit 3 units. A&S IQ: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

EDUC 4300 History Education in & Beyond the Classroom
Far from requiring students to merely memorize names and dates, the work of history education rests on a robust theoretical foundation that urges complex cognitive skills. This course is intended to help students form a strong grasp of major issues in history education, including its underlying conceptualization of knowledge and related disciplinary habits of mind, instructional methods aimed at handling controversy

with sensitivity toward students' contemporary identities, and sociocultural forces that exert pressure on professional communities and curricula alike. While this course is of special interest to students with an interest in teaching history (whether in higher education, at the K-12 level, or at a museum or historic site), admission to the teacher education program is not a prerequisite for entry. Enrollment note: Undergraduate students must enroll in Educ. 4700, while graduate students must enroll in Educ. 6700

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

Typical periods offered: Fall

EDUC 4310 Sociology of Higher Education

What we call higher education in the United States is a complex web of institutions - nearly 3,000 4-year colleges, 1,500 2-year colleges, and still more postsecondary institutions that grant a variety of credentials. It is a system through which tens of millions of students pass each year; over the last few decades, the importance of earning a postsecondary credential has increased markedly. As such, higher education is deserving of rigorous scrutiny and careful interrogation. But in studying higher education, we are in fact attending to a multitude of things - among other things, varied institutional types with different resources and different imperatives, experiences of accessing and navigating higher education that are widely divergent along axes of inequality, and institutional processes that play out on campus but have resonance beyond the university gates. In this course, which will be conducted as a discussion-based seminar, we will engage with texts examining the enterprise of higher education from varied vantage points, but always through a sociological lens. We'll discuss why and how higher education came to be so important and loom so large in contemporary life, the stark differences between different sectors of the higher education landscape, and how stratification occurs between and within institutions. We'll talk at length about how higher education is a microcosm of many of the inequalities we see in the broader society, looking at issues of race, class, gender, and politics on campus. By taking a sociological lens to studying higher education, we'll learn a language and facility for rooting discussion of issues in higher education in theoretical grounding and empirical evidence. In so doing, students will develop the capacity to more critically assess research and public discourses on higher education, as well as their own work and experiences in the sector. Enrollment Note: Undergraduate students must enroll in Educ. 4310, and graduate students must enroll in Educ. 5310.

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

Typical periods offered: Fall, Spring

EDUC 4320 Historical Social Content of the American School

An analysis of the development of American schooling within the context of American social history. Focus on three general themes: differing conceptions of schooling held by leading American educational thinkers, changing relationships among schools and such other educational institutions as the church and the family, policy issues that have shaped the development of schooling in America.

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

Typical periods offered: Fall, Spring

EDUC 4330 Complex Learning in Education

This course will focus on psychological research and theory pertaining to higher order learning. Each week, we will delve into a different topic such as memory, transfer of learning, analogical reasoning, conceptual change, metacognition, and problem-solving.

Credit 3 units. A&S IQ: SSC, WI BU: BA EN: S

Typical periods offered: Fall, Spring

EDUC 4350 Central Topics in Psychological Research On Teaching and Learning

This course will focus on how theory and research in psychological science and other related disciplines can inform teaching and learning in a variety of educative contexts. Each week, we will delve into research on a new set of issues that all revolve around a particular theme, such as pedagogical methods, motivation, student characteristics, assessment of learning, evaluation of teaching effectiveness, and educational technology. In addition to analyzing theory and research, we will discuss implications for educational practice and policy with an emphasis on designing interventions and fostering innovation. Enrollment note: Undergraduate students must enroll in Educ. 4055 and graduate students must enroll in Educ. 5555. Prerequisite: completion of any 1000, 2000, or 3000 level Education (L12) course OR graduate standing OR permission of instructor.

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

Typical periods offered: Fall, Spring

EDUC 4360 Adolescent Psychology in School Settings

An examination of current research on adolescent psychological development and the adolescent experience across different cultures. Emphasis will be on the application of theories of adolescence to the classroom setting to those settings outside the classroom that can affect how students learn. Students will be given a repertoire of pedagogical and communication strategies for effectively teaching adolescents as well as opportunities to implement and analyze them in the classroom and school.

Credit 3 units. A&S IQ: SSC

Typical periods offered: Fall, Spring

EDUC 4430 Sociology of Education

This course provides an overview of sociological theory and research on education in contemporary U.S. society. Drawing from sociological perspectives, it covers the implications of schools and schooling for social inequality, mobility, and group relations. It examines major theoretical perspectives on the purpose and social organization of mass education in the United States, and topics related to the organization and function of schools, access to educational resources, and group disparities in school experiences and outcomes. Prerequisite: Completion of any 1000, 2000, or 3000-level Education course, graduate standing, or permission of instructor. Enrollment note: All students are enrolled onto the waitlist. Priority is given to Department of Education majors, minors, and graduate students. Undergraduate students must enroll in Educ. 453B and graduate students must enroll in Educ. 5530.

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

Typical periods offered: Fall, Spring

EDUC 4440 Philosophies of Education

An analysis of perennial themes in the philosophy of education, with particular attention to implications arising from the uneven distribution of power in an inequitable society. Significant questions to be examined include: What constitutes a truly democratic form of education? How might our answers change when we approach this question in light of the history of race in the American experience? How should teachers dedicated to a liberatory practice approach both their content and their students? Which theories of knowledge might help us envision new possibilities for teaching and learning? Readings will address both K-12 and higher education spaces while drawing on a diverse range of historical and contemporary thinkers. Seminar format. Enrollment Note: All students are enrolled onto the waitlist. Priority is given to Department of Education majors, minors, and graduate students. Undergraduate students must enroll in Educ. 459F and graduate students must enroll in Educ. 5590.

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

Typical periods offered: Fall

EDUC 4450 History of Education in the United States
Examines education within the context of American social and intellectual history. Using a broad conception of education in the United States and a variety of readings in American culture and social history, the course focuses on such themes as the variety of institutions involved with education, including family, church, community, work place, and cultural agency; the ways relationships among those institutions have changed over time; the means individuals have used to acquire an education; and the values, ideas, and practices that have shaped American educational policy in different periods of our history. Because this is a writing intensive course, enrollment will most likely be 12-15 students. Enrollment preference will be given to students who are majoring/minoring in Educational Studies, Teacher Education, History, American Culture Studies, and Children's Studies and to students needing to complete their Writing Intensive requirement. Instructor will e-mail students about enrollment. Undergraduate students must enroll in Educ. 481W, and graduate students must enroll in Educ. 5810.
Credit 3 units. A&S IQ: HUM, SC, WI BU: BA, HUM EN: H
Typical periods offered: Fall, Spring

EDUC 4460 Politics of Education
In this course, politics is interpreted broadly to include both formal policy-making processes and any situation in which people have to solve a problem or come to a decision. The purpose of this course is to explore the following processes: (1) how ideologies and power dynamics influence educational policies and decisions; (2) how educational policies and decisions translate into specific school programs and practices; (3) how specific programs and practices influence pedagogies, especially in the relationships among students, teachers, and knowledge pedagogies; (4) how these pedagogies impact student opportunities and outcomes; and (5) how student outcomes and opportunities reinforce ideologies and power dynamics. This course considers politics across time, space, and individuals, noting how historical, geographical, cultural, social, psychological, political, and economic contexts can shape the politics of education. In addition, as this course considers the relationship between politics and power, we explore how politics can manifest itself in ways that promote exclusion and subjugation or work toward the common good. Finally, after carefully examining the research on inequalities and inefficiencies resulting from the current politics of education, we will transition from problem identification (i.e., What went wrong?) to problem solution (i.e., Where do we go from here?). Enrollment Note: All students are enrolled onto the waitlist. Priority is given to Department of Education majors, minors, and graduate students. Undergraduate students must enroll in Educ. 462, and graduate students must enroll in Educ. 5620.
Credit 3 units. A&S IQ: SSC, SC Art: SSC EN: S
Typical periods offered: Fall, Spring

EDUC 4470 The Political Economy of Urban Education
Defining a political economy of urban education involves the examination of power and wealth and the manner in which they operate in urban settings. It requires analysis of the larger urban social and economic context and consideration of historical forces that have brought the schools to their present state. In this course, we consider various political and economic factors that have influenced and shaped urban education in the United States, drawing upon the extant literature on urban education and related social science disciplines to characterize and discuss them. A particular focus of this course will be on the dynamic interrelationships among the political economy, urban education, and social stratification. Enrollment note: Undergraduate students must enroll in Educ. 4621, while graduate students must enroll in Educ. 5622.
Credit 3 units. A&S IQ: SSC, SC Art: SSC EN: S
Typical periods offered: Fall, Spring

EDUC 4530 Leadership in Student Affairs
This course provides an overview of the field of student affairs; its related functional areas; role in higher education in the United States; and current issues faced by practitioners. In the context of this course student affairs is defined as those programs, services, and activities designed to recruit, retain, support, and develop students in college. This course concentrates on the leadership roles within student affairs in higher education institutions across the United States. Leaders in student affairs are regularly challenged to respond to the current and emerging needs of students, as well as to expectations from various stakeholders: faculty, boards of trustees, alumni, community members, and the government, as to the priorities for the student experience in higher education. Successful student affairs leadership requires the ability to understand the context of student affairs work including how and why student affairs emerged as an organizational entity within higher education; the critical issues faced by student affairs practitioners; and the various administrative functional areas that typically exist within the portfolio defined as student affairs on a college campus. This course is designed to provide students with an overview of student affairs as an entity from both an historical and contemporary lens; introduce students to the literature in the field and examine various theoretical frameworks related to the student experience in higher education; strengthen understanding of the standards that guide student affairs practice; and explore leadership theories and practices to apply to the review of the critical student affairs issues and strengthen student understanding of their own leadership styles in preparation for possible careers in higher education. Enrollment Note: Undergraduate students must enroll in Educ. 4833, and graduate students must enroll in Educ. 5833.
Credit 3 units. A&S IQ: SSC Art: SSC EN: S
Typical periods offered: Spring

EDUC 4570 Middle School Philosophy and Organization
This course examines the history, goals, organization and philosophy of middle schools as institutions. Students will explore how the characteristics and needs of early adolescents guide the mission, structure and operation of middle schools. Prerequisite: admission to teacher education program. Enrollment note: undergraduate students must enroll in Educ. 4951, and graduate students must enroll in Educ. 6951.
Credit 2 units. A&S IQ: SSC EN: S
Typical periods offered: Fall, Summer

EDUC 4571 Middle School Curriculum and Instruction
By building on knowledge of the middle-level child and the ways in which middle schools are organized to meet the needs of middle-level children (covered in Educ 4951), this course explores the learning styles and attributes of middle-school students and examines instructional theory, methods, and materials appropriate to grades 5 through 9. In addition, portions of this course will be devoted to specific content field methodology and subdivided into English/language arts and social studies or science and math. The English/social studies and science/math sessions will be held concurrently, and students will attend the session appropriate to their content majors or minors. Interdisciplinary team teaching will be modeled and featured in these sessions. This course features a required practicum experience. Prerequisite: Admission to the teacher education program. Enrollment note: Undergraduate students must enroll in Educ. 4952, and graduate students must enroll in Educ. 6952.
Credit 3 units. A&S IQ: SSC Art: SSC EN: S
Typical periods offered: Fall, Summer

EDUC 4580 Elementary Methods Field Experience
This course involves the application and analysis of specific content area methods and strategies in an elementary school classroom. Elementary teacher education majors are required to take this course during the spring semester before the year in which student teaching is completed. Offered spring semester. Enrollment Note: Undergraduate students must enroll in Educ. 4841, and graduate students must enroll in Educ. 6841.
Credit 2 units. A&S IQ: SSC Art: SSC EN: S
Typical periods offered: Spring

EDUC 4590 Field Experience Seminar
This course guides students through a field experience in a middle or secondary public school. Fifty hours of observation are required for each student; these hours involve observing and documenting classroom environment characteristics, professional teacher behaviors, and student behaviors; working with students individually and/or in small groups; preparing and teaching a lesson; and learning classroom technologies such as SMART Board and digital video recording and editing. Course topics, observation, and discussion include understanding diverse cultural perspectives of English language learners and how to select appropriate strategies for addressing individual needs in meeting curriculum objectives; incorporating strategies for individual student needs based on diverse backgrounds and prior experiences to deliver differentiated instruction; creating a positive learning environment through effective classroom management using strategies based on research and pedagogically sound techniques; developing reflective practices to improve teaching while understanding the importance of utilizing professional learning opportunities in school districts and professional organizations; and understanding the importance of communication, professional relationships, and collaboration with teachers, administrators, families, and the community as well as the nature of professional, ethical, and legal behavior and the need to adhere to district policies and school procedures. Undergraduate students must enroll in Educ. 4843, while graduate students must enroll in Educ. 6843
Credit 3 units. A&S IQ: SSC EN: S
Typical periods offered: Fall

EDUC 4607 Education of Black Children and Youth
This course provides an overview of the education of Black children and youth in the United States. Covering both pre- and post-Brown eras, students in this course offers a deep examination of the research focused on Black education. The social, political, and historical contexts of education, as essential aspects of American and African-American culture and life, will be placed in the foreground of course inquiries. Prerequisite: Completion of any 1000, 2000, or 3000-level Education course, graduate standing, or permission of instructor. Enrollment Note: All students are enrolled onto the waitlist. Undergraduate students must enroll in Educ. 4607, and graduate students must enroll in Educ. 5607.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA, HUM EN: H
Typical periods offered: Spring

EDUC 4800 The Teaching-Learning Process in the Elementary School
This course focuses on four broad areas: (1) self-awareness and human relations; (2) instructional and behavioral management strategies; (3) the development of curriculum and the analysis of instruction; and (4) social, political, and legal issues affecting the classroom. Topics include teacher-pupil relationships, assessment of pupil progress, curriculum development, instructional technology, and school organization. Course discussion and study further develop knowledge in a variety of areas that are experienced during student teaching, such as the refinement of pedagogy strategies and skills; the Missouri Educator Evaluation System (MEES) for certification; understanding diverse cultural perspectives of English language learners and how to select appropriate strategies for addressing individual needs in meeting curriculum objectives; incorporating strategies for individual student needs based on diverse backgrounds and prior experiences to deliver differentiated instruction; creating a positive learning environment through effective classroom management using strategies based on research and pedagogically sound techniques; developing reflective practices to improve teaching while understanding the importance of utilizing professional learning opportunities in school districts and professional organizations; understanding the importance of communication, professional relationships, and collaboration with teachers, administrators, families, and the community; and understanding the nature of professional, ethical behavior and the need to adhere to district policies and school procedures. Enrollment note: Undergraduate students must enroll in Educ. 4831, while graduate students must enroll in Educ. 6831.
Credit 3 units. A&S IQ: SSC, WI EN: S
Typical periods offered: Fall

EDUC 481 History of Education in the United States
Examines education within the context of American social and intellectual history. Using a broad conception of education in the United States and a variety of readings in American culture and social history, the course focuses on such themes as the variety of institutions involved with education, including family, church, community, work place, and cultural agency; the ways relationships among those institutions have changed over time; the means individuals have used to acquire an education; and the values, ideas, and practices that have shaped American educational policy in different periods of our history.
Credit 3 units. A&S IQ: HUM, SC Art: HUM BU: HUM EN: H

EDUC 4810 The Teaching-Learning Process in the Secondary School
Secondary teacher education majors are required to take this teacher-learning course during the spring semester in which student teaching is completed. The course focuses on the study, practice, and analysis of generic teaching strategies and skills needed to meet the needs of all students. Topics include classroom management, lesson planning, instructional and ethical decision making, and strategies for presenting clear explanations, asking effective questions, conducting productive discussions, reaching students with different learning styles/abilities/cultural backgrounds, and using cooperative learning groups. Enrollment Note: Undergraduate students must enroll in Educ. 4821, and graduate students must enroll in Educ. 6821.
Credit 3 units. A&S IQ: SSC, WI Art: SSC EN: S
Typical periods offered: Spring

EDUC 4839 Financing Higher Education
This class will deal with all issues associated with financing higher education, including US trends and some comparison with international institutions. Topics covered will be sources of revenue and expenses associated with colleges and universities, and will include consideration of public support and private support. Revenue sources include tuition, fees, room and board, gifts, research grants and contracts, spendable income from endowment. Major expenses include employee compensation and benefits; operation of physical facilities, and expenses associated with academic programs and research. Other financial topics will be covered, including risk, internal controls, and debt. Coursework will include reading assignments, discussion, a midterm and a final examination. Enrollment is limited to undergraduate juniors and seniors and graduate students. Undergraduate students must enroll in Educ. 4839, and graduate students must enroll in Educ. 5839.
Credit 3 units.

EDUC 4900 Student Teaching in the Elementary School
This course encompasses a supervised teaching experience as well as group meetings and individual conferences. Emphasis is on the integration of theory/practice and reflections on teaching. Graduate students must register for satisfactory/unsatisfactory grading; undergraduates must register for pass/fail grading. Offered fall semester. Enrollment note: Undergraduate students must enroll in Educ. 4911, while graduate students must enroll in Educ. 6911
Credit 8 units. A&S IQ: SSC EN: S
Typical periods offered: Fall

EDUC 4910 Student Teaching in the Secondary School
Supervised teaching experience. Group meetings and individual conferences. Emphasis on integration of theory/ practice and reflection on teaching through videotape analysis. Enrollment Notes: Graduate students must register for Satisfactory/Unsatisfactory and Undergraduates must register for Pass/Fail. Secondary teacher education students enroll for 8 credits during the Spring semester. Undergraduate students must enroll in Educ. 492, and graduate students must enroll in Educ. 692
Credit 8 units. A&S IQ: SSC Art: SSC EN: S
Typical periods offered: Spring

EDUC 4920 Student Teaching in Middle Schools
Supervised teaching experience. Group meetings and individual conferences. Enrollment Notes: Graduate students must register for Satisfactory/Unsatisfactory and Undergraduates must register for Pass/Fail. Middle school teacher education students enroll for 8 credits. Offered Spring semester. Undergraduate students must enroll in Educ. 4922, and graduate students must enroll in Educ. 6922.
Credit 8 units. A&S IQ: SSC Art: SSC EN: S
Typical periods offered: Spring

EDUC 4930 Student Teaching in Grades K-12
This course encompasses a supervised teaching experience as well as group meetings and individual conferences. Offered spring semester. Enrollment Note: Undergraduate students must enroll in Educ. 494, and graduate students must enroll in Educ. 694.
Credit 8 units. A&S IQ: SSC Art: SSC EN: S
Typical periods offered: Spring

EDUC 4970 Study for Honors
A research program arranged by the student and a faculty member. Prerequisite: recommendation for Honors study.
Credit 3 units. EN: S
Typical periods offered: Fall, Spring

EDUC 4990 Capstone Seminar in Educational Studies
All majors not writing an Education senior honors thesis are required to enroll in the senior seminar, a reading colloquium. Students read with faculty and write papers based on the readings and the courses taken to complete the major requirements in the program. All honors students are required to attend at least one session of the seminar to present their work and all graduating Educational Studies majors, including those completing honors work in Educational Studies, are required to attend the final session of the seminar.
Credit 3 units. A&S IQ: SSC Art: SSC EN: S
Typical periods offered: Spring

EDUC 4996 Education Elective: 400-Level
This course is used for transcribing 4000- level EDUC elective units.
Credit 3 units. EN: H, S
Typical periods offered: Fall, Spring, Summer

EDUC 4999 Independent Work
PREREQUISITE: PERMISSION OF INSTRUCTOR. Credit to be determined in each case.
Credit 6 units.
Typical periods offered: Fall, Spring, Summer

Educational Studies Major

Program Requirements

- **Total Units Required:** 24
- **Grade Requirement:** Students must earn at least a C- in order for coursework to count toward the major.

The Educational Studies program examines and applies the historical, social, cultural, psychological, and public policy aspects of educational institutions and educational processes as well as the social and cultural factors that affect them. The program provides an entry point into the study of the multidimensional field of education, analysis, the individual, and the collective. By becoming familiar with educational research and writing, students in Educational Studies are expected to develop basic inquiry skills as well as a critical understanding of how educational institutions function, how individuals grow and change, and how social groups are shaped by educational processes. These tools should help students develop the ability to integrate and apply systematic knowledge in order to guide personal action and professional development and to understand and possibly transform social and institutional policy.

The Educational Studies program is appropriate for students who want to enhance their understanding of educational policy and of the educational issues that they may encounter in their careers or face as students, citizens, and adults. Many educational studies majors pursue careers in policy, research, and leadership; their paths following graduation include graduate and professional study as well as work in educational, nonprofit, and government agencies. Students are strongly encouraged to complete a second major; however, a second major is not required.

Required Courses

Discipline-Based Study

Students are required to take three Discipline-Based Study courses (9 units):

Code	Title	Units
EDUC 3040	Educational Psychology	3
EDUC 4430	Sociology of Education	3
EDUC 4440	Philosophies of Education	3
EDUC 4450	History of Education in the United States	3
EDUC 4460	Politics of Education	3
EDUC 4470	The Political Economy of Urban Education	3

Students must take three courses (total of 9 units) from the Individual Processes of Education and Social Context of Education categories below. Students can choose to take one Individual Processes of Education course and two Social Context of Education courses or two Individual Processes of Education courses and one Social Context of Education course.

Individual Processes of Education

Students are required to take one or two Individual Processes of Education courses (3-6 units):

Code	Title	Units
AFAS 4250	The Construction and Experience of Black Adolescence	3
APL 4023	Second Language Acquisition & Technology	3
APL 4692	Reading Across Languages and Cultures: Theory, Research, and Practice	3
EDUC 4005	Educational Psychology: A Focus on Teaching and Learning	3
EDUC 4008	Education and Psychology of Exceptional Children	3
EDUC 4330	Complex Learning in Education	3
EDUC 4350	Central Topics in Psychological Research on Teaching and Learning	3

Social Context of Education

Students are required to take one or two Social Context of Education courses (3-6 units):

Code	Title	Units
APL 4111	Linguistics and Language Learning	3
EDUC 3010	The American School	3
EDUC 3030	Gender and Education	3
EDUC 3050	Education, Childhood, Adolescence, and Society	3
EDUC 3060	Sociolinguistics, Literacies, Schools, and Communities	3
EDUC 4220	Race, Ethnicity, and Culture: Critical Qualitative Understandings of Urban Education	3
EDUC 4230	Video Microanalysis: Methods and Tools	3
EDUC 4240	Education and Public Policy in the United States	3
EDUC 4250	History of Higher Education in American Culture	3
EDUC 4260	Neighborhoods, Schools, and Social Inequality	3
EDUC 4280	History of Urban Schooling in the United States	3
EDUC 4290	Education of Black Children and Youth	3

Elective Courses

In addition to the six courses (18 credits) completed from the areas of Discipline-Based Study, Individual Processes of Education, and Social Context of Education, students must complete one elective course (3 credits) which may be satisfied by the following:

- Any course listed in the tables above
- EDUC 2900: Internship in Education
- Students can consult with their advisor regarding additional courses offered outside of the Department of Education that address educational topics and issues.

EDUC 4990 Capstone Seminar in Educational Studies

All majors not writing an educational senior honors thesis are required to enroll in this senior seminar (3 credits), and through this course complete a serious intellectual project designed to bring together the total learning experiences within the major, thereby understanding growth over time in Educational Studies.

Additional Requirements

- All courses for the Educational Studies major must be taken for a letter grade (with the exception of EDUC 2900 Internship in Education, which must be taken Pass/No Pass). Per Arts & Sciences requirements, students must earn at least a C- in order for coursework to count toward the major.
- All students must complete a 1000-, 2000-, or 3000-level Education course before enrolling in a 4000-level course. Exceptions may be granted through permission of the 4000-level course instructor.
- By the end of the fall of senior year, all majors need to have taken at least six of the seven required courses before taking Capstone in the spring of senior year; if unable to fulfill this requirement, majors must meet with the Director of Undergraduate Studies for Educational Studies.
- If planning to graduate early (i.e., at the end of the fall of senior year), majors are required to meet with their advisor in fall of their junior year prior to course registration for the spring semester.

Additional Information

Honors Program

Students in Educational Studies may pursue honors. Honors in the Department of Education involves both the demonstration of acquired knowledge and a report on an original research project. The appropriateness of honors work in education for a given student is determined by reference to both GPA and faculty recommendation. Students may be eligible for either the College of Arts & Sciences' Latin Honors Program or departmental honors from the Department of Education. Students interested in Latin Honors work should speak with the Director of Educational Studies about eligibility and requirements as early as sophomore year or, ideally, during the junior year.

Transfer Credit

All courses for the major in Educational Studies should be taken after the student has declared the major as a student at Washington University. Exceptions (up to 6 transfer credits) may be granted on an individual basis.

Study Abroad

Educational Studies Majors and Minors

- Courses taken abroad for the Educational Studies major or minor must be equivalent to 3000-level or 4000-level courses at Washington University.
- Students may transfer up to 6 credits earned abroad with the approval of the Department of Education Study Abroad Advisor.
- Courses taken abroad do not necessarily serve as substitutes for specific Educational Studies courses. Rather, courses are reviewed holistically to determine if they address the Individual Processes of Education and/or Social Context of Education (two areas of study for the Educational Studies major and minor). Any study abroad course determined to address the Individual Processes of Education and/or Social Context of Education can also count for an elective.
- Study Abroad courses cannot count for a discipline-based requirement.

Preapproved Study Abroad Sites

There are six preapproved sites for semester-long study abroad in Educational Studies:

1. Danish Institute for Study Abroad (DIS) Copenhagen — Child Development and Diversity Program in Copenhagen, Denmark
2. IES Abroad Amsterdam Semester Program in Amsterdam, Netherlands
3. Trinity College Dublin with IES Abroad in Dublin, Ireland
4. University of Auckland with IES Abroad in Auckland, New Zealand
5. WU in Chile at Pontifcia Universidad Catolica de Chile (PUC) (**Note:** This program has a Spanish language prerequisite.)
6. University of Sydney in Sydney, Australia

There are also two preapproved sites for summer study abroad in Educational Studies:

1. Summer in Scandinavia Danish Institute for Study Abroad (DIS) Program in Copenhagen, Denmark, or Stockholm, Sweden
2. The School for International Training (SIT) Study Abroad Africa: Education and Social Change in Durban, South Africa

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Educational Studies Minor

Program Requirements

- **Total Units Required:** 18
- **Grade Requirement:** All courses for the Educational Studies minor must be taken for a letter grade, and per Arts & Sciences requirements, students must earn at least a C– for coursework to count toward the minor.

Required Courses

Discipline-Based Study (two courses required; 6 units):

Code	Title	Units
EDUC 3040	Educational Psychology	3
EDUC 4430	Sociology of Education	3
EDUC 4440	Philosophies of Education	3
EDUC 4450	History of Education in the United States	3
EDUC 4460	Politics of Education	3
EDUC 4470	The Political Economy of Urban Education	3

Individual Processes of Education (one course required; 3 units):

Code	Title	Units
AFAS 4250	The Construction and Experience of Black Adolescence	3
APL 4023	Second Language Acquisition & Technology	3
APL 4692	Reading Across Languages and Cultures:Theory, Research, and Practice	3

EDUC 4005	Educational Psychology: A Focus on Teaching and Learning	3
EDUC 4008	Education and Psychology of Exceptional Children	3
EDUC 4330	Complex Learning in Education	3
EDUC 4350	Central Topics in Psychological Research on Teaching and Learning	3

Social Context of Education (one course required; 3 units):

Code	Title	Units
APL 4111	Linguistics and Language Learning	3
EDUC 3010	The American School	3
EDUC 3030	Gender and Education	3
EDUC 3050	Education, Childhood, Adolescence, and Society	3
EDUC 3060	Sociolinguistics, Literacies, Schools, and Communities	3
EDUC 4220	Race, Ethnicity, and Culture: Critical Qualitative Understandings of Urban Education	3
EDUC 4230	Video Microanalysis: Methods and Tools	3
EDUC 4240	Education and Public Policy in the United States	3
EDUC 4250	History of Higher Education in American Culture	3
EDUC 4260	Neighborhoods, Schools, and Social Inequality	3
EDUC 4280	History of Urban Schooling in the United States	3
EDUC 4290	Education of Black Children and Youth	3

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English

Undergraduates who major or minor in English explore literature as readers and writers in small classes that focus on the individual student. With exposure to our wide array of course topics and intellectual approaches, alumni of the English department have succeeded in top-notch graduate programs in English and creative writing as well as in law, business, medicine, journalism, and government.

Preparation for the English major begins at the first-year level. In both the fall and spring semesters, first-year seminars of 15 students or fewer are led by distinguished faculty on subjects such as detective fiction, literature and justice, the invention of romantic love, and the cultural history of the American university. Majors go on to acquire a comprehensive understanding of the history and criticism of literature written in English. Our department's commitment to cross-fertilizing creative and critical literacy is genuine and longstanding. Home to a strong and rigorous MFA program that fosters a close-knit community of talented writers in poetry, fiction, and creative nonfiction, the department offers an undergraduate minor in writing as well as a major with a specialization in creative writing. English students frequently enroll in creative writing workshops or classes in advanced rhetoric, and three such courses may count toward the regular English major.

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Faculty

Chair

Abram Van Engen
Stanley Elkin Professor in the Humanities
PhD, Northwestern University

Director of Graduate Studies

Wolfram Schmidgen
Professor
PhD, University of Chicago

Director of Undergraduate Studies

Edward McPherson
Associate Professor
MFA, University of Minnesota–Twin Cities

Director of the Creative Writing Program

David Schuman
Teaching Professor
MFA, Washington University

Department Faculty

Ama Bemma Adwetewa-Badu
Assistant Professor
PhD, Cornell University

Jennifer Arch
Teaching Professor
PhD, Washington University

G'Ra Asim
Assistant Professor
MFA, Columbia University

Miriam Bailin
Associate Professor Emerita
PhD, University of California, Berkeley

Mary Jo Bang
Professor
MFA, Columbia University

Guinn Batten
Associate Professor
PhD, Duke University

J. Dillon Brown
Associate Professor
PhD, University of Pennsylvania

Bethany Daniels
Senior Lecturer
MA, University of Missouri–St. Louis

Kathryn Davis
Hurst Writer in Residence
BA, Goddard University

Danielle Dutton
Associate Professor
PhD, University of Denver

Gerald L. Early
Merle Kling Professor of Modern Letters
PhD, Cornell University

Chris Eng
Assistant Professor
PhD, City University of New York

Wayne Fields
Lynne Cooper Harvey Chair Emeritus in English
PhD, University of Chicago

Erin Finneran
Senior Lecturer
PhD, Washington University

Kathleen Finneran
Senior Writer in Residence
BA, Washington University

Niki Herd
Visiting Writer in Residence
PhD, University of Houston

Gabi Kirilloff
Assistant Professor
PhD, University of Nebraska–Lincoln

Marshall Klimasewiski
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MFA, Bowling Green State University

David Lawton
Professor Emeritus
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Naomi Lebowitz
Former Hortense and Tobias Lewin Professor in the Humanities, Professor Emerita
PhD, Washington University

Joseph Loewenstein
Professor
PhD, Yale University

Phil Maciak
Senior Lecturer
PhD, University of Pennsylvania

William J. Maxwell
Fannie Hurst Professor of American Literature
PhD, Duke University

William McKelvy
Associate Professor
PhD, University of Virginia

Heather McPherson
Senior Lecturer
MFA, University of Minnesota Twin Cities

Melanie Micir
Associate Professor
PhD, University of Pennsylvania

Robert Milder
PhD, Harvard University

Michael O'Bryan
Senior Lecturer
PhD, Washington University in St. Louis

Anca Parvulescu
Liselotte Dieckmann Professor in Comparative Literature
PhD, University of Minnesota

Amy Pawl
Teaching Professor
PhD, University of California, Berkeley

Carl Phillips
Professor
MA, Boston University

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PhD, Yale University

Rafia Zafar
Professor
PhD, Harvard University

Steven Zwicker
Stanley Elkin Professor in the Humanities, Professor Emeritus
PhD, Brown University

Majors

- English Literature Major (p. 510)
- English Literature Major, Creative Writing Specialization (p. 513)
- English Literature Major, Publishing Specialization (p. 516)

Minors

- Children's Studies Minor (p. 519)
- English Minor (p. 520)
- Writing Minor (p. 521)

Courses

Courses include the following:

- English Literature (p. 486)
- Children's Studies (p. 503)
- Writing (p. 505)

English Literature

ELIT 1101 First-Year Seminar: The Literary Life
This class approaches literature from many angles: the creative to the scholarly, the personal to the ethical, the edifying to the entertaining. At the heart of our study will be a survey of literary values such as invention, emotion, style, subversion, beauty, humor-those fundamental reasons readers come to literature in the first place. Through readings and discussion, we will consider the great variety of ways literature expresses these values, and will explore them ourselves via creative assignments. Along the way, we will learn about literary life today through discussions with nationally renowned writers who will visit the class, and through units on literary scholarship, book reviewing, and magazine and book publishing. In the midst of it all, you will write and workshop your own stories, poems, and non-fiction works. Course enrollment preference is given to first-year students.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall

ELIT 1102 First Year Literature Seminar
This course explores the transformational effects of estrangement by pairing modern English literary and popular musical figures famous for their roles in reflecting and effecting radical social shifts. Questions of performance, alienation, mass culture, and fame will thread through five units: Godot and Glam: Beckett / Bowie; Portrait and Punk: Joyce / The Clash; Aestheticism and Alternative: Wilde / Morrissey; Gender and GenX: Woolf / Lady Gaga; Romance and Rap: Keats / Kendrick. Students will then construct their own pairing for a class presentation and final essay. Course is for first-year, non-transfer students only.
Credit 3 units. A&S IQ: HUM BU: ETH, HUM EN: H
Typical periods offered: Spring

ELIT 1103 First Year Literature Seminar
Literature has traditionally been a welcoming space for people who, by choice or history, do not fit easily in the mainstream of community life. The widespread changes and upheavals of the last century have vastly expanded the ranks of such people, accelerating the processes of immigration and exile while fundamentally altering traditional notions of home and belonging. This course will examine fiction by writers such as Jhumpa Lahiri, Albert Camus, Jean Rhys, Franz Kafka, and Teju Cole, who write from and about the position of outsider, exploring what such texts have to say about living in an unsettled, diasporic modern world - a world in which real belonging seems an increasingly elusive goal. In reading these texts, we will investigate how their authors have portrayed the journeys, hopes, and hardships of dislocation and alienation, as well as the role literature might play in creating a sense of community for immigrants, refugees, and people living in various forms of exile.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

ELIT 1104 First Year Literature Seminar
Reading courses, each limited to 15 students. Topics: selected writers, varieties of approaches to literature, e.g., Southern fiction, the modern American short story, the mystery; consult Course Listings. Course is for first-year, non-transfer students only.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA, HUM EN: H
Typical periods offered: Fall

ELIT 1105 First Year Literature Seminar
Literature has traditionally been a welcoming space for people who, by choice or history, do not fit easily in the mainstream of community life. The widespread changes and upheavals of the last century have vastly expanded the ranks of such people, accelerating the processes of immigration and exile while fundamentally altering traditional notions of home and belonging. This course will examine fiction by writers such as Jhumpa Lahiri, Albert Camus, Jean Rhys, Franz Kafka, and Teju

Cole, who write from and about the position of outsider, exploring what such texts have to say about living in an unsettled, diasporic modern world - a world in which real belonging seems an increasingly elusive goal. In reading these texts, we will investigate how their authors have portrayed the journeys, hopes, and hardships of dislocation and alienation, as well as the role literature might play in creating a sense of community for immigrants, refugees, and people living in various forms of exile. Course is for first-year, non-transfer students only.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

ELIT 1106 First Year Literature Seminar
Reading courses, each limited to 15 students. Topics: selected writers, varieties of approaches to literature, e.g., Southern fiction, the modern American short story, the mystery; consult Course Listings. Course is for first-year, non-transfer students only.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall

ELIT 1107 First Year Literature Seminar
Reading courses, each limited to 15 students. Topics: selected writers, varieties of approaches to literature, e.g., Southern fiction, the modern American short story, the mystery; consult Course Listings. Prerequisite: first-year standing.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

ELIT 1400 Introduction to Writing About Literature
This is a discussion based course focused on analytical reading skills and the principles of effective writing. Through weekly writing assignments and revision, students learn the importance of critical thinking and questioning that are required for the development of ideas and good, clear writing.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Summer

ELIT 1505 Ampersand: Modern Media: The Good, the Bad and the Future I
This first term of a two-semester course would establish an essential background in media literacy and theory for both traditional mass media and the types of digital, or "new," media which have exploded over the past thirty years of the digital age. Accruing a nuanced understanding of the historic and present-day realities of journalism, publishing, documentary, and news reportage, we will consider the myriad ways in which new media have transformed the landscape of each. Eileen G'Sell will be leading discussion on readings relevant to mass media and new media histories, and assigning short, generative assignments. John R. Green will appear via Zoom to discuss television in the time of 9/11 and the new landscape of documentary. Small class. First-year students only. Credit only.
Credit 3 units.
Typical periods offered: Fall

ELIT 1506 Ampersand: Modern Media: The Good, the Bad, & the Future II
Given that the first term of this year-long course is devoted to gaining a firm grasp of the last five decades of mass and new media history, this spring is more driven by the desire to look toward the future of journalism, news media, and the expanding spectrum of new media industries. This semester will also provide tutelage in your own content creation across various new media platforms. Based on his decades of experience as a broadcast journalist and television producer, Professor John R. Green will lead instruction in the creation of multimodal media content; Professor Eileen G'Sell will supplement his instruction with insights on navigating new media as a critical thinker and consumer. Experts and scholars will visit regularly on Zoom and in person to grant a vivid sense of their professional experience and the rapidly shifting media climate. During this semester, fewer formal readings will be assigned, and students will be more focused on producing content specific to traditional and new media channels. This course is only open to people currently enrolled in the fall semester of the Ampersand Modern Media course.
Credit 3 units.
Typical periods offered: Spring

ELIT 1996 English Literature Elective: 1000-Level
This course is used for transcribing 1000-level ELIT elective units.
Credit 3 units. EN: H
Typical periods offered: Fall, Spring, Summer

ELIT 2151 Literature in English: Early Texts and Contexts
How did what we now call English literature emerge? How did such literary activity reflect the world, and how did the world shape this writing? How can literature help us understand the history of art, race, religious identity and sectarian conflict, nations and empires, gender, sexuality, and class? We will address these questions by studying the early history of literature in English, from the Middle Ages through the late 18th century, as well as the tools, vocabularies, and critical practices of contemporary literary studies. We will learn about the material forms of English literature (manuscript, print, and performance traditions) as well as major poetry and prose forms (e.g., sonnet, epic, blank verse, romance, letter, slave narrative). In addition to Geoffrey Chaucer, William Shakespeare, John Milton, and Ignatius Sancho or Olaudah Equiano, the syllabus may include authors and texts such as Beowulf, Sir Gawain and the Green Knight, Julian of Norwich, Edmund Spenser, Margaret Cavendish, Aphra Behn, Daniel Defoe, and Eliza Haywood. Note: This course satisfies one of the two 200-level requirements for the English major.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

ELIT 2152 Literature in English: Modern Texts and Contexts
What is modern English literature, and how do we tell its story? Is it a succession of literary movements from romanticism to realism to modernism and beyond? Is it a canon of classic texts to survey? Is it a sustained critique of that canon's exclusions, a recentering of the marginalized authors whose works reveal previously obscured accounts of modernity? It is, in fact, all of the above. In this course, we will introduce students to the central themes, forms, and forces that have shaped the history of English-language literature from the late 18th century to the present, as well as to the tools, vocabularies, and critical practices of contemporary literary studies. Throughout, we will examine the norms and assumptions of literary history, including those based in race, ethnicity, class, gender, and sexuality. Students will encounter fiction, poetry, drama, and creative nonfiction from Britain and the United States, along with African, Caribbean, or other global literatures in English. Authors studied may include William Wordsworth, Phillis Wheatley, Jane Austen, Charlotte Brontë, Frederick Douglass, Oscar Wilde, T.S. Eliot, Virginia Woolf, Claude McKay, Samuel Beckett, James Baldwin, Wole Soyinka, Toni Morrison, Ngugi wa Thiong'o, and Zadie Smith. Note: This course satisfies one of the two 200-level requirements for the English major.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

ELIT 2201 Sophomore Seminar
Topic will vary by semester.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

ELIT 2210 Topics: Children's Literature
Topics changes each semester.
Credit 3 units. A&S IQ: HUM BU: HUM EN: H

ELIT 2211 Topics: Banned Books: From the Giver to Lord of the Flies
Topics in literature, will vary by semester.
Credit 3 units. A&S IQ: HUM BU: HUM EN: H
Typical periods offered: Summer

ELIT 2301 Publishing: History and Contexts
This course offers a broad introduction to book publishing, with the goal of establishing an understanding the larger issues facing publishing today, as well as the historical and cultural contexts that informs these issues. We will look at both multiple types of book publishing, with a general emphasis on contemporary Anglophone trade publishing, and will have frequent class visits (via Zoom) by professionals from different sectors of the publishing community. This course will count for one of the core requirements of the forthcoming Publishing Concentration.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall

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

ELIT 2812 Ampersand: Literary Culture of Modern Ireland II
This course will explore the intersection of literature and culture in Ireland from the establishment of the Fianna Fail government of de Valera in the 1930s, through the lean years of the 40s-70s, to the economic boom of the Celtic Tiger in the 1990s and beyond. To appreciate this small nation's rocky road to a successful entrance into the European Union, economic security and national confidence, we will closely read how Ireland's rich and diverse literature casts a cold but feeling eye on its hard-earned independence and fraught nationalism. For the fiction, poetry, and drama of Ireland not only mirrors but often moves the story of this nation's growth and transformation over the decades of economic, social, and political strife. Writers to be studied will include Kate O'Brien, Samuel Beckett, Edna O'Brien, Seamus Heaney, Eavan Boland, Eiléan Ní Chuilleanáin, Brian Friel, William Trevor, John McGahern, Nuala Ní Dhomhnaill, Sebastian Barry, Colm Tóibín, Marina Carr, and Conor Mc Pherson. The Ampersand Ireland trip will take place in May 2025, after final exams.
Credit 3 units.
Typical periods offered: Spring

ELIT 2996 English Literature Elective: 2000-Level
This course is used for transcribing 2000-level ELIT elective units.
Credit 3 units. EN: H
Typical periods offered: Fall, Spring, Summer

ELIT 2999 Research Assistantship
For students assisting English faculty members with their research. The student must provide a description of his or her assistantship and secure permission of the Director of Undergraduate Studies. At the end of the semester, the student must submit a four-page essay describing the work done during the assistantship, along with any documents or work produced. In addition, a written evaluation by the faculty member they assisted is required. Up to three units acceptable toward the English Major. Only for declared English Majors. Must be taken pass/fail.
Credit 3 units.
Typical periods offered: Fall, Spring

ELIT 3000 Introduction to Literary Theory
This course introduces students to some of the most influential theoretical approaches to interpretation applied to English-language literature; to significant conceptual and historical debates about literary and cultural theory; and to the keywords used in these debates. Students will learn how to write and speak about theoretical texts and how to recognize the theoretical assumptions that underlie acts of literary interpretation. Theoretical approaches to be featured may include formalism; Marxism; psychoanalysis; gender and sexuality studies; structuralism and post-structuralism; postcolonial studies; critical race studies; new historicism and cultural materialism; cultural studies; affect theory; neurocognitive approaches; and disability studies. This course fulfills the literary theory requirement for the English major; no substitutions will be permitted. In order to preserve necessary seats for English majors, the course will be enrolled through the wait list.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H UColl: HUM
Typical periods offered: Fall, Spring

ELIT 3033 Children's Publishing: History, Context & Craft
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

ELIT 3100 The Great American Novel
What is the Great American Novel? This is a question that has been hotly debated for decades, from Harriet Beecher Stowe to Ralph Ellison, William Faulkner to Toni Morrison. It's a question with a hundred answers and no answers at all-a question of taste, of prejudice, of time. But what is a "Great American Novel"? What does it look like? What do we expect of it? What have Americans throughout history wanted it to say about America? These are questions we can, and will, answer in this course. As elusive a thing as the Great American Novel has been, the idea of the Great American Novel has a long and fascinating history that mirrors all the major movements of American literature from the American Renaissance to the present. Piecing together the story of this dream, this cultural quest with all of its inclusions and exclusions, is a way of telling a shadow history of American society. The Great American Novel tradition is something like a fossil record of America's shifting norms in relation to race, gender, sexuality, domesticity, democracy, citizenship, immigration, labor, capitalism, and war. And so each presumptive Great American Novel is a new variation in an evolving genre and a new thesis statement of American grandiosity or guilt. By cataloguing shared themes, conventions, and preoccupations, and by paying close attention to a handful of likely-and unlikely-candidates, this course will ask big questions about American exceptionalism, American tragedy, and the role of art in American culture. Authors will likely include Harriet Beecher Stowe, Herman Melville, Toni Morrison, Leslie Marmon Silko, and Carmen Boullosa, among others. Satisfies the Twentieth Century and later requirement
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

Typical periods offered: Fall, Spring

ELIT 3101 Literature and Consent
Western literature begins with a war fought over the raptus (abduction) of a woman, the theft of Helen by the Trojan prince Paris. It's no secret that the violent abduction and sexual assault of women plays a constant-sometimes central, sometimes incidental-role in myth, history, fictional narrative, and poetry from the ancient Greeks to today. This class will consider the omnipresence of sexual violence in English literary history (and its antecedents) and ask why it is there, what its effects are, and how it shapes the way we think about gender, violence, freedom, and desire. This course contends that literature and literary history are keys to understanding the relationship between culture and sexual violence, and, conversely, that attention to sexual violence is key to understanding literary history. Students will acquire a broad historical understanding of consent as it evolved in literary, legal, and philosophical discourses to become a concept that organizes sexual and political freedom. We will ask: Is consent the best framework through which to mediate sexual harm? Are there alternative ways to imagine sexual encounters? How do various media manage sexual experiences? From the medieval romance to the eighteenth-century pornographic novel, from Ovid's "Metamorphoses" to "The Handmaid's Tale," this course will interrogate how literary explorations of consent provoke theories of subjectivity, desire, and power.
Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM BU: BA, HUM EN: H

ELIT 3102 Old English Literature: Beowulf
Beowulf is the earliest and one of the best vernacular works of western literature. In this course, we will learn enough of the Old English language to read much of the poem in the original, relying on translations to bridge the gaps. Student led discussion of scholarly articles will supply historical and literary contexts for the poem. Our emphasis will be on understanding, interpretation, and criticism of the poem. Satisfies pre-1700 requirement.
Credit 3 units. A&S IQ: HUM BU: HUM EN: H

ELIT 3103 Old English Literature: Introduction to Old English Language and Literature
Some of Europe's earliest and best vernacular literature is written in Old English, a language so different from the English of today that even the best modern translations cannot capture the character and power of original works. Because of its relation to modern English, however, enough of the language can be learned within weeks to begin reading Old English texts. In this course students will master the elements of Old English language, and learn enough to read and enjoy some of the greatest poetry in Old English, including Beowulf, and the culture that produced it. We shall compare the originals with modern translations by great poets such as Heaney and Pound. We shall also look forward to changes in the English language after the Norman conquest. Limited enrollment. Students should be ready for intensive language work in the first few weeks of the course. Satisfies the Medieval requirement.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall

ELIT 3104 The Writing of the Indian Subcontinent
The Indian Sub-continent has in recent years yielded a number of writers, expatriate of otherwise, whose works articulate the postcolonial experience in the foreign English tongue. This course is designed to be an introductory survey of such writing, drawing on select Sub-continental writers. Covering both fiction and non-fiction by several authors including R. K. Narayan, Salman Rushdie, Anita Desai, Amitav Ghosh, Sara Suleri, Micheal Ondaatjie and Romesh Gunesekera, we will discuss such issues as the nature of the colonial legacy, the status of the English language, problems of translation (linguistic and cultural), the politics of religion, the expatriate identity and the constraints of gender roles.
Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: HUM

ELIT 3105 Caribbean Literature in English
Rum! Fun! Beaches! Sun! This is the image of the Caribbean in America today. This course will survey literature and culture from these islands, looking both at and beyond this tourists' paradise. It will aim to introduce students to the region's unmistakably vibrant tradition of multicultural mixture, while keeping an eye on the long history of slavery and rebellion out of which the islands' contemporary situation formed. Along the way we will encounter a wide variety of texts, from the earliest writing focused on life in urban slums, to the first novel ever to have a Rastafarian as its hero, to more contemporary considerations of the region's uncertain place in a U.S.-dominated world. Toward the end of the course, we will also look at important films like The Harder They Come as well as discussing the most globally famous cultural product of the contemporary Caribbean: reggae music. The course will involve readings from multiple genres, and will cover authors such as C.L.R. James, Derek Walcott, Jean Rhys, V.S. Naipaul, Jamaica Kincaid, and Caryl Phillips.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall

ELIT 3106 Topics in Asian American Literature: Identity and Self-Image
Topics in Asian American literature which will vary from semester to semester.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM
Typical periods offered: Spring

ELIT 3107 Topics in English & American Literature:Contemporary Literature of the East West Divide
Topics: themes, formal problems, literary genres, special subjects (e.g., the American West, science and literature, the modern short story). Consult Course Listings for offerings in any given semester.
Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: BA, HUM EN: H UColl: CD
Typical periods offered: Spring

ELIT 3109 The Medieval Romance
The romance grows out of the epic: how we get from the fall of Troy to the fall of Troilus. Readings from Vergil's Aeneid to Sir Gawain and the Green Knight.
Credit 3 units. A&S IQ: HUM Art: HUM BU: HUM EN: H

ELIT 3110 Topics in Literature: Heroes and Lovers
We will read Beowulf, Sir Gawain and the Green Knight, Chaucer's Troilus and Criseyde, The Mabinogion, The Tain, Margery Kempe, and Malory's Morte d'Arthur.
Credit 3 units. A&S IQ: HUM Art: HUM BU: HUM EN: H

ELIT 3111 Topics In Literature
Called the Age of Revolution, the Romantic Age of British literature, 1770-1830, witnessed the birth of new lyric forms, the effacement of traditional strictures on style and taste, and produced through poetic voice (and its quaverings and multiplications) what might be called, over simply, the modern subject. Within a developing discourse of human rights and personal freedom, this growing assertion through poetry of individual expressivity allowed William Blake to construct in a single work a visual and verbal Jerusalem. It encouraged William Wordsworth to write a pathbreaking investigation of the sources of his own creativity that challenged conventional restraints on what topics can, and cannot, be confessed in poetry. Beginning with these two poets, we will consider the historical contexts, and the sometimes competing histories of ideas, that shaped the five major British

Romantic poets: Blake, Wordsworth, Samuel Taylor Coleridge, Lord Byron, and John Keats. We will follow an anthology for much of the poetry, including the poems and prose of influential contemporaries (female as well as male) who included the political philosopher Edmund Burke and Mary Wollstonecraft. Texts also to be assigned will include Mary Shelley's Frankenstein and Byron's Don Juan.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

ELIT 3112 Topics in English and American Literature
Topics vary from semester to semester.
Credit 3 units. Art: HUM
Typical periods offered: Fall, Spring

ELIT 3113 Topics In Literature
This course explores the transformational effects of estrangement by pairing modern English literary and popular musical figures famous for their roles in reflecting and effecting radical social shifts. Questions of aestheticism, performance, audience response, fame, and influence will thread through five units. Godot and Glam: Beckett / Bowie Portrait and Punk: Joyce / The Clash Aestheticism and Alternative: Wilde / Morrissey Gender and GenX: Woolf / Lady Gaga Romance and Rap: Keats / Kendrick Students will then construct their own pairing for a class presentation and final essay. Satisfies the Twentieth Century and later requirement.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM, IS EN: H
Typical periods offered: Fall, Spring

ELIT 3114 Topics in Literature
Topics: themes, formal problems, literary genres, special subjects (e.g., the American West, American autobiographical writing). Consult Course Listings for offerings in any given semester.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

ELIT 3115 Topics in American Literature: Travel Writing and Empire
There are two main strands in twentieth- and early twenty-first-century science fiction, which exist in tension: Escape from Earth (together with whatever you can salvage) and Return to Earth (with a new perspective, an alternate sense of how things actually work). Lower-case "sf" is a grab-bag category which includes pretty much all modern science fiction; all-cap "SF" is a more recently formulated category which tends to involve some form of Return to Earth. We will read an assortment of classic science fiction texts as well as several brief theoretical accounts of SF, always keeping the Escape from/Return to Earth dichotomy in mind and the particular significance it assumes in the Age of Covid and the Climate Crisis. What we now call science fiction was formerly termed scientific romance or speculative fiction - do these categories remain useful? Readings include diverse works by Hinton, Zamyatin, Stapledon, Le Guin, Delany, Butler, Gibson, and Brin. Satisfies the Twentieth Century and later requirement.
Credit 3 units. A&S IQ: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Spring

ELIT 3116 Topics In Literature
Islands have always lured the human imagination. They are places of longing, of splendid isolation--places where you can discover new forms of life and give up old ones. This course will explore the island as a place and as a state of mind. We will get to know loners and dreamers, travelers and survivors. We begin our journey with island stories from Homer's Odyssey and Ibn Tufayl's Hayy Ibn Yaqzan, stop over at Robinson Crusoe Island, and visit Jonathan Swift's Houyhnhnm-land, where we'll meet the man who wanted to be a horse. We'll finish our journey in the twentieth century. Along the way, we will get to know the different genres that have given islands literary form, from satire and novel to utopia and dystopia. Satisfies the Eighteenth-Century requirement.
Credit 3 units. A&S IQ: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

ELIT 3117 Topics in American Literature
This course surveys the classics of nineteenth-century gothic fiction. We will approach the gothic as a realm of writing preoccupied with the monstrous and the foreign--and witness how these dark and exotic forces could become domesticated in novels that depicted what Henry James called "those most mysterious of mysteries, the mysteries which are at our own doors." At times dismissed as superficial, formulaic and merely entertaining, the gothic texts under scrutiny here will also get credit for addressing profound and controversial questions about human nature and the nature of desire. Authors will include Mary Shelley, Charlotte and Emily Bronte, Sheridan Le Fanu, Robert Louis Stevenson and Bram Stoker. Satisfies the Nineteenth Century requirement.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

ELIT 3118 Topics In Literature
What does it mean to be a woman writer in a today's global literary community? What issues are women thinking, talking, and writing about now? How do women writers explore contemporary events? Do they share meaningful connections and contribute to a gender-specific literary tradition, or is "women's writing" simply a marketing category in the vein of "chick lit"? While we will consider recent novels, memoirs, essays, short stories, and poetry in light of specific socio-historical developments, we will also ask how these authors shape new political futures through their imaginative and critical works. By reading a diverse spectrum of writers from around the world, we'll assess the limitations and possibilities of the writing so often relegated to what novelist Meg Wolitzer has called "the second shelf." Authors studied may include Charlie Jane Anders, Alison Bechdel, Anne Boyer, Stephanie Burt, Leila Chatti, Danielle Dutton, Bernardine Evaristo, Elena Ferrante, Aracelis Girmay, Lauren Groff, Saidiya Hartman, N.K. Jemison, Ada Limón, Patricia Lockwood, Layli Long Soldier, Valeria Luiselli, Ling Ma, Helen Macdonald, Carmen Maria Machado, Helen Oyeyemi, Warsaw Shire, Zadie Smith, Kai Cheng Thom, and Shola von Rheinhold. Satisfies the Twentieth Century and later requirement for the English major; non-majors welcome.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

ELIT 3119 Contemporary American Women Poets
An introduction to the work of contemporary American poets who are women; extensive reading of both poetry and prose. Readings include the work of poets such as Bishop, Rich, Plath, Sexton, Clampitt, Gluck, Moss, Graham, Howe, Dove, Oliver, Forche, Lauterbach.
Credit 3 units. A&S IQ: HUM Art: HUM BU: HUM

ELIT 3120 American Literature to 1865
A survey of significant writers, works, and intellectual developments from the early Puritan settlements to the late 19th century. Our goal is the construction of a serviceable narrative of the nation's cultural and literary history. Readings include selections of fiction, poetry, and non-fiction prose by Franklin, Poe, Emerson, Thoreau, Hawthorne, Melville, Whitman, and Emily Dickinson. Satisfies both the 1700-1900 and the American requirement.
Credit 3 units. A&S IQ: HUM Art: HUM BU: HUM

ELIT 3124 Selected American Writers
Intensive study of one or more American writers. Consult Course Listings for offerings in any given semester.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

ELIT 3125 Selected Writers: Jane Austen
In this class we will read all of Austen's novels -- "Northanger Abbey," "Sense and Sensibility," "Pride and Prejudice," "Mansfield Park," "Emma," and "Persuasion" -- as well as selections from her juvenilia and minor works, including the uncharacteristically wicked "Lady Susan" and the epistolary burlesque Love and Friendship. Since Austen was one of the earliest women writers to achieve both popular acclaim and canonical status, we will look closely at the evolution of her literary reputation. Was she a "lady novelist" who knew her place and limited her material accordingly? Or was she an uncompromising critic of her society who punctured its pretensions with her satirical pen? Of special interest in our investigations will be: family feuds and domestic relationships; gender and social roles; imitation and parody; sentimentalism and radicalism; Austen and the romance novel; and Austen's humor. We will also view an Austen film adaptation. Satisfies the Eighteenth Century requirement.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall

ELIT 3126 Selected American Writers: Toni Morrison
Toni Morrison has emerged as one of the most influential writers and critics in contemporary American culture. This course will examine her diverse literary and critical work from a variety of perspectives. Special attention will be paid to Morrison's contributions to African American literature and theory, in particular how she conceives of Black art and the responsibilities of its practitioners. In our study of her novels, we will explore such issues as the importance of history and myth in the creation of personal identity, constructions of race and gender, the dynamic nature of love, the role of the community in social life, and the pressures related to the development of adolescent girls. We will also examine the changing nature of Morrison's reception by critics and academics, and consider how and why she has achieved such widespread acclaim and influence. Satisfies the Twentieth Century and later requirement. This course may fulfill the global or minority literatures requirement for students who declare an English major in the fall 2021 semester and beyond.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

ELIT 3127 Selected American Writers
"Could a greater miracle take place than for us to look through each other's eyes for an instant?" (Thoreau). In place of a wide sampling the course will focus on a few selected authors, most of them contemporary or near-contemporary, and explore the fictive worlds their writings bring forth. We will read texts closely, but we will also step back from them and consider how a writer's fiction creates a universe of character types, a network of interpersonal dynamics, a structure of values, and a vision of life; we will try to look at the world through a succession of others' eyes. Authors will likely include five or six of the following: Flannery O'Connor, John Updike, Alice Munro, Milan Kundera, Raymond Carver, Andre Dubus, Ann Beattie.
Credit 3 units. Art: HUM

ELIT 3128 Tragedy
Much of our attention in this course will focus on the tragedies of Aeschylus, Sophocles, and Euripides and on determining what is unique to each playwright and what is common to the ancient Greek sensibility -- especially in terms of morality. We will then look at selected tragedies of the twentieth century (those of O'Neill, Dove, and others), plays whose strategy has been to revisit particular Greek tragedies and recast them in the contemporary period. What aspects of Greek morality remain constant over time and across differences of culture? In what ways and to what degree are the parameters for morality always -- necessarily -- in shift? These are among the questions we will attempt to answer in the course of our investigations into tragedy from its beginnings up to the present day.
Credit 3 units. A&S IQ: HUM Art: HUM BU: HUM

ELIT 3129 Reading in the Renaissance: Texts and Practices
This course aims, first, to acquaint students with English Renaissance literature, from Shakespeare to Dryden; then to investigate the ways in which that literature might have been read by its original audience; and finally to consider how such knowledge might, or should influence, our own understanding and experience of Renaissance texts.
Credit 3 units. A&S IQ: HUM BU: HUM EN: H

ELIT 3130 A History of the Golden Age of Children's Literature
A comprehensive survey of the major works for children written during this period.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Spring

ELIT 3131 Modern Drama 1850-1920
The emergence of modern drama: emphasis on Ibsen, Strindberg, Chekhov, Shaw.
Credit 3 units. A&S IQ: HUM Art: HUM BU: HUM

ELIT 3132 Modern Drama 1880-1945
Major figures of modern drama: Ibsen, Strindberg, Shaw, Chekhov, Lorca, Synge, Pirandello, Brecht and O'Neill. Close literary study and consideration of these plays as examples of the art of the stage. Reference will also be made to contemporary experiments in the other arts, and to major literary movements in the time period under consideration.
Credit 3 units. A&S IQ: HUM Art: HUM BU: HUM

ELIT 3133 Modern Drama, 1945 to the Present
Course concentrates on the development of modern drama from 1945 to the present. Focus is on both literary and theatrical techniques as well as the examination of trends in the contemporary theatre from Samuel Beckett through Sam Shepard. Perspective is comparative and international in scope, with particular attention given to women and minority playwrights.
Credit 3 units. A&S IQ: HUM Art: HUM BU: HUM EN: H

ELIT 3134 Modern Drama
The establishment of modern drama: emphasis on Brecht, Giraudoux, Pirandello, Osborne, Williams, Miller. A look at major literary and theatrical movements shaping contemporary drama.
Credit 3 units. Art: HUM

ELIT 3135 Topics in 19th- and 20th-Century American Writing: American Short Fiction
This course is directed toward a broad range of majors and non-majors with a serious but not scholarly interest in American Short Fiction.
Credit 3 units. A&S IQ: HUM BU: HUM EN: H

ELIT 3136 Topics in 20th-Century American Writing
An introduction to major American works and writers from the later 19th century through the mid-20th century. Writers studied include Twain, James, Crane, Fitzgerald, Hemingway, Faulkner, Frost, Eliot and Stevens. The course assumes no previous acquaintance with the

material and is directed toward a broad range of majors and non-majors with a serious but not scholarly interest in the subject. Students with little or no background in literature might be advised to take E Lit 213C (Chief American Writers), while English majors looking to do advanced work should consider the 400-level American literature sequence. Students who have taken E Lit 213C should not enroll in this course.
Credit 3 units. A&S IQ: HUM Art: HUM BU: HUM

ELIT 3137 Two Cultures: Literature and Science
The relation between biology and literature as it has been examined and expressed in poetry, fiction, and nonfiction of the past two centuries.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Spring

ELIT 3138 Introduction to Postcolonial Literature
At its zenith, the British Empire encompassed almost a quarter of the globe, allowing the diminutive island nation unprecedented economic, military, and political influence upon the rest of the world. This course will introduce some of the foundational responses to this dominance, both literary and theoretical, by the colonized and their descendants. We will examine important critiques of colonialism by theorists such as Frantz Fanon, Aimé Césaire, Edward Said, Homi Bhabha, and Gayatri Spivak, as well as literary works that reflect a postcolonial critique by authors such as V.S. Naipaul, George Lamming, Doris Lessing, and N'gugi wa Thiong'o. The course will interrogate how literature could be said to help consolidate Empire as well as ways in which it might function as rebellion against imperial power, with a view toward teasing out the problematics of race, gender, language, nationalism, and identity that postcolonial texts so urgently confront. This course may fulfill the global or minority literatures requirement for students who declare an English major in the fall 2021 semester and beyond.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

ELIT 3139 Topics in Literature:
Topics course which varies by semester.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM, IS EN: H
Typical periods offered: Fall, Spring

ELIT 3140 Topics in Literature:
Cleopatra, queen of the Nile, has become famous for her romantic liaisons, political maneuvering, and her death by snake bite. Yet Cleopatra was also a formidable military strategist, a powerful leader who studied medicine and spoke nearly a dozen languages. Most importantly, Cleopatra was the prototype for depicting strong women on the throne. This course will explore how Early Modern playwrights re-imagined Cleopatra in the Renaissance, a time which saw another strong queen, Elizabeth I, rise to power. We will pay special attention how these dramatists used Cleopatra to engage with issues of race, globalization, gender, history, and politics. Finally, we will think about how Shakespeare and his contemporaries analogized the exotic and sometimes scandalous Cleopatra with the virginal Queen Elizabeth, two women who mobilized the power of performance in order to assert female authority in their male-dominated societies. Readings may include works by Cicero, Lucan, Plutarch, and Virgil from antiquity; and plays by Marlowe, Mary Sidney, Daniel, Brandon, Elizabeth Cary, Fletcher, Dryden, and Shakespeare as well as the writings of Queen Elizabeth from the Renaissance. 3 short responses; midterm and final papers; and a presentation introducing one of the assigned readings. First-year and/or students with no prior knowledge of this topic are encouraged to enroll. Satisfies the Early Modern requirement.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

ELIT 3141 Topics in Literature
Popular discourses celebrate globalization as a contemporary phenomenon characterized by increased connectivity, access, and diversity. Yet, the proliferation of borders-geographical, legal, and symbolic-radically troubles these idealistic accounts of inclusivity and progress. This course grapples with a range of global Anglophone literatures to explore the dark underside of globalization, minding the unevenness and violences of its histories and structures. Particularly, we will work through a set of literary and theoretical texts to investigate the role of literature and literary criticism in reproducing, complicating, and transforming the very conditions of the "global." Following the routes and historical legacies of colonialism and postcoloniality that structure the modern world, our participation in larger academic conversations will be guided by the following inquiries: How do literary and cultural productions not only reflect, but also produce and uphold the very contours of globalization? How do the proliferation of borders, histories of colonialism, and structures of violence trouble celebratory visions of an increasingly interconnected world? How can we perform readings that attend to a literary text's relationship to power dynamics and the world? The course will draw on writings from such artists and scholars as Aimé Césaire, Michelle Cliff, J. M. Coetzee, Franz Fanon, and Jhumpa Lahiri. This course may fulfill the global or minority literatures requirement for students who declare an English major in the fall 2021 semester and beyond.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM, IS EN: H
Typical periods offered: Fall, Spring

ELIT 3142 Blacks and Jews in America
What do U.S. writers who identify as Jewish and/or African American have in common with each other? As some of you undoubtedly know, there has been much ink spilt on the correspondences and conflicts between these influential American groups. With an eye towards understanding their common ground-the move from ghetto to gated community, as it were (and, for some, the inability to do so)-we will look also to comprehend the fault lines that shape their literary identities. Too, we will see how other categories-of class, of gender, of immigrant status-further mark their productions. Readers of modern American literature should know the shared and vexed history of their literary worlds. Satisfies the Twentieth Century and later requirement.This course may fulfill the global or minority literatures requirement for students who declare an English major in the fall 2021 semester and beyond.
Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall

ELIT 3143 Selected English & American Writers
This course will cover English and American writers.
Credit 3 units. A&S IQ: HUM Art: HUM BU: HUM
Typical periods offered: Fall

ELIT 3144 Topics in Literary Criticism and Theory
This course will juxtapose a wide variety of critical approaches to literary texts to current research in the digital humanities and statistical natural language processing to ask how we can think about the complexity of literary texts in computational terms. The computational turn in literary studies emphasizes scale and a broad perspective often described as "distant reading" and implicitly contrasts this to the kind of "close reading" that has traditionally been the focus of literary scholars. However, in spite the obvious benefits of scale, such approaches tend to focus on features that are completely internal to texts or to the corpus. In this course, we will explore how we can represent ambiguities of words, nuances of structure, the interaction of motifs, and the intensely intertextual way in which most literary research problems are formulated? While we will discuss the limitations

and potentials of various computational approaches, we will focus more on the possible futures of computationally assisted literary criticism than a practical survey of various tools and techniques. No prior experience with statistics or computing is required.
Credit 3 units. A&S IQ: HUM Art: HUM BU: HUM

ELIT 3145 Topics: Literary Criticism and Theory: Ways of Approaching a Literary Text
What are some of the different ways of approaching a literary text? How do you choose among them? In this course we will begin by reading two important works from different genres (for instance, a novel such as Virginia Woolf's 'Mrs Dalloway' and a mid-length poem, perhaps "Notes Toward a Supreme Fiction" by William Stevens) together with a selection of critical essays about these works and their historical context. The bulk of the course will then consist of readings among various theoretical approaches to literature, including deconstructionist, new historicist, cultural, hermeneutic, psychoanalytic, and feminist approaches, which we will then apply to the texts at hand. The course is designed as a practical introduction to literary theory.
Credit 3 units.

ELIT 3146 The Art of the Novel
This course will take as its starting point traditional models of the novel and will then examine a variety of novels from different traditions - American, British, continental - which in differing ways play against this type, bending, challenging or ignoring the rules. We will be interested in attempting to understand the logic of such idiosyncratic forms, both why each writer is attempting to defy or undo our understanding of a normative reality and of the usual novelistic proprieties and how each novel provides its own manner of coherence.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall

ELIT 3147 The Art of Poetry
Techniques of poetry, considered theoretically and practically in relation to problems of form and significance: meter, rhyme, image, metaphor, stanzaic patterns, and others.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

ELIT 3148 20th-Century Poetry
This class sets course through 21st century poetry written and translated into English, focusing entirely on how poets write across cultures. Certain topics will seem particularly modern: ecopoetics, #BlackLivesMatter, and social media. Other topics will raise important and enduring questions: How do poets influence other poets? How do poems speak to oneanother? What can poetry learn from other arts? And what is a poem anyways? This course will introduce students to the practice of reading and writing about contemporary works of poetry in order to gain a keen understanding of how our own social, political, and cultural locations influence our readings of texts, and how diverse voices and experiences resonate cross-culturally. We'll discuss the boundaries and borders of poetry, what it means to think of poetry as a representation of our society and of our world, and how poetry reflects and speaks to our current political, economic, and social realities. We will also analyze the forms and modes that define contemporary poetry, and how these forms and modes are changed and adapted by poets of different races, genders, sexualities, nationalities, backgrounds, lineages and traditions. In the first half of the semester, we will work on a small-scale version of the primary prose genre of contemporary poetry criticism-the book review. In the second half of the semester, our writing will culminate in a final paper dealing with poetry and various aspects of globalization. This course may fulfill the global or minority literatures requirement for students who declare an English major in the fall 2021 semester and beyond. Satisfies the Twentieth Century and later requirement.
Credit 3 units. A&S IQ: HUM Arch: HUM BU: HUM EN: H
Typical periods offered: Spring

ELIT 3149 Black Literature: Race, Class, and Writing in the United States and the Caribbean, 1900-1950
Study of the differences in literary tradition arising from the divergent social, racial, and educational milieux of the United States and the West Indies.
Credit 3 units. A&S IQ: HUM BU: BA, HUM

ELIT 3150 The Writings of Philip Roth
Fiction by Philip Roth in chronological order from his earliest to his last major effort.
Credit 3 units.

ELIT 3152 The Bible as Literature
The Bible is one book among many; the Bible is a book like no other; the Bible is not one book but many. The course will debate such positions and the different histories and practices of reading they involve. We shall read extensively in English translations of the Bible, both Jewish and Christian, with emphasis on literary form and ideas. We shall look at the Bible's material forms, and the history of its interpretation and translation. The aim is not to adjudicate its meaning but to explore what over time it has been taken to mean, attempting to locate within the book the potential for different interpretations. The course requires, and should foster, attentive reading, vigorous yet courteous argument, and respect for the readings of others.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH, HUM EN: H
Typical periods offered: Fall, Spring

ELIT 3153 The Women of Greek Tragedy
This course examines the role of women in Athenian drama. Students will read English translations of the works of the three major tragedians -- Aeschylus, Sophocles, and Euripides -- and their near contemporary, the comedian Aristophanes. Direct engagement with ancient texts will encourage students to develop their own interpretations of and written responses to the political, social, and ethical manipulation that these mythological women were compelled to endure and the subtle ways in which they appear to exercise power themselves. Selected scholarly articles and book chapters will help students to contextualize these ancient dramas in their culture of origin. Because such issues continue to preoccupy both sexes today, students will see how Greek tragedy addresses perennial historical and cultural concerns through the examination of adaptations of Greek tragedies ranging from Seneca in ancient Rome to Spike Lee's Chi-Raq and Luis Alfaro's Mojada: A Medea in Los Angeles. The final research paper will encourage students to consider how a specific female character from antiquity is transformed for a modern dramatic audience.
Credit 3 units. A&S IQ: HUM, WI Arch: HUM Art: HUM BU: HUM EN: H

ELIT 3154 The Renaissance
Major texts of the European Renaissance examined to set English literary achievement in a continental context. Among authors to be studied: Petrarch, Castiglione, Erasmus, More, Luther, Wyatt, Rabelais, Montaigne, Shakespeare, Spenser, Jonson, Milton. Prerequisite: 6 units of literature, junior standing, or permission of instructor.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H UColl: ENE
Typical periods offered: Fall, Spring

ELIT 3155 Topics in Renaissance Literature
Topics course in Renaissance Literature
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall

ELIT 3156 Writing and the Representation of Pain
Writing intensive course on the representation of pain at every level, from private suffering to public policy. Course reader consists of examples of or extracts from a diversity of materials: the Bible and Ovid, medieval religious lyric, saints' lives, visions of hell and damnation, descriptions of visionary illness, Freud's Anna O, Kafka's In the Penal Colony, Wilde's The Nightingale and the Rose, Woolf's On Being Ill, Artaud and the theater of cruelty; autobiographical and other writings by Susan Sontag and Inga Clendinnen; theory by Bataille, Deleuze, Dollimore, and Elizabeth Grosz; work on pain by Leder, Morris, Rey and others; poetry by Anne Sexton, Sylvia Plath, Gwen Harwood, Alan Jenkins and others. We will also read Elaine Scarry's The Body in Pain and two recent novels: Andrew Miller's Ingenious Pain and Manil Suri's The Death of Vishnu.
Credit 3 units. A&S IQ: HUM BU: HUM

ELIT 3157 The Victorian Period
This course begins with two classic mid-century novels-Jane Eyre by Charlotte Bronte and Great Expectations by Charles Dickens-once celebrated as intimate portrayals of a first person narrator meant to be representative of a new national type: the post-Romantic English subject rewarded by hard work and delayed gratification. We'll explore why some critics in the late 20th century began to emphasize how these once paradigmatic English stories were in fact fictions of empire, complicated portraits of an era when Englishness was inevitably defined by events and experiences that were geographically and culturally estranged from the British Isles. The remainder of the course will focus on authors of the late 19th century grappling with imperialism, colonization, globalization and the transformative technologies that gave birth to our modern world. Satisfies the Nineteenth Century requirement.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall

ELIT 3158 Banned Books
Why would anyone want to burn a book? Under what circumstances would you support censorship? Several years ago a Russian student was exiled to Siberia for possessing a copy of Emerson's Essays; today, schoolboards in the United States regularly call for the removal of Huckleberry Finn and The Catcher in the Rye from classrooms and library shelves. Actions like these dramatize the complex interconnections of literature and society, and they raise questions about what we read and the way we read. The course explores these issues by looking closely at several American and translated European texts that have been challenged on moral, socio-political or religious grounds to determine what some readers have found so threatening about these works. Possible authors: Goethe, Voltaire, Rousseau, Defoe, Hawthorne, Flaubert, Twain, Chopin, Brecht, Salinger, Aldous Huxley, Ray Bradbury. Brief daily writing assignments.
Credit 3 units. A&S IQ: HUM Art: HUM BU: ETH, HUM

ELIT 3159 African-American Literature: Early Writers to the Harlem Renaissance
This class/directed reading group will focus on approximately the first century of African American publications-of autobiographies and novels, manifestos and newspaper editorials. Although many works by early Black writers are now available in print-Frederick Douglass and Harriet Jacobs spring instantly to mind-many more can be accessed through digital archives. We will survey a core group of printed texts, augmenting our readings via digital entities such as the Colored Conventions: Bringing Nineteenth-Century Black Organizing to Digital Life, Common-Place's Just Teach One: Early African American Print and the Digital Collections of the Schomburg Division of the New York Public Library. Assignments will include essays and/or digital/online projects. Some classes may meet in the library or the Digital Humanities Workshop. This course may fulfill the global or minority literatures requirement for students who declare an English major in the fall 2021 semester and beyond.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM
Typical periods offered: Spring

ELIT 3160 African-American Literature: African-American Writers Since the Harlem Renaissance
African-American literature in the 20th and 21st centuries grows from the Harlem Renaissance into a world-shaping institution. Guggenheim, Pulitzer, and Nobel prize winners; card-carrying Communists, rock-ribbed Republicans, and Black Power nationalists; Broadway playwrights, Book-of-the-Month Club novelists, and even a U.S. President are among the many whose fictions and memoirs we will study, with special attention given to the intimate links between Black writing and Black music. The syllabus will thus feature authors ranging from poet Alice Dunbar Nelson (born 1875) to satirist Colson Whitehead (born 1969), with more than a dozen stops in between. Written assignments may include two papers and two exams. No prerequisites, but related courses such as E Lit 215 and/or AFAS 208 are suggested. Satisfies the American literature requirement in English and/or one 300-level elective requirement in AFAS.
Credit 3 units. A&S IQ: HUM, SC BU: HUM EN: H

ELIT 3161 African Literature in English
The West has imagined Africa in fanciful but simplifying ways for centuries. This course will, instead, approach Africa as a complex site of modernity characterized by a kaleidoscopic blend of racial, ethnic, religious, political, and socioeconomic identities that defy easy summary or description. We will do this through a survey of the continent's formidable and dynamic tradition of literature written in English. The course will trace the development of African literature, from its roots in the oral tradition, to its response to colonial oppression, through its articulation of an autonomous identity on the road to political independence, and on to its contemporary status as a crucial, innovative powerhouse in the global literary marketplace. The course readings will include imaginative texts by authors such as Chinua Achebe, Bessie Head, Nadine Gordimer, Ayi Kwei Armah, and Dinaw Mengestu, as well as secondary readings on the political, cultural, and theoretical contexts within which African literature took shape. Satisfies the Twentieth Century and later requirement.
Credit 3 units. A&S IQ: HUM, LCD BU: HUM EN: H
Typical periods offered: Spring

ELIT 3162 Shakespeare in Performance
This course is an introduction to Shakespeare's plays and poems through the interpretive framework of performance. A thespian himself, Shakespeare drew on his stage experience when writing his plays, collaborating with a theater company and shaping his characters to reflect the talents of its actors. Reading the plays as literature, we will study the evolution of how they have been produced on stage from their early modern premieres to the present day, comparing and contrasting different strategies for generating meaning in performance with reference to various film adaptations. By reciting a sonnet of their choosing and rehearsing a scene from one of the plays, students will gain new insight into performance as an interpretive act and a deeper understanding of the production and reception histories of Shakespeare's plays. Most importantly, we will consider why Shakespeare's works have continued not only to resonate, but also to entertain, for over 400 years. Assignments include: two papers; an in-

class performance of a sonnet; and a group presentation of a scene from one of Shakespeare's playsaccompanied by a brief reflection statement. First-year and/or students with no prior knowledge of this topic are encouraged to enroll. Satisfies the Early Modern requirement.
Credit 3 units. A&S IQ: HUM BU: HUM EN: H
Typical periods offered: Spring

ELIT 3163 Shakespeare
Introductory course emphasizing critical interpretation. Representative plays are studied in detail. Required of all English majors and minors.
Credit 3 units. A&S IQ: HUM Arch: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

ELIT 3164 Adaptations Literature / Film / TV
The book was better than the movie. The movie wasn't faithful to the book. The TV series didn't capture the book like the movie did. These have forever been the complaints of readers watching their favorite works of literature adapted to the screen, and, in a media ecosystem increasingly flooded with adaptations and reboots of existing intellectual property, these complaints won't be going away any time soon. Film and literature have been interconnected since the very first films screened at end of the nineteenth century, but the dynamic between literature and media has sometimes been strained: film reviled as the cheap degradation of a vital art form, the novel anxious at the rise of narrative film - and later television - as rival storytelling media. But, viewing literature and visual media in opposition can obscure what becomes visible if we view them together. This is a course about the history, theory, and practice of adaptation from literature to film and television and back again rooted in both canonical and non-canonical case studies. We will study authors whose works have been repeatedly adapted across eras and media; filmmakers whose works are pastiches of various literary and cinematic sources; rigorously, obsessively faithful adaptations; radically transformative unfaithful adaptations; and works of literature and media that are themselves about the process and ethics of adaptation. The course will be anchored by a reading of Emily St. John Mandel's 2014 novel Station Eleven and a serial viewing - replicating the unusual original release - of HBO Max's miniseries adaptation.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Spring

ELIT 3165 Topics in 19th-Century American Writing
The exultant but conflicted period that followed the success of the American Revolution initiated themes and began to weave cultural strands still familiar in the 21st century: American heroes and scoundrels; the role of women in public life; Christianity vs. Islam; the psychology of moralism and delusion; race as caste and subversive voice. Course readings will include Franklin's Autobiography and the autobiography of Henry Tufts, a confidence man;
Parson Weems' cherry tree biography of Washington; Tyler's The Algerine Captive (novel) and Susanna Foster's Slaves in Algiers (drama); other fiction and drama by Hannah Foster (The Coquette), Charles Brockden Brown (Wieland), Royall Tyler (The Contrast) and William Dunlap (Andre) - in which Washington weeps while ordering a spy's hanging; narratives by enslaved Africans Briton Hammon and John Marrant; the narrative of Samson Occam, a Mohegan; selections from "The Gleaner," Judith Sargent Murray. Satisfies 1700-1900 requirement.
Credit 3 units. A&S IQ: HUM Art: HUM BU: HUM

ELIT 3172 The Eighteenth Century
This course will cover literature from the eighteenth century.
Credit 3 units.

ELIT 3404 Literature and Medicine
Because illness, disease, pain, and fear of death are essential features of the human condition, these themes frequently appear in major literary works, a survey of which we will read in this class. We will focus especially on the suffering, helplessness, insight, and enlightenment experienced by both the ill and those who care for them. Works responding to the devastating plagues in the medieval and early modern periods hold especial interest for those studying illness and medicine; we will read works on plague by Boccaccio, Chaucer, and Defoe, with Sontag's Illness as Metaphor providing a starting point for our analysis. Two twentieth-century novels-The Plague, by Camus, and Blindness, by José Saramago-will show us the additional imaginative possibilities of plague as metaphor and allegory. We will also read shorter works of fiction by Tolstoy, Mann, Chekhov, Eliot, Gilman, and Porter, as well as Edson's play W;t. Students will be encouraged to consider how illness, disease, and fear of death affect both individual human beings and entire societies. Prerequisite: Writing 1.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH, HUM EN: H

ELIT 3501 Topics In Literature
Starting with Allan Bloom's The Closing of the American Mind, a book that helped re-ignite the Culture Wars, this course will consider the debates and problems that pervaded American culture during the 1990s. From the end of the Cold War to the sexual scandals that rocked Bill Clinton's presidency, from the emergence of the Internet to the rise of grunge and rap, the 1990s were a time of vast change in American culture. It was period when we, as a nation, reconsidered the legacy of the 1960s, the Reagan revolution, and the end of the Cold War, a time of economic expansion and cultural tension. In our consideration of this period, we will take a multidisciplinary approach when tackling a variety of materials-ranging from literary fiction (Philip Roth's The Human Stain, Jonathan Franzen's The Corrections) and popular films (Spike Lee's Do the Right Thing and The Cohen brothers' The Big Lebowski) to the music of Nirvana and Public Enemy-in an attempt to come to a better understanding of our recent history. Throughout the semester, we will pursue the vexed cultural, political, and historical questions that Americans faced in the years between the fall of the Berlin Wall and the terrorist attacks of September 11th, 2001, and consider how literary texts imagined this period of American history.
Credit 3 units. A&S IQ: HUM, WI Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

ELIT 3502 Topics in American Literature: Girls' Fiction
Topic varies. Writing intensive.
Credit 3 units. A&S IQ: HUM, WI Arch: HUM Art: HUM BU: HUM EN: H
UColl: ENL
Typical periods offered: Fall

ELIT 3503 Topics in English and American Literature
Selected Topics. Varies from semester to semester. Writing Intensive
Credit 3 units. A&S IQ: HUM, WI BU: HUM EN: H

ELIT 3504 Literature and Medicine
Because illness, physical and mental suffering, and fear of death can have such powerful and disturbing effects, literary works depicting them offer unique insights into human experience. In this class we will read a selection of literary works that depict the suffering caused by diseases like cancer, tuberculosis, asthma, and plague; explore the symbolic and allegorical meanings that have come to be associated with them; and consider the roles and responsibilities of physicians charged with treating patients with these conditions. Readings will be drawn from such writers as Sontag, William Carlos Williams, Defoe, Dickens, Poe, and George Eliot. We will read modern English translations of works by such writers as Boccaccio, Tolstoy, Chekhov, Mann, Proust, and Camus. In this writing-intensive course, students will

develop their skill in literary analysis, and will be urged to establish their own voices as writers and thinkers. Students will be enrolled from the waitlist; preference will be given to Medical Humanities minors, English majors and minors, and seniors.
Credit 3 units. A&S IQ: HUM, WI Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Spring

ELIT 3510 Writing Modern War
The twentieth century, as Graham Greene observed, was a century in which there would never be a peace. This writing intensive course examines the ways in which modern writers have tried to describe warfare and its impact on both combatants and those on the home front.
Credit 3 units.

ELIT 3512 Bots, Drones, and Cyborgs: Being Human in the Age of Intelligent Machines
We llive in a world where not only our access to information, but our social interactions, and bodily autonomy are increasingly mediated by- surveilled, analyzed, facilitated, enhanced- by technology. This course will ask what it means to be human in an age of intelligent machines. What happens to our notions of individuality, autonomy, and political subjecthood when domains or categories once thought exclusively to be the preserve of humanity- language, emotion, complex information processing (playing chess, or driving cars, for example)- are increasingly threatened, replicated, and extended by technology? We will cover a range of science fiction texts including Karel Capek's play Rossum's Universal Robots, Isaac Asimov's I, Robot, Phillip K. Dick's Do Androids Dream of Electric Sheep, and William Gibson's Neuromancer along with works of speculative fiction such as Aldous Huxley's Brave New World and Margaret Atwood's Oryx and Crake, and Kazuo Ishiguro's Klara and the Sun along with films such as Blade Runner and The Matrix. We'll juxtapose these cultural representations of artificial intelligence with emerging philosophical and scientific discussions to ask to what extent the fundamental ways AI continues to redefine the boundaries of the human as a category.
Credit 3 units. A&S IQ: HUM BU: HUM EN: H
Typical periods offered: Fall

ELIT 3513 The Literature of the American Revolution
While not a historical survey, the course will present several case studies raising questions about later myth and contemporary reportage.
Credit 3 units. A&S IQ: HUM BU: HUM

ELIT 3514 Selected English and American Writers
This course is intended as an in-depth introduction to, arguably, the two most significant American fiction writers of the first half of the twentieth century. We will focus primarily on each author in his own right, beginning in each case with some short stories and then moving to exemplary novels by each. However, we will also consider their shared thematic concerns: the construction of identity; memory and mortality; sexuality and gender - and the contrasting techniques and forms through which each represented these issues. (Writing Intensive). Satisfies the American (old major) or Twentieth Century (new major) requirement.
Credit 3 units. A&S IQ: HUM, WI BU: HUM EN: H

ELIT 3515 The American Novel: Split and Hybrid American Identities
Examination of the struggle to form an enabling identity for author, characters, and text against the divisive pressures of family and society.
Credit 3 units. A&S IQ: HUM, WI BU: BA, HUM EN: H

ELIT 3516 Writing About Performance
In this writing-intensive course, students will develop critical strategies for writing about theatre and other performance events, in the present and in a range of historical periods.
Credit 3 units. A&S IQ: HUM BU: HUM

ELIT 3517 Memory and Narrative: The Literature of Memory
Writing intensive course that examines the role of memory in drama and fiction.
Credit 3 units. A&S IQ: HUM, WI Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Spring

ELIT 3518 On Time: Clocks, Calendars, Crisis in Modern British Fiction
This course focuses on the cultural understanding and literary representation of time in the first half of the twentieth century. Our authors include Virginia Woolf, H. G. Wells, Jean Rhys, Katherine Mansfield, Joseph Conrad, C.I. James, Mulk Raj Anand, and a number of other canonical and non-canonical writers. In their novels, novellas, and short fiction, these writers take account of a profound change in the metrics and meanings of time. Following the establishment of Standard or Greenwich Mean Time at the end of the nineteenth century, the experience of time shifted from a "natural" (daily, seasonal, annual) to an "artificial' (numerical, standard, global) measure. This new standard time, also known as "rational" or "public" time, moved at once stimulated interesting, significant, and lasting responses in the arts of literature, the novel and short fiction especially, that moved in time. What we know as "the stream of consciousness," for instance, witnesses a new emphasis on "private" internal time as a reaction to rational, public time. We will follow this evolving sense of time into and through some of the cataclysmic, not so "rational" events in real historical time: two World Wars (both undergone and anticipated), the rising and spreading crises of Empire, a global financial meltdown, and the near-revolutions achieved by the women's and workers' movements. Here the understanding of the meaning and shape of history and the direction of historical time is richly conflicted, and the literature of the period takes the measure of this duress. Our reading will include work from the British Isles as well as colonial (soon to be postcolonial) locations. Satisfies the Twentieth Century and later requirement in the English Major and the university's Advanced Writing requirement.
Credit 3 units. A&S IQ: HUM, WI Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Spring

ELIT 3519 Epistolary Literature in the 18th Century: Other Peoples' Letters
In this writing intensive course, we will examine the attraction the letter held for authors and readers alike, taking into consideration the advantages and the disadvantages of the form, its role in the development of the early novel, and current theories of epistolary writing.
Credit 3 units. A&S IQ: HUM, WI BU: HUM EN: H

ELIT 3539 Jews, Jersey, and America: Philip Roth Reconsidered
Beginning with the publication of his debut Goodbye, Columbus in 1959, Philip Roth remained a highly visible, and at times highly controversial presence on the American literary scene. Questions of Jewish American identity; the power struggle between fathers and sons; the irrationality of male sexual desire; the consequences of exercising one's (artistic, sexual, personal) freedom; the tumultuous history of Newark; the nature of the American experiment-these are the central concerns that percolate throughout his thirty-one books. In this course, we will read Roth's major novels and explore how his fiction addressed these questions. Moreover, we will discuss how we can approach Roth's fiction in the wake of such events as the Trump presidency, the Covid-19 pandemic, and the #Me Too Movement. How do we read Roth

in the wake of the political and social traumas that have shaped our recent history? How does Roth's fiction speak to the recent rise in anti-Semitism? To help inform these questions, we will also consider how contemporary writers, such as Nicole Krauss and Taffy Brodesser-Akner, have directly reconsidered Roth's legacy in their fiction, rethinking his treatment on such topics as Jewish-American identity, sexual politics, and the status of the novel.
Credit 3 units. A&S IQ: HUM, WI Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Spring

ELIT 3690 Reading Sex in Premodern England
This course introduces students to the literary representation of gender and sexuality in England from the medieval period to the eighteenth century. To understand a tradition that addressed the intractable problem of human sexuality in terms very different from ours, we will ask: how does pre-modern culture imagine gendered identities, sexual difference, and erotic desire? How do various contexts-medical, religious, social, private, public-inform the literary representation of gender and sexuality? What are the anatomies and economies of the body, the circuits of physical pleasure, and the disciplines of the self that characterize human sexuality? Students will have the opportunity to study romances, saints' lives, mystical writings, diaries, plays, sex guides, novels, and scientific treatises. By learning how to read sex in pre-modern literature, students will acquire a broad cultural and historical understanding of English sexualities before the descent of modern sensibilities.
Credit 3 units. A&S IQ: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

ELIT 3891 Senior Research Seminar I
This course is tailored to the needs of students who are pursuing honors in English in their senior year. It will develop students' ability to gauge how different approaches affect the research and the outcome of a project in literary studies. It will guide them in their research by analyzing and discussing research design, the construction of an archive, and the assessment and use of sources. Assignments will include annotated bibliographies, summaries of the critical debate on student topics, abstract writing, research presentations, as well as drafts and final versions of chapters or essays. We will workshop many of these assignments in the classroom and practice peer review. The seminar will stretch over two semesters, ending before spring break, when honors work is due in the college. It is required for students who pursue honors by coursework and by thesis.
Credit 3 units.
Typical periods offered: Fall

ELIT 3892 Senior Research Seminar II
This course is tailored to the needs of students who are pursuing honors in English in their senior year. It will develop students' ability to gauge how different approaches affect the research and the outcome of a project in literary studies. It will guide them in their research by analyzing and discussing research design, the construction of an archive, and the assessment and use of sources. Assignments will include annotated bibliographies, summaries of the critical debate on student topics, abstract writing, research presentations, as well as drafts and final versions of chapters or essays. We will workshop many of these assignments in the classroom and practice peer review. The seminar will stretch over two semesters, ending before spring break, when honors work is due in the college. It is required for students who pursue honors by coursework and by thesis.
Credit 2 units.
Typical periods offered: Spring

ELIT 3999 Independent Study
This course is for independent study in English Literature.
Credit 3 units.
Typical periods offered: Fall, Spring

ELIT 4100 Old English Literature
Close study of some major literary texts (e.g.. Beowulf, the Exeter book) and major issues (e.g., Anglo-Saxon and Latin culture, traditions of heroic literature) of the Anglo-Saxon tradition. Prerequisite: E Lit 407, or permission of instructor.
Credit 3 units. Art: HUM

ELIT 4101 Medieval English Literature I
Can an abundance of "melancholy humor" cause one to dream of black bears? Can dreams foretell the future? This course will encounter such questions in the popular medieval genre of the dream vision. Medieval writers used the dream to frame explorations of love, grief, history, writing, religious experience, political critique, apocalypse, and prophecy. We will encounter dreams about animals and dreams had by animals, men in love with flowers, flowers transformed into queens, and pilgrims seeking truth. As we make our way through the works of writers including Chaucer, William Langland, John Gower, and Christine de Pizan, we will also read about dreams in the Bible and in Ovid's Metamorphoses, and will investigate theorists of dreams from Macrobius to Freud. We will gamble, slightly revising Freud, that the interpretation of dream visions is the "royal road" to the understanding of medieval literature. Satisfies the Medieval requirement.
Credit 3 units. A&S IQ: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Spring

ELIT 4102 Medieval English Literature II:Medieval Womens Writing
Topics course in Medieval English literature.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall

ELIT 4103 Sixteenth-Century English Literature
A study of literary culture as inflected by the material conditions of production, distribution, and consumption of the early book. Taking seriously Francis Bacon's claim that printing was one of the three material constituents of early Modernity, we will devote attention to the relation of manuscript and print, the social effects of the printing of the Bible and devotional literature, and the influence of print on literary form and on the nature of authorship. We will consider the effects of monopolistic practices within the book trade, and probe a set of complementary relations: between print and cultural nationalism, text and image, printed script and live performance, and coterie and mass consumption. Most of the texts and authors under examination will be central to the traditional English and continental literary canon, but we'll pepper them with nontraditional questions. This course satisfies the Early Modern historical requirement. This course counts towards the Publishing Concentration.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Spring

ELIT 4104 17th-Century English Literature: 1603-1660
Selected readings in English literature from Donne and Jonson through Dryden.
Credit 3 units. A&S IQ: HUM Art: HUM BU: HUM

ELIT 4105 Restoration & Augustan Literature: 1660-1740
Our subject in this course is the relation between literature and biography in early modern England. We will read examples of early modern biography -- Aubrey's BRIEF LIVES, Walton's lives of Herbert and Donne, Burnet's life of Rochester, Clarendon's biographical

sketches in THE HISTORY OF THE REBELLION - but we will also be concerned with the ways in which constructions of the life of a writer can be made from their own work, and from a variety of contemporary materials including letters, diaries, gossip, and slander. In addition to Aubrey, Walton, Burnet, and Clarendon, we will read Jonson, Donne, Herbert, Milton, Marvell, Rochester, and Dryden.
Credit 3 units. Art: HUM

ELIT 4106 18th-Century English Literature
Selected readings in English literature from Pope and Swift through the age of Johnson.
Credit 3 units. A&S IQ: HUM Art: HUM BU: HUM

ELIT 4107 Readings in 19th-Century English Literature
Primarily reading the works of two novelists - Eliot and Trollope - and two poets - Tennyson and Browning - we will look at how literary culture sought to challenge, reform, and convey religious authority. Beginning with an overview of the ideas of three theorists of an irreligious modernity - Marx, Nietzsche, and Freud - we will then focus on the creative writing of our major authors. Some attention will fall upon the prophets of religious decline and problems of belief; more often we will observe how writers and readers became essential agents in the experiment of constructing communities where the expression and toleration of religious dissent became an ideal. Likewise, we will mostly stop our ears to the manifestoes of theologians in favor of listening to redeeming conversations and arguments about liberty and duty, pleasure and pain, life and death.
Credit 3 units. Art: HUM

ELIT 4108 English Literature of the Romantic Period
This course will focus on the most important writing of the Age of Romanticism in England, Scotland, and Ireland. An era that emerged from the Enlightenment, it was galvanized by the French Revolution and its repurcussions in Ireland and elsewhere, and ended (long before the death of Wordsworth) with the victory of a conservatism epitomized by the leading theorist of beauty and the sublime, the Anglo-Irish Edmund Burke. Along with such topics as the Romantic sublime (and the uncanny), we will consider the Romantic writer's fascination with the interior self, daemonic models of Creation and creativity, and the vicissitudes of the melancholic poet in the changing public sphere. Our focus will be the poetry and prose of Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats--giving due attention to the longer works of these major poets--but we will also look at the writing that emerged at this time from the geographic and cultural margins of the two islands. Of particular interest will be the ways in which our ongoing efforts to define "British Romanticism" in the 20th and 21st centuries have led--even when they have failed to circumscribe adequately that elusive object--to some of the most vital and controversial approaches to the study of literature in our time, from modernist reaction to the Romantic lyric to the recuperation of Romanticism for Cold War America (Abrams and Bloom) to the deconstructive practice of Paul de Man and his successors. Most recently we are witnessing a revival of the nature school of Romantic poetry, particularly of the work of John Clare, that coincides with ecological approahces to literary study.
Credit 3 units. Art: HUM

ELIT 4109 Topics in English Literature
Readings in such authors as Carlyle, Tennyson, Browning, Mill, Arnold, and Pater.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Spring

ELIT 4110 Topics In Literature:
Comparing the literatures -- readings in the literature and theory of English and American Literature. Topics vary according to semester offerings.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

ELIT 4111 Topics in Literature
Topics vary by semester.
Credit 3 units. A&S IQ: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

ELIT 4112 Topics in American Literature I
In some ways, this is a course about firsts. In 1930, novelist Sinclair Lewis became the first American to win the Nobel Prize in Literature. In 1938, novelist and memoirist Pearl S. Buck was the first American woman to win the Award and the third American overall (playwright Eugene O'Neill won it in 1936). Both were not only highly esteemed writers; Lewis a satirist of American classes and cultural manners, and Buck largely known for her realistic works about Asia (she grew up in China), the theme of the pull of tradition against rebellion, and her biographies of her missionary parents. Both were popular as well: Lewis's novels Babbitt, Arrowsmith, Elmer Gantry, Mantrap, Dodsworth, Ann Vickers, and Cass Timberlane were made into films. Buck's novels The Good Earth, Dragon Seed, China Sky, and Pavilion of Women were made into films as well as her script for what turned out to be Leo McCarey's last film, Satan Never Sleeps. Except for Lewis's dystopian novel about a fascist takeover of the United States, It Can Happen Here, the works of neither author are as read as they were at the authors' height of fame. This course is an exploration of some the major and lesser-known works of Lewis and Buck, and a consideration of their status in American letters. Why did their best works make the impact they did? And how did their work affect the direction of American literature, particularly from the 1920s through the 1940s?
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

ELIT 4113 Slavery and the American Imagination
In this course we will read, think about, discuss, and analyze a variety of texts in which the experience of the American slave is remembered, memorialized, or recreated. Members of the class will gain a profound appreciation of how the tumultuous lives of men and women in bondage have been transformed into literature. This is a class intended for advanced students, generally in English and African American studies; graduate students may also take this course for credit but will have additional assignments. Possible requirements: Regular reading logs; a bibliography assignment; an oral presentation; an 8-10 page research paper. Satisfies the American Requirement.
Credit 3 units. A&S IQ: HUM Art: HUM BU: HUM

ELIT 4114 Topics in American Literature II: Modernisms in America
This course offers an advanced introduction to both the literature and the concept of modernism, the ism used to mark the experimental verve of early twentieth-century writing and to grasp its ties to modernity, or the modern social world. As the course title suggests, we will devote most of our time to the career of modernism in the United States, a place imagined as both the modernist nation par excellence and the desert modernism escaped to be born. Three groups of primary texts--early modernist experiments, 1920s modernist landmarks, and Great Depression revisions--will illuminate the grand ambitions of eccentric literary forms and sequestered avant-garde movements; the public disputes and buried alliances between high expatriate and Harlem Renaissance modernisms; and the influential Depression-era reinterpretation of modernism as reactionary self-

indulgence. The syllabus will feature fiction, poetry, and drama by old and new literary celebrities: Djuna Barnes, John Dos Passos, T. S. Eliot, F. Scott Fitzgerald, Mike Gold, Ernest Hemingway, Nella Larsen, Meridel LeSueur, Claude McKay, Clifford Odets, Tillie Olsen, Ezra Pound, Jean Toomer, and Richard Wright. A shorter list of critical essays will highlight modernism's tendency to theorize itself while introducing 21st-century perspectives from the New Modernist Studies. Satisfies the American requirement. For undergraduates, Junior or Senior standing is required.
Credit 3 units. A&S IQ: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

ELIT 4115 Topics in American Literature II
Fiction not often found in the standard survey course, such as Harold Frederic's The Damnation of Theron Ware, G. W. Cable's The Grandissimes, Frank Norris' The Octopus, Jack London's Martin Eden, Thornton Wilder's Heaven's My Destination, Dorothy Baker's Young Man With a Horn, R. P. Warren's All the King's Men, Thomas Pyncheon's V, short works by Edith Wharton and Ring Lardner.
Credit 3 units. Art: HUM
Typical periods offered: Fall

ELIT 4116 Topics in African-American Literature
In this course, we'll be bridging two interdisciplinary fields- the digital humanities and Black diaspora studies- in order to examine how technology has mediated new engagements with the Black Atlantic. Following the concept of "juxtaposition," what Kelly Baker Josephs and Roopika Risam see as the intersection "of disciplines, cultures, and methods" (The Digital Black Atlantic 2021), this course will consist of traditional class discussion, writing assignments, and lab days that bridge theory, method, and application. Ultimately, we will aim to discover how scholars utilize digital tools to engage with and better understand the cultures, histories, and literatures of the Black diaspora. We will examine a broad range of scholarship, such as Brittle Paper, an online literary magazine, "Digital Nollywood," "The Global Poetics Project," and "Archive of Languages and Oral Resources of Africa," which are digital archives and repositories, "Migration Stories: Africans in Midwestern Communities," a digital storytelling initiative, and the web series "Left of Black," which is a multimedia source. Throughout the semester, students will learn to work with DH tools like Voyant and Omeka, will conduct text analysis, develop maps and network models, and learn how to utilize and build databases. Readings and classwork will be supplemented by practicums, and a small-scale final DH project will serve as an entry-point into both the public and digital humanities. This course may fulfill the global or minority literatures requirement for students who declare an English major in the fall 2021 semester and beyond.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Spring

ELIT 4117 Early American Literature: American Modernisms
his seminar offers an advanced introduction to both the literature andthe concept of modernism, the ism used to mark the experimental verve of early twentieth-century writing and to grasp its ties to modernity, or the modern social world. As the course title suggests, we will devote most of our time to the career of modernism in the United States, a place imagined as both the modernist nation par excellence and the desert modernism escaped to be born. Three groups of primary texts--early modernist experiments, 1920s modernist landmarks, and Great Depression revisions--will illuminate the grand ambitions of eccentric literary forms and self-sequestered avant-garde movements; the public disputes and buried alliances between high expatriate and Harlem Renaissance modernisms; and the influential Depression-era reinterpretation of modernism as reactionary self-indulgence. The syllabus will feature fiction, poetry, and drama by old and new literary celebrities: Djuna Barnes, John DosPassos, T. S. Eliot, F. Scott Fitzgerald, Mike Gold, Ernest Hemingway, Ella Larsen, Meridel LeSueur, Claude McKay, Clifford Odets, Tillie Olsen,Ezra Pound, Jean Toomer, and Richard Wright. A shorter list of critical essays will highlight modernism's tendency to theorize itself whileintroducing 21st-century perspectives from the New Modernist Studies.
Credit 3 units. A&S IQ: HUM Art: HUM BU: HUM

ELIT 4118 The American Renaissance
Literature of the mid-nineteenth century with attention to social and intellectual backgrounds and the sources of the transcendentalist movement.
Credit 3 units. A&S IQ: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

ELIT 4119 American Literature: The Rise of Realism to World War I
The maturing of American literature from the regional origins of realistic fiction just prior to the Civil War through the early naturalist novel and the beginnings of modern American poetry.
Credit 3 units. Art: HUM

ELIT 4120 Modernism and Postmodernism
Readings in early sources of 20th-century developments, followed by a selective survey of literary discourse from the 1920s through the 1990s in the United States. Prerequisites: junior standing and 6 units of literature or graduate standing.
Credit 3 units. Art: HUM

ELIT 4121 American Fiction Since 1945
This course is an advanced survey of the American novel from 1945 to 1999. We will consider a range of topics: the impact of America's growing superpower status during the Cold War; the usefulness of the nation as an organizing principle for studying literature in an increasingly globalized world; the presence of the Second World War and the Holocaust in American culture; the relationship between the social changes of the period (civil rights, feminism, counterculture, and the rise and fall of the new left) and literary history; the impact of technology on models of communication (literary and otherwise); and the relationship between large-scale demographic changes (immigration, the rise of the suburb, the movement towards a post-industrial economy) and literary practice. NOTE: Undergraduates should enroll in section 01 and graduate students in section 02.
Credit 3 units. A&S IQ: HUM Art: HUM BU: HUM

ELIT 4122 Early Drama
This unit is concerned with English and European drama and spectacle from late Roman theatre onwards: primarily in England, but with comparative material from France and Italy. The chronological span of the course will end at about 1600; the working assumption is that there is no clean break between 'medieval' and 'Renaissance' drama, but that the theatres and scripts of the late sixteenth century should be understood as developing out of, as well as departing from, earlier theatrical traditions and practices.
Credit 3 units. Art: HUM

ELIT 4123 Topics in Renaissance Drama
A study of Elizabethan and Jacobean theatrical culture--the plays, players, playwrights, and audiences of public theaters, private theaters, and banqueting halls. Study includes the plays of Lyly, Kyd, Marlowe, Jonson, Chapman, Ford, Beaumont, Fletcher, Marston, Middleton, Webster, and Shakespeare.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall

ELIT 4124 Reading in the Renaissance: Literature and Media in Early Modern England
Examination of reading practices among original audiences for Wyatt, Sidney, Shakespeare, Donne, Jonson, Herrick, Marvell, Rochester, and Dryden and application to our understanding and experience of early modern texts.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

ELIT 4125 Topics In Literature
Varies from semester to semester.
Credit 3 units. A&S IQ: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Spring

ELIT 4126 Literary Theory
Literary Theory course
Credit 3 units. A&S IQ: HUM BU: HUM EN: H

ELIT 4127 Modernism
James Joyce's "Ulysses" is probably the most important novel of the twentieth century, possibly of English literary history. It is one of the funniest but also, supposedly, one of the most challenging and difficult. As such, it lends itself to the sustained single focus of a 400-level English course. In 2024, as we read the novel on its 102nd birthday (2/2/24), we will be asking why it continues to speak to and through novelists as various as Zadie Smith and Samuel Beckett and engage the imaginations and intelligences of readers and writers alike. We will read the book first of all for its intrinsic interest, examining the use of the Homeric parallel as well as of the various organizational schemes Joyce devised in writing the story. We will also reference the novel to a number of external contexts: as an example of the emergent project of literary Modernism; as an imaginative remaking of the concepts of race and ethnicity as well as the political and religious cultures of the Ireland in which Joyce grew up; as a vision of a new Europe in the aftermath of the First World War; as a daring experiment in fashioning new gender imaginaries, for female as well as male characters; and, ultimately, as a reinvention of the form of the novel, which extends tendencies in modern linguistic thought to unprecedented dimensions. We'll supplement and enrich these considerations with various critical accounts of the novel, ranging from helpful expositions of Joyce's art to understandings of the novel's impact on subsequent literary and cultural history. Satisfies the Twentieth Century and later requirement.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Spring

ELIT 4128 Literature of Catastrophe
In this course we will examine the ways in which art, both literary and visual attempt to adress catastrophic events.
Credit 3 units.

ELIT 4129 Readings in American Literature
In this class we will examine the relationship between 21st-century American fiction and the new forms of community and commerce made possible by the Web. How have developments like Facebook, online gaming, and the blogosphere shaped contemporary narrative innovation? What do these writers have to say about the egalitarian potential, aesthetically and politically, of these new technologies? How do old media types relate to new media values like "interactivity" and "the wisdom of crowds"? Readings will likely include texts by Chimamanda Ngozi Adichie, Dennis Cooper, Don DeLillo, Jennifer Egan, Dave Eggers, Shelley Jackson, Tao Lin, Thomas Pynchon, Jess Walter, and contributors to the Electronic Literature Collection. Satisfies the Twentieth century and beyond requirement.
Credit 3 units. A&S IQ: HUM BU: HUM EN: H

ELIT 4130 Irish Women Writers
Giving close attention to the social, political, and particularly post-colonial and feminist contexts of these authors, we will read the works of such writers as Maria Edgeworth, Lady Morgan, Lady Gregory, Elizabeth Bowen, Kate O'Brien, Eilean Ni Chuilleanain, Edna O'Brien, Eavan Boland, Medbh McGuckian, and Nuala Ni Dhomhnaill. We will consider the ways in which the Irish situation may prove problematic for now standard post-colonial and feminist paradigms and in particular the ways in which the innovative Irish woman writer makes of this necessity a creative strength. Please note that Ni Chuilleanain will be reading poetry on campus this spring.
Credit 3 units. Art: HUM

ELIT 4131 Modern British and American Poetry
Modern poetic forms, schools and techniques. Readings in such poets as Yeats, Eliot, Pound, Moore, Auden, Bishop, Hill.
Credit 3 units. A&S IQ: HUM Art: HUM BU: HUM EN: H

ELIT 4132 Modern Poetry I: Modernisms
American and British poetry before, during, and after World War I. Readings include Hardy, Yeats, Frost, Stein, Eliot, Williams, Moore, Johnson, Pound, H.D. and Stevens, as well as selections from Wordsworth, Whitman and Dickinson. First half of two-course sequence; second half optional
Credit 3 units. A&S IQ: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall

ELIT 4133 Topics in Irish Literature: Modern Irish Poetry
Topics course in Irish literature.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

ELIT 4134 20th-Century Irish Poetry
In this course we will read poems by Ireland's most important 20th-century poets in historical, biographical, postcolonial, and mythological context. Beginning with the writings of Yeats that were most influential, we will then read poems by his immediate heirs: Clarke, Kavanagh, and MacNeice. Of the living poets we will read books by John Montague, Thomas Kinsella, Seamus Heaney, Derek Mahon, Michael Longley, Paul Muldoon, Medbh McGuckian, Ciaran Carson, and Eilean NiChuilleanain. We will consider the ongoing relevance of Irish language and myth for these poets, looking (for example) at excerpts from Kinsella's masterful translation of The Tain and tracking the unlikely persistence of the Irish in Muldoon's post-modern narratives. Students are strongly encouraged to take time before the class begins to familiarize themselves with Ireland's thorny history. Two texts are especially recommended for historical background: Roy Foster's "Modern Ireland" and Declan Kiberd's "Inventing Ireland: The Literature of the Modern Nation" (both are available in paperback). Requirements: attendance at Paul Muldoon's reading on March 17 at the International Writers Center, an oral report on one of the poets we are reading, a 5-7 page close reading of a poem, and a final paper that may develop from the oral report.
Credit 3 units. Art: HUM

ELIT 4135 The Irish Literary Revival
The class will study major writings by Oscar Wilde, W. B. Yeats, J. M. Synge, James Joyce, & Flann O'Brien within the contexts of the language movement, colonialism, cultural nationalism, the socialist movement and the 1913 Lockout, the Easter Rising and the War for Independence, the Civil War, the founding of the Irish Free State, the Partition, and the Irish Theocracy. Wilde's notions of the primacy of art with regard to politics and their elaboration by W. I. Thompson and Declan Kiberd will be an organizing principle in the course. The class will see two films, offer oral reports, and write papers.

Credit 3 units.

ELIT 4136 English Novel of the Eighteenth Century
Prose fiction by such writers as Defoe, Richardson, Fielding, Smollett, and Sterne.
Credit 3 units. Art: HUM

ELIT 4137 English Novel of the 19th Century
Prose fiction by such writers as Jane Austen, Dickens, Thackeray, George Eliot, the Brontæs, and Hardy.
Credit 3 units. A&S IQ: HUM Art: HUM BU: HUM EN: H

ELIT 4138 The Modern Novel
Content and craft in the varying modes of the American, British, and continental modern novel by such writers as James, Joyce, Lawrence, Faulkner, Kafka, Mann, Gide, Camus.
Credit 3 units. Art: HUM

ELIT 4139 British Fiction After Modernism
Course attempts to identify characteristics of British postmodern fiction: experimental novels of the 1970s and 1980s -- works by, for example, John Fowles, Alasdair Gray, and Martin Amis; the devolution of British fiction into its constituent Scottish and English strands in the 1980s and 1990s, as well as its simultaneous globalizing as diasporic novelists wrote from Britain about home. Younger writers, in frequently provocative ways, address the questions of nation, place, class, and sexual identity that have dominated the post-war period.
Credit 3 units.

ELIT 4140 Contemporary Fiction
This course will cover contemporary fiction.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall

ELIT 4141 The Modern European Novel
"A register of the crimes, follies, and misfortunes of mankind" -- that is what Gibbon said history is. Being another kind of historian, the novelist confronts these selfsame catastrophes, this wreckage that human nature brings to pass. And whether what he chronicles is upon the great stage of events or upon the secret stage of the heart, the truth the novelist tells us must always be that of individuals overmatched by crimes and follies and misfortunes. Pathos is the novelist's stock-in-trade. We shall study the modern pathos, the particularly painful record of twentieth-century history -- a sequence of unexampled barbarisms alongside of (and interconnected with) the unexampled advances in science and technology -- through novels from several different national traditions. Our working assumption is that these books, at the end of the day, can best tell us what to make of the crimes, the follies, and misfortunes of Europe in our century: The Road into the Open (Arthur Schnitzler); The Vatican Cellars (Andre Gide); The Trial (Franz Kafka); The Confessions of Zeno (Italo Svevo); Young Torless (Robert Musil); Confessions of Felix Krull, Confidence Man (Thomas Mann); The Gift (Vladimir Nabokov); Journey to the End of Night (Louis-Ferdinand Celine); Kaputt (Curzio Malaparte); The Sword of Honour Trilogy (Evelyn Waugh); Cancer Ward (Alexander Solzhenitsyn). Prior to our first meeting, and with a view to beginning to sort out the place of historical events in modern fiction, students are asked to read two works telling not of our own but of other centuries -- Memoirs of Hadrian (Marguerite Yourcenar) and The Leopard (Giuseppe di Lampedusa), both available now at the University bookstore.
Credit 3 units. Art: HUM

ELIT 4143 The Shaping of Modern Literature
Themes and major figures associated with the shaping of the modern literary imagination, including such topics as Freudian and Jungian versions of the self, phenomenological thought, the symbolist imagination, and such masters as Hegel, Kafka, Kierkegaard, William and Henry James. Topics vary each semester; consult Course Listings.
Credit 3 units. A&S IQ: HUM Art: HUM BU: HUM EN: H

ELIT 4144 The Shaping of Modern Literature
Hardy, at the end of an era and on the cusp of transition, and Kafka, a central paradigm of modernism, may seem an odd couple. But when we read them together, feel their relentless tragi-comic resistance to cultural solace and synthesis, they have real chemistry and illuminate the philosophical, historical and narrative passages from the 19th to 20th century. Major readings and discussion of Hardy's Tess, Jude, selected poetry, autobiographical and journal entries of both authors, Kafka's stories and fables.
Credit 3 units. Art: HUM

ELIT 4145 Shaping of Modern Literature: Modernity After the Millenium
Over the past two decades, modernity (understood roughly as the era inaugurated by the second half of the eighteenth century, with Enlightenment reformation leading to Romantic revolution) has been characterized in several ways, depending on whether or not it is seen as having finally come to an end in the second half of the twentieth century. Against Francois Lyotard's 1984 account of a distinctly "postmodern condition," Albrecht Wellmer argues for "the persistence of modernity," whereas Bruno Latour proposes that "we have neer been modern." In conjunction with the book-length works in which these theorists forcefully flesh out their contrary positions, we will read several influential literary texts (fiction and/or poetry) from the early and mid-twentieth century as well as a handful of important texts published in the past decade.
Credit 3 units.

ELIT 4146 Topics in English Literature I
Studies in special subjects, e.g., allegory and symbolism in the medieval period, the sonnet in English literature, English poetry and politics. Consult Course Listings.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

ELIT 4147 Topics in English Literature II
Variable topics, such as Travel and Colonization in the Renaissance; Renaissance Skepticism and the Literature of Doubt.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall

ELIT 4148 Topics in English Literature
We all love our things -- our Supreme streetwear, Nike sneakers, Iphones -- but we rarely take time to analyze what our attachment to these things means. In this class, we will visit the origins of modern consumer culture to find some answers. We will investigate narratives that claim to be written by things, poems in which persons become things, and narrators who obsess about things. We will read these literary texts alongside works that will help us think about the nature of our attachments, about the gift, the fetish, and what it means to be a person. Our working assumption will be that the early days of commodity culture are especially revealing for insights into our relationships to things. Satisfies the Eighteenth Century requirement.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H UColl: ENL
Typical periods offered: Fall, Spring

ELIT 4149 Topics in English Literature and History: The 17th Century

Variable topics, such as Writing, Politics, and Society in Revolutionary England, Life Writing and Literature in Early Modern England.

Credit 3 units. Art: HUM

ELIT 4150 Topics in European Literature & History

This new course offers advanced undergraduates and graduate students the opportunity to work with a faculty member in the development of an individual professor's research project. The aim is to expose the student to the practices as well as the principles of advanced literary research. Each student will participate in the growth of the scholarly concept and help with the progress of its documentation and elaboration, at once learning the craft of research by example and turning the lessons to work of their own. The outcomes foreseen include the extension and refinement of the faculty member's project and substantial progress on the part of the students toward publishable work of their own. The faculty project at the center of this course is a book-length study, "A Literary History of the European War of 1914-1918," which entails a comparative study of the literatures written from the major nations in the First World War (Great Britain, France, and Germany). As students make progress toward publishable work of their own, they may be working within the large subject of this book or in related historical and literary directions.

Credit 3 units. A&S IQ: HUM Art: HUM BU: HUM EN: H

ELIT 4151 Banned Books

Why would anyone want to burn a book? Under what circumstances would you support censorship? Several years ago, a Russian student was exiled to Siberia for possessing a copy of Emerson's ESSAYS. Today, school boards in the United States regularly call for the removal of HUCKLEBERRY FINN and THE CATCHER IN THE RYE from classrooms and library shelves. Actions like these dramatize the complex interconnections of literature and society, and they raise questions about what we read and the way we read. We will explore these issues by looking closely at several American and translated European texts that have been challenged on moral, socio-political or religious grounds; we will try to determine what some readers have found so threatening about these works. Possible authors: Goethe, Voltaire, Rousseau, Defoe, Hawthorne, Flaubert, Twain, Chopin, Brecht, Salinger, Aldous Huxley, Ray Bradbury. Brief daily writing assignments. This course is directed primarily, though not exclusively, to future teachers.

Credit 3 units. Art: HUM

ELIT 4152 Topics in World Literature & History

Fabricate: To construct or build; to form by art or labor, sometimes implying the use of the imagination; to invent; to devise falsely; to lie. We will read the fabrications of some of the great and near-great autobiographers, including five or six of the following: Rousseau (Confessions), Franklin (Autobiography), Goethe (Italian Journey), Wordsworth (The Prelude and other poetry), John Stuart Mill (Autobiography), Edmund Gosse (Father and Son), Mary McCarthy (Memories of a Catholic Girlhood), and John Updike (Self-Consciousness). Topics will include the (re)construction of the self, the transformation of biographical patterns as they appear in fiction (Updike) and non-autobiographical prose (Mill), modern approaches to autobiography as a genre, and psychological theories of personality. During the last few weeks of the course we will study one writer, Ernest Hemingway, in depth, exploring the relationship between biography (Kenneth Lynn's Hemingway), autobiography (A Moveable Feast), mythicized or transposed autobiography (The Nick Adams Stories), and the novel (The Sun Also Rises and/or The Garden of Eden).

Credit 3 units. Art: HUM

ELIT 4153 Topics in World Literature and History

This course will combine practical experience in translation with close examination and comparison of existing translations of major works, including -- tentatively -- passages from the Bible, the Tao te Ching, Homer and other classical poets and playwrights, Dante, Villon, Moliere, on up to more modern writers such as Baudelaire, Dostoievski, Proust, and Szymborska. The approach will be less theoretical than analytical, focusing on the intricacies and nuances of language as they are brought into relief by the demands of translation, as well as on how translations change over time, depending on idiomatic shifts and cultural climates. For instance, we might look at Pope's translation of a passage of Homer alongside later versions, up to the present (e.g., Robert Fagles' Homer), to discover what the translators' choices indicate about changing literary values and tastes. Bi-lingual editions of certain works may be used. Issues such as the relation of translation to adaptation and paraphrase may be addressed. Guest translators will be invited occasionally to discuss their work. Each student's major seminar project will be: either a brief (10-20 page) translation to be presented in class or, for those students not sufficiently versed in a foreign language, a presentation tracing the translation history of a single work and comparing versions of a particular passage in it (which will also be submitted as a paper). Open to graduate students and well-qualified seniors. Students in The Writing Program, Comparative Literature, and Classics are especially encouraged to enroll. Knowledge of one or more foreign languages is desirable but not essential.

Credit 3 units. Art: HUM

ELIT 4154 History of the English Language

Concepts and methods of linguistical study: comparative, historical, and descriptive. Application of methods to selected problems in the history of English. Contrastive analysis of excerpts from Old, Middle, and later English; sounds, meanings, syntax, and styles.

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

Typical periods offered: Fall

ELIT 4155 Frankenstein

As the 200th anniversary of the publication of Mary Shelley's Frankenstein recently passed, this class will study both the novel's origins and its powerful and abiding influence on our culture across a wide range of disciplines. The text itself is complex and layered, responding to its literary precursors, Enlightenment science, radical politics, aesthetic theory, feminism, Romantic idealism, Gothic horror, and more. In order to understand these influences, we will examine texts read by Mary Shelley (and her characters), including letters, essays, poems, and scientific reports. Our study of the novel's afterlives will begin with R. B. Peake's 1823 play, Presumption, which shaped much of the popular understanding of the Frankenstein myth during the 19th century. Our investigation of 20th- and 21st-century manifestations of Frankenstein will focus on its appearance in film, racial discourse, scientific ethics, popular culture, and advertising. This portion of the course will include a viewing of the iconic 1931 Boris Karloff film, which established indelible versions of the mad scientist and his "monster." Students in this seminar will be supported in developing individual final projects of their own design. For the English major, this course satisfies the Nineteenth Century requirement.

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

Typical periods offered: Fall

ELIT 4156 Selected English Writers I

Concentrated study of one or two major English writers, e.g., Spenser, Dickens, Blake, Yeats. Consult Course Listings.

Credit 3 units. A&S IQ: HUM Art: HUM BU: HUM EN: H

Typical periods offered: Fall, Spring

ELIT 4157 Selected American Writers I
Concentrated study of one or two major American writers, e.g., Gertrude Stein and Richard Wright; Emily Dickinson. Consult Course Listings each semester for specific authors.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

ELIT 4158 Chaucer
Readings in the Canterbury Tales. Lectures on background; critical analysis.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

ELIT 4199 Milton
Major poems and prose works in relation to literary and intellectual currents of the 17th century.
Credit 3 units. A&S IQ: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

ELIT 4200 Spenser
Readings in the Faerie Queene and Shepheardes Calender, with attention to Spenser's deliberate fashioning of a literary career.
Credit 3 units. Art: HUM

ELIT 4201 The Spenser Lab
This course involves graduate and undergraduate students in the ongoing work of the Spenser Project, an inter-institutional effort to produce a traditional print edition of the Complete Works of Edmund Spenser.
Credit 3 units. A&S IQ: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

ELIT 4299 Research Lab
This class allows faculty members to work on their research in collaboration with undergraduate and graduate students. The content of the class (and its subtitle) will be determined by the faculty member's research project; its primary activities will involve the students in making concrete contributions to the faculty member's research. The basic idea is to create a collaborative environment akin to a lab, in which researchers of various skills pursuing various tasks contribute to a distinctive project.
Credit 3 units. Arch: HUM EN: H
Typical periods offered: Fall

ELIT 4300 The Business of Books
Book publishing shapes our literary and intellectual landscape in defining ways, yet only with the recent rise of Publishing Studies has the theory and practice of publishing become a serious subject of attention within the academy. This course offers a broad introduction to publishing, with a practical emphasis on contemporary literary publishing. We will explore how publishing communities form in relation to aesthetics, demographics, and technologies, and will consider how ethics and business practices are defined within these communities. On the applied side, we will study editing, contracts, marketing, sales & distribution, infrastructure, and media, and students will write reader's reports, marketing plans, and a final paper analyzing a contemporary publishing project and placing its work in relation to the historical and cultural context, demonstrating how each particular publishing practice is adapted to its own cultural ecosystem. Industry professionals will visit to speak with the class by Zoom, and Professor Riker brings two decades of experience as a book publisher, author, and reviewer. Alongside these other activities, over the course of the semester students will follow the progression of a book published by the nationally acclaimed publishing house Dorothy, a Publishing Project, of which Professor Riker is the publisher.
Credit 3 units. A&S IQ: HUM BU: HUM EN: H
Typical periods offered: Spring

ELIT 4501 The Spenser Lab
In this Writing Intensive course, the students will be given a variety of writing tasks: writing commentaries, introductions, software manuals, grant proposals, software requirements, and design documents (SRDDs).
Credit 4 units. A&S IQ: HUM, WI BU: HUM EN: H
Typical periods offered: Fall, Spring

ELIT 4996 English Literature Elective: 4000-Level
This course is used for transcribing ELIT 4000-level elective units.
Credit 3 units. EN: H
Typical periods offered: Fall, Spring, Summer

ELIT 4999 Independent Study
This course is for independent study in English Literature.
Credit 3 units.
Typical periods offered: Fall, Spring

Children's Studies

CHST 1995 Children's Studies Coursework Completed Abroad
This course is designed for study abroad credit.
Credit 0 units.
Typical periods offered: Summer

CHST 1996 Children's Studies Elective: 100-Level
This course is designed for transfer credit.
Credit 3 units. EN: H, S
Typical periods offered: Fall, Spring

CHST 2995 Children's Studies Coursework Completed Abroad
This course is designed for study abroad credit.
Credit 0 units.
Typical periods offered: Summer

CHST 2996 Children's Studies Elective
This course is designed for transfer credit.
Credit 0 units. EN: H, S
Typical periods offered: Fall, Spring

CHST 2999 Internship in Children's Studies
This course offers up to three hours of academic credit (on a pass/fail basis) for an unpaid internship with an outside organization in some area of Children's Studies. Enrollment is restricted to Children's Studies minors and will require completion of a final written project as well as coordination with a site supervisor. For more information, please contact Dr. Wendy Anderson at andersonwl@wustl.edu or 314-935-9523.
Credit 3 units.
Typical periods offered: Fall, Spring

CHST 3000 Interdisciplinary Introduction to Children's Studies
What is childhood? Is it supposed to be happy? And what can children's books, toys, and memoirs tell us about the experience of childhood in a certain time and place? This course is designed to introduce students to the field of children's studies, including readings in the history and literature of global childhood, excerpts from children's films and TV, visits from Wash U. faculty studying children across various disciplines, and real or virtual field trips to a children's museum and a juvenile detention facility. The course is intended to give students a richly detailed picture of how children and childhood are dealt with as subjects throughout the curriculum and the impact these approaches have had on how the greater society thinks about children. Freshmen are welcome to enroll. This course fulfills the Social Contrasts requirement in Arts & Sciences.
Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

CHST 3003 Children's Publishing: History, Context & Craft
Publishing for children requires creativity, craft, and the ability to engage with the complex culture of childhood. This course will examine various facets of the children's publishing world-its history, its creative products, and its professional applications. In this course, we will explore critical moments in the history of children's publishing, including the innovations of notable publishers both in the Ango-American context and in East Asia, highlighting how social, educational, and technological factors impact publishing outputs. As part of this study, we will also explore current publishing houses and their philosophies, and interrogate a publisher's responsibility amid contemporary controversies. An analysis of representative and innovative board books, picture books, early readers, middle grade novels, and young adult graphic novels will facilitate a deeper understanding of genre, audience, and trends.
Credit 3 units. A&S IQ: HUM BU: HUM
Typical periods offered: Spring

CHST 3005 Childrens Picture Books: Culture and Content
Even in our world of apps and e-readers, paging through a picture book remains a beloved pastime for children. What has allowed the picture book to persist as a cultural object for over 300 years and what can it teach us about childhood? In this course, we will examine the history of the picture book, from the earliest illustrated educational texts to John Newbery's groundbreaking delights to the socially conscious picture books of the 21st century. We will use the picture book to trace important social and educational movements given its use as a tool to impart cultural values and knowledge. We will also examine important moments in picture book publishing history, most notably, the post-war Little Golden Books phenomenon. Authors and illustrators of study will include Randolph Caldecott, Beatrix Potter, Maurice Sendak, Ezra Jack Keats, Bruno Munari, Jerry Pinkney, Eric Carle, Tana Hoban, Leo and Diane Dillon, and Christian Robinson. Students will engage critically with both text and image, delving into the way images communicate meaning. The course will also contemplate important contemporary issues, most notably, race and representation in picture books and the rise of picture book bans. This course is well-suited for students interested in illustration, education, publishing, and cultural studies, and is appropriate for students pursuing the children's studies minor. This course will count towards the Publishing Concentration. For the concentration this course will provide a publishing elective.
Credit 3 units. A&S IQ: HUM BU: HUM EN: H
Typical periods offered: Fall

CHST 3330 Children and Censorship: What We Permit Children to Read and Why
The books that raise the issue of censorship most intensely are those written for children, not adults. Today, when parents seem more concerned than ever about what their children are exposed to, what children should read has become a burning issue, but an issue that often divides communities rather than uniting them. What is appropriate for children to read? Has this changed over time? Who determines what is appropriate reading material? And how have the issues of gender and race affected these determinations? In this course we will read and discuss many controversial children's books and comics, starting with Mark Twain's The Adventures of Huckleberry Finn and Helen Bannerman's Little Black Sambo, and work our way through to such modern children's authors as Sherman Alexie, Judy Blume, Maurice Sendak, Walter Dean Myers, and J.K. Rowling as well as R. Crumb's controversial and sexually explicit underground comics.
Credit 3 units.
Typical periods offered: Fall, Spring

CHST 3410 Children and Childhood in World Religions
This course will investigate the roles children play in some of the world's major religious traditions and how those traditions construct their concepts of childhood. From child disciples to child martyrs, from the miraculous childhoods of religious founders to the rites marking childhood's end, and from divine commandments involving fertility to those mandating celibacy, we will explore a wide range of different religions' teachings about children and childhood. We will combine primary and secondary sources including written texts, movies/video, and web-based content in order to learn more about the complex relationships between children and the religious traditions of Judaism, Christianity, Islam, Hinduism, Buddhism, and Confucianism.
Credit 3 units. A&S IQ: HUM, LCD BU: HUM, IS EN: H
Typical periods offered: Spring

CHST 3420 Childhood, Culture, and Religion in Medieval Europe and the Mediterranean World
From child saints to child scholars and from child crusaders to child casualties, the experience of childhood varied widely throughout the European Middle Ages. This course will explore how medieval Jews, Christians, and Muslims developed some parallel and some very much divergent concepts of childhood, childrearing, and the proper cultural roles for children in their respective societies. Our readings will combine primary and secondary sources from multiple perspectives and multiple regions of Europe and the Mediterranean World, including a few weeks on the history and cultural legacy of the so-called Children's Crusade of 1312. We will conclude with a brief survey of medieval childhood and its stereotypes as seen through contemporary children's books and TV shows. This course fulfills the Language & Cultural Diversity requirement for Arts & Sciences.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH, HUM EN: H
Typical periods offered: Spring

CHST 3996 Children's Studies Elective
Course is used for transcribing 3000-level CHST elective units.
Credit 3 units. EN: H, S
Typical periods offered: Fall, Spring, Summer

CHST 4000 Senior Seminar in Children's Studies
The WU Children's Studies Minor brings together a range of disciplinary and methodological approaches to the study of children and childhood. In this one-credit seminar, meeting for five three-hour evening sessions, junior and senior Children's Studies minors will discuss a series of interdisciplinary readings about the past and future

of Children's Studies as a field, reflect on their own pasts and futures in the Children's Studies Minor, and create and present portfolios of their minor experience. This course is a capstone experience for the minor in Children's Studies. Prerequisite: junior or senior standing and a minor in Children's Studies.
Credit 1 unit. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

CHST 4070 Topics in Youth Studies
This course is designed as a special topics on youth studies. The focus examines youth as a cultural group in the US and global context. It takes an interdisciplinary approach to explore youth, media arts, and culture and draws on education, sociology, cultural studies, and literature. Such topics as youth development, youth engagement, and youth empowerment provide entry points for understanding youth as learners, consumers, producers, and active members of society. Central to the course are youth's very own textual productions, including but are not limited to poems, performances, visual art, short documentaries, music videos, web blogs, and podcasts, among others. Readings, discussions, and other activities will culminate in an inquiry-based multimedia project about youth or a specific youth group/ organization.
Credit 3 units.
Typical periods offered: Fall, Spring

CHST 4996 Children's Studies Elective
Course is used for transcribing 4000-level CHST elective units
Credit 3 units. EN: H, S
Typical periods offered: Fall, Spring, Summer

CHST 4999 Independent Work in Children's Studies
This course provides credit for Children's Studies Minors who undertake a program of independent reading and/or research under the supervision of a faculty mentor on some subtopic within Children's Studies for which there is no regular course available. Please contact the Academic Coordinator for more information.
Credit 3 units.
Typical periods offered: Fall, Spring

Writing

WRITING 1004 Writing Identity
Who are you? This simple question becomes ever more complicated the more closely you examine it. How should you define yourself? By ancestry, hometown, gender, cultural allegiance, ethnic background, nationality, sexual preference, social class, personal history, fashion sense, career aspirations, taste in music, or by some other category? This course will examine the complexities of identity as they have been expressed in a wide variety of modern literary (and some philosophical) writings in order to develop the advanced reading, writing, and research skills that students need in a university setting. This course will satisfy the Writing 1 requirement.
Credit 3 units.

WRITING 1996 Writing Elective: 100-Level
Credit 3 units. EN: H

WRITING 2000 Rhetoric and Power
The study of rhetoric, one of the original seven Liberal Arts, is perhaps more relevant today, in a world where diverse opinions reverberate 24/7 from television and the internet, than in ancient times when rhetors invented arguments to help people choose the best course of action when they disagreed about important political, religious, or social issues. How do we make our voices heard? How can we invent and present compelling written discourse. This course will introduce students to common rhetorical principles and to the disciplinary history of rhetoric and compositional studies. Assignments in this class include rhetorical exercise in invention and craft, imitations, and varied compositions, ranging from the personal to critical, from the biographical to argumentative. We will examine rhetorical principles (audience, context, kairos, exigency, ethos, pathos, logos, and so forth) that are employed, for example, not only in literary analysis but in law, politics, education, and science. We will aim for a mastery of craft and a refinement of thought.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

WRITING 2001 Writing the Visual World
Art, like writing, is a form of storytelling. Yet while writers and artists set out with a purpose-a clear vision and intention-those motives may change or evolve throughout the creative process. In Bird by Bird, for instance, Anne Lamott likens the writing process to "watching a Polaroid develop." As a writer, she claims, "[y]ou can't-and, in fact, you're not supposed to-know exactly what the picture is going to look like until it has finished developing." It is only after "the portrait comes into focus, [that] you begin to notice all the props surrounding these people, and you begin to understand how props define us and comfort us, and show us what we value and what we need, and who we think we are." Likewise, in At Work, Annie Leibovitz recalls staging the portrait of John Lennon and Yoko Ono in "their apartment in the Dakota early in December" of 1980. Initially, Leibovitz had a clear vision and mission in mind; she conceived of the photo as a moment of stolen intimacy: "a simple kiss in a jaded time." But everything changed in an instant-in the blink of an eye. That night, Lennon was shot and killed while returning to the Dakota. In retrospect, recounts Leibovitz, the portrait "looks like a last kiss." This is a course about stories and storytelling. What stories do we tell and what stories are we told?? How does art (written, visual, and performative) enable us to share our experiences-to bring purpose and meaning to our lives and to the lives of others? Throughout this course, we will explore these (and other) questions by drawing from a broad range of discourse communities, including (but not limited to) art history, sociology, psychology, film studies, and cultural studies. We will read, write, and share (both instructor and students) expository prose (personal, persuasive, and interpretative) to consider our perception of and place within the visual world. This course does not count toward the Creative Writing Concentration. Design credit 3 units.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: CPSC, HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

WRITING 2002 The Sentence in English
Though formal knowledge of English grammar is not always necessary for effective writing, learning it can help students understand how sentences are put together, and it can allow them to develop their own writing using a new set of skills. The Reed-Kellogg system of diagramming is a method of learning grammar by creating pictures, or maps, of sentences. These pictures show the logical relations between words, phrases, and clauses, and they illustrate the choices writers are making as they craft individual sentences. Using a recent textbook by Eugene Moutoux, we will learn to diagram sentences both famous and ordinary, both contemporary and of historical interest. Our aims will be (1) to learn both the rules and the peculiarities of English grammar, (2) to understand how the structure of a sentence can influence its meaning, and (3) to use this knowledge productively in crafting and revising our own prose. By the end of the course, students should be

able to diagram just about any sentence in English, whatever the genre or time period, including their own. Extensive practice in writing and revising sentences will give students a consciousness of how grammar and syntax influence the meaning and effectiveness of their own writing.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

WRITING 2010 Practice in Composition
Study in fundamentals of rhetoric, consistency in grammatical structure, and varieties of usage with attention to audience adaptation and the writer's style. Frequent practice in writing, primarily exposition, although specific assignments are determined by the needs of each class. Limit: 15 students. Prerequisite: E Comp 100 or equivalent.
Credit 3 units.

WRITING 2100 Creative Nonfiction Writing 1
A course designed to introduce students to the fundamental craft elements involved in writing creative nonfiction. While the course will cover the major forms within the genre of creative nonfiction, including literary journalism, biography, profiles, nature writing and travel writing, special emphasis will be given to personal essay and memoir.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

WRITING 2200 Fiction Writing 1
A course designed to introduce students to the fundamental craft elements involved in writing fiction. PREREQ: Writing 1. 3 units.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

WRITING 2300 Poetry Writing 1
A course designed to introduce students to the fundamental craft elements involved in writing poetry. PREREQ: Writing 1. 3 units.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

WRITING 2996 Writing Elective: 200-Level
Credit 3 units. EN: H

WRITING 2999 Journalism: Communications Internship
For students undertaking projects in newspaper or magazine journalism, in radio or television, or in business, government, foundations, and the arts. The student must secure permission of the Chair of the Undergraduate Committee, file a description of his or her project with the Department and, at the end of the semester, submit a significant portfolio of writing together with an evaluation by the internship supervisor. Up to three units acceptable toward the Writing Minor, but cannot be counted toward the English Major or Literature Minor. Prereq: Writing 1. Must be taken Credit/No Credit.
Credit 3 units.
Typical periods offered: Fall, Spring

WRITING 3000 Argumentation
This upper-level writing course considers the strategies of argumentation emphasizing audience awareness, reflective thinking and strategic presentation. We will explore elements of argument such as enthymeme, the three appeals, claim types, and fallacies. Students will learn to evaluate a wide range of arguments (including their own), considering the rhetorical strategies that make for effective argumentative performance in a given situation. The course will involve regular practice in both written and oral argument. Prereq: Writing 1 (L13 100) and junior standing. A note for students and advisors: when registering refer to WebStac for updated information on section times and available seats.
Credit 3 units. A&S IQ: HUM, WI Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring, Summer

WRITING 3001 Exposition
This advanced writing course considers style in relationship to audience and purpose, asking the writer to engage more consciously with writing conventions, and to explore strategies appropriate to various writing situations. PREREQS: Writing 1 (L13 100) and junior standing. A note for students and advisors: when registering refer to WebStac for updated information on section times and available seats.
Credit 3 units. A&S IQ: HUM, WI Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

WRITING 3002 The Long Essay: Researched Writing
Credit 3 units. A&S IQ: HUM, WI BU: HUM EN: H
Typical periods offered: Fall

WRITING 3003 Political Writing
Defined most simply, politics is that which pertains to the affairs of the polis, one's community. In its real-life context, writing always interacts with a community in some way, engaging a defined audience to produce an intended effect. In this sense, writing always touches the affairs of a polis, and thus, writing is inherently political, regardless of whether the writer considers this during composition. In this class, we will focus on explicitly political writing by writers who are not politicians, that is to say, sanctioned experts in the affairs of the polis. Foregoing public policy memoranda and economic analyses, we will look at how journalists, grassroots organizers, and creative writers have consciously written to intervene in the affairs of their communities despite their outsider status. Using techniques of rhetorical analysis and logical structure, we will examine how these writers crafted works that inspire and move audiences through the conventions of several genres: essay, polemic, journalism, and satire.
Credit 3 units. A&S IQ: HUM, WI Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall

WRITING 3004 Writing and Medicine
Patients have always written about the experiences of being ill and of receiving treatment from doctors. Increasingly, doctors also are writing about their patients, and not always to praise them. Journalists are using the experiences of both patients and physicians to explore current problems in the health care system. We will read narrative and argumentative pieces by patients (such as Trillin, Hillenbrand, and Mairs), physicians (such as Gawande, Harper, Ofri, Chen, Khullar, and Mukherjee) and journalist-essayists (such as Specter, Epstein, and Aviv) to get a broad survey of the way these very public conversations among doctors, patients, and other stakeholders have been conducted over the past two decades or so. In this writing-intensive course, students will work on developing their own voices as writers, and on reading and commenting on the writing of their peers. Students will be enrolled from the waitlist; preference will be given to Medical Humanities minors, English majors and minors, and seniors.
Credit 3 units. A&S IQ: HUM, WI Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

WRITING 3005 Writing the Natural World
For students interested in the environment and natural sciences. This course brings together essays from a wide range of communities including biology, physics, medicine, environmental studies, creative writing and more. Readings and assignments are intended to enhance

students' understanding of the relationship between writing and their experience/knowledge of the natural world. Major assignments allow students to follow, explore, and write about their own unique interest in a related subject, and include a personal essay, an expository essay, and a researched argumentative essay, as well as peer review workshops, oral presentations, and revision. Students will record and explore their own experiences of nature in short creative assignments that prepare them for the major papers. Prerequisites: Writing 1 and junior standing.
Credit 3 units. A&S IQ: HUM, WI Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

WRITING 3030 Imaginative Fiction: Science Fiction and Fantast Writing
Credit 3 units.

WRITING 3080 Guided Research in Composition: Theory and Pedagogy of One-To-One Writing Instruction
This course teaches theoretical and practical approaches to the tutoring of writing, specifically focusing on tutoring writing within the context of undergraduate courses. Students will learn collaborative methods of tutoring writing, explore different approaches to writing comments on student work in various content areas, and examine the connections between writing and thinking. Students in this course will analyze their own writing processes and learn how to help others through the writing and revision process. Readings and discussions will focus on writing theory and pedagogy, and students will practice one-to-one methods in mock conferences and with sample essays. Assignments: two short essays, a longer research paper and presentation, and a journal.
Credit 3 units. A&S IQ: HUM BU: HUM EN: H
Typical periods offered: Spring

WRITING 3090 Topics in Composition
An advanced writing course focusing on selected topics related to writing. Topics to be chosen by department/instructor. See section description for details about specific class emphases. (Note: In some cases, this course may be cross-listed with other programs/departments and may satisfy the writing-intensive requirement.) PREREQ: Writing 1 (L13 100) and junior standing.
Credit 3 units. A&S IQ: HUM, WI Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

WRITING 3100 Creative Nonfiction Writing 2
This course is aimed at undergraduates who have taken Non-Fiction Writing 1 and wish to pursue both their development as writers and the study of craft in the context of a more rigorous workshop. PREREQ: Writing 1, Non-Fiction Writing 1.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

WRITING 3101 Creative Nonfiction: Personal Essay and Memoir
This is an intermediate course in writing creative nonfiction, with a concentration on personal essay and memoir. PREREQ: Creative Nonfiction Writing 1.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

WRITING 3102 Modern Humor Writing
This course will analyze and put into practice what makes good humor writing both good and humorous, from subject matter to the mechanics of setting up a punchline, from crafting an unexpected metaphor to perfecting the reversal.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

WRITING 3103 Music Journalism
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

WRITING 3104 Cultural Journalism
In the Internet Age, journalism has migrated from traditional, or legacy institutions (book publishers, film & television production companies, newspapers) to digital versions of the same thing, however the craft remains tied to its legacy models. The migration online has endangered certain ecologies of journalistic practice - in particular, arts journalism, especially criticism, the long form investigative essay, and foreign reporting. The first two of these three fit under what I describe as cultural journalism, and our purpose in this class is to practice what have been Cultural Journalism's forms, at the same time as we inquire into the modes and genres that are its future.
Credit 3 units. A&S IQ: HUM, WI Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

WRITING 3200 Fiction Writing 2
This course is aimed at undergraduates who have taken Fiction Writing 1 and wish to pursue both their development as writers and the study of craft in the context of a more rigorous workshop. PREREQ: Writing 1, Fiction Writing 1. 3 units.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

WRITING 3201 Fiction Writing: The Short-Short, Sudden Fiction, and Microfiction
This course is aimed at undergraduates who have taken Fiction Writing 1 or Poetry Writing 1 and wish to further explore the craft of fiction through the medium of the short-short story-a story. The course will focus on reading, writing, and thinking critically about short-shorts.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

WRITING 3202 Fiction Writing: Coming of Age in the Short Story
A fiction writing course that explores coming of age themes.
Credit 3 units. A&S IQ: HUM BU: HUM EN: H

WRITING 3203 Fiction Writing: Stories in the Suburbs
In the fifties, the suburbs were still somewhat of a novelty in American culture-most people still lived in cities and small towns, or on the farm. Back then, Levitowns and the like were embraced with either gee-whiz optimism, or seen as sinister dystopias where youth, ideals, and romance went to fester and die. But now that the American mainstream is stucco McMansions, strip malls, and big box stores; now that the suburbs have become more ethnically diverse; now that literature is being generated from these places instead of just about them, how have stories set in the 'burbs changed? We'll read short stories written from the fifties until the present day exploring this particular setting, and, through a series of exercises, workshops, and our own short fiction, we'll explore the milieu as writers (whether we happen to be from the suburbs or not), always on the lookout for the unexpected in these familiar places.
Credit 3 units. A&S IQ: HUM BU: HUM EN: H

WRITING 3204 Fiction Writing: Fiction and Obsession
Desire is at the heart of fiction, from the forces that drive the decisions characters make to the ways stories work on us as readers.
Credit 3 units. A&S IQ: HUM BU: HUM EN: H

WRITING 3205 Fiction Writing: Historical Fiction
A literature/creative writing hybrid course, students will read a number of contemporary historical fictions and then write one of their own. We'll consider the ways in which these fictions inhabit, depart from, and reflect upon the historiography and history they're built from--upon the indeterminacy of the historical record, and the limits of its reach--but we'll also discuss fiction's reponsibility to historical facts and documents, and the relevance of fictions among non-fictions in approaching an event or figure. PREREQ: Writing 1, Fiction 1
Credit 3 units. A&S IQ: HUM BU: HUM EN: H

WRITING 3208 Imaginative Fiction: Science Fiction and Fantasy
In his introduction to "McSweeney's Mammoth Treasury of Thrilling Tales," editor Michael Chabon laments, "As late as about 1950, if I referred to 'short fiction,' I might have been talking about any one of the following kinds of stories: the ghost story; the horror story; the detective story; the story of suspense, terror, fantasy, or the macabre; the sea, adventure, spy, war, or historical story; the romance story." Today, of course, if readers were to go looking for science fiction or fantasy stories (to say nothing of the other genres Chabon references) in their local bookstore, they would find them shunted to their own section, safely cordoned off from the aisles of "mainstream" fiction. In this course, we will examine, from a writerly perspective, the nature of that divide. Is it merited? Are science fiction and fantasy stories so fundamentally different in their construction from their conventional counterparts as to require a radically different approach, and if so, what unique devices do writers of imaginative fiction employ to set their stories apart? Our guide in this exploration will be Jeff Vandermeer's "Wonderbook: The Illustrated Guide to Creating Imaginative Fiction," which we will be considering not just as an instruction manual, but as a representative text. How does Wonderbook -- in its content, construction, and conceit -- differ from more standard writing reference books? How is it similar? In what ways does Vandermeer's guide embody its subject matter? To aid us in this examination, we will be considering contemporary science fiction and fantasy stories by writers on both sides of the genre fence. The purpose of our reading is generative as well as illustrative. We seek to employ what we learn. There will be multiple writing exercises building towards a 10- to 20-page science fiction or fantasy story. As a final project, students will submit their collected writings as part of their own Wonderbook.
Credit 3 units. A&S IQ: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

WRITING 3210 Mellon Undergraduate Fellows Seminar
Credit 1.5 units. A&S IQ: HUM BU: HUM

WRITING 328 Seminar On the Theory and Practice of Tutoring Writing
This course teaches the art of one-to-one writing instruction. Students will discuss several theoretical models of writing instruction and learn how to use these models in their own tutoring practice. While exploring their own writing processes, students will learn how to help other writers strengthen and clarify their ideas through the process of revision. The course emphasizes interpersonal dynamics, audience adaptation, and collaborative learning. Students will practice tutoring each other in class and eventually lead some tutoring sessions of their own, whether in other classes, The Writing Center, or the St. Louis community. Assignments: five essays and a journal. Prerequisites: Recommendation of an instructor, a writing sample, and instructor's permission.
Credit 3 units. A&S IQ: HUM BU: HUM EN: H

WRITING 3300 Poetry Writing 2
This course is aimed at undergraduates who have taken Poetry Writing 1 and wish to pursue both their development as poets and the study of craft in the context of a more rigorous workshop. PREREQ: Writing 1, Poetry Writing 1. 3 units.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

WRITING 3400 Introduction to Playwriting
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

WRITING 3401 Topics in Composition
Topics intended to increase the range and skill of writers who have already attained satisfactory competence. Typical subjects include applications of classical and modern rhetoric, writing problems in a variety of professional fields, differences between essay and research writing. Prerequisites: College Writing and junior standing.
Credit 3 units. A&S IQ: HUM, WI BU: HUM
Typical periods offered: Fall, Spring

WRITING 3402 Topics in Composition
This craft course will examine the techniques and approaches used to create renderings of real people on the page. Our reading will be a mix of essay-length personal portraits (in which the subject is someone known to the writer) and article-length profiles (in which the subject is someone in the public arena) as well as two book-length works of portraiture. Writers of shorter works will include Edwidge Danticat, John Berger, Susan Orlean, Jamaica Kincaid, Lillian Ross, Joseph Mitchell, Hilton Als, Alicia Ostriker, Larissa MacFarquhar, Bernard Cooper, John McPhee, Rachel Kaadzi Ghansah, Joseph Epstein, Kay Larson, and others. Students will write several short exercises leading up to two longer works, one portrait and one profile. Open to undergraduate students who have completed Creative Nonfiction 1. This course counts toward the Creative Writing Concentration.
Credit 3 units. A&S IQ: HUM BU: HUM EN: H
Typical periods offered: Fall

WRITING 3500 Copyediting
This course fulfills one of the requirements of the Publishing track in the English major, but all students who wish to improve their skills in editing and revision are welcome. We will begin with definitions of editing in the publishing world, but move quickly to focus on the practice of editing for grammar, syntax, and mechanics. While learning the conventions for edited prose suggested by the Chicago Manual of Style, we will note how arbitrary those conventions are by looking at other systems (e.g., MLA, APA, AMA) next to Chicago's. Two exams will assess what students have learned about editorial practice, including citation of source, as well as grammar, syntax, and style. Three written projects will ask students to do their most careful work in editing, analysis, and revision. The final project, with presentation, will ask students to learn about fact checking. Active participation in discussions of this often controversial material will be expected.
Credit 3 units. A&S IQ: HUM BU: HUM EN: H
Typical periods offered: Fall

WRITING 3601 The Art of Publishing
This course introduces students to the art and craft of book publishing through a practical emphasis on types of writing and thinking that are specific to publishing, and by creative engagement with the variety of forms books now take in our culture. As part of our study, we will follow two different books through the publication process, studying the different roles (editor, designers, marketer, publicist) that contributed to their creation and their published life. We will have frequent class Zoom

visits by book professionals who worked on the books we are studying, as well as writing assignments (such as reader's reports, jacket copy, and book reviews) that put you in the position of working on these titles yourself. And we will have creative assignments in which you apply what you've learned to hypothetical publishing projects of your own. NOTE: This course is one of three required courses for students enrolled in the Publishing Concentration.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Spring

WRITING 3900 Mellon Undergraduate Fellows Seminar
Credit 1.5 units. A&S IQ: HUM, WI Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Spring

WRITING 3901 Mellon Undergraduate Fellows Seminar
Credit 1.5 units. A&S IQ: HUM, WI Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Spring

WRITING 3902 Mellon Undergraduate Fellows Seminar
Credit 3 units. A&S IQ: HUM, WI BU: HUM EN: H
Typical periods offered: Fall, Spring

WRITING 3903 Kling Undergraduate Honors Fellowship Seminar
Credit 3 units. A&S IQ: HUM, WI BU: HUM EN: H

WRITING 3996 Writing Elective: 300-Level
Credit 3 units. EN: H

WRITING 3999 Independent Study
This independent study in creative writing is for students who have taken the 200-level introductory course in the genre they want to focus on with the instructor. The whole syllabus should be directed toward developing the student's higher-level skills, among them the capacity to reflect on craft methods. It is strongly recommended that two to four multiple-page written assignments be assigned over the course of the semester.
Credit 3 units.
Typical periods offered: Fall, Spring

WRITING 4000 Prose Style in English: History and Craft
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall

WRITING 4090 Topics in Composition
Topics course to vary according to semester offerings.
Credit 3 units. A&S IQ: HUM BU: HUM EN: H
Typical periods offered: Fall

WRITING 4100 Advanced Nonfiction
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Spring

WRITING 4110 Proseminar in Writing: Nonfiction Prose
For students qualified to pursue their own projects in nonfiction prose; criticism by other members of the class and by the instructor. Limit: 12 students. Prerequisite: permission of instructor upon submission of writing samples.
Credit 3 units.

WRITING 4200 Advanced Fiction Writing
For qualified students who wish to continue their creative writing and reading through immersion in an intensive fiction workshop. Students wishing to enroll must not only register but also submit a 15 page (double-spaced) fiction sample. The sample must include a cover page with: your name, the semester you took Fiction Writing 2, and the name of the Fiction Writing 2 instructor. Submit samples to the English Dept. mailbox of the L13 421 instructor no later than April 20th. No one is officially enrolled in this class until contacted by the instructor. PREREQ: Writing 1, Fiction Writing 1, Fiction Writing 2.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Spring

WRITING 4210 Craft of Fiction
A literature/creative writing hybrid course; students will read a number of contemporary historical fictions-an increasingly important and innovative genre-and then write one of their own.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

WRITING 4240 Poetry Tutorial
These credits are available to students who have completed Poetry I and Poetry II. This is an opportunity for students who have already completed Advanced Poetry, or who are not able to take Advanced Poetry because of scheduling conflicts, to meet individually with the instructor to develop a portfolio of poems. During weekly meetings students will explore various writing processes and revision techniques. There will be directed readings and discussions of selected topics related to contemporary poetry and poetics. Credits may be taken concurrently with Advanced Poetry. Permission of the instructor is required.
Credit 3 units. A&S IQ: HUM BU: HUM EN: H
Typical periods offered: Spring

WRITING 4300 Advanced Poetry Writing
For qualified students who wish to continue their creative writing and reading through immersion in an intensive poetry workshop. Students wishing to enroll must not only register but also submit 8 poems. The sample must include a cover page with: your name, the semester you took Poetry Writing 2, and the name of the Poetry Writing 2 instructor. Submit samples to the English Dept. mailbox of the L13 421 instructor no later than April 20th. No one is officially enrolled in this class until contacted by the instructor. PREREQ: Writing 1, Poetry Writing 1, Poetry Writing 2. 3 units.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Spring

WRITING 4310 The Craft of Poetry
This course is for writers who wish to study long-form poetic composition and book arrangement. The major assignment will be to compose a poem or poetic sequence of considerable length. Gwendolyn Brooks (The Anniad) and Theresa Hak Kyung Cha (Dictee) will be chief among our guides. We will study how poets arrange their books, and we will also make a brief foray into the material history of the book. Texts by Rosa Alcalá, John Ashbery, Daniel Borzutzky, Barbara Guest, Lyn Hejinian, Lorine Niedecker, Alice Notley, George Oppen, Ed Roberson, Brian Teare, and Simone White will also be included. This course counts toward the creative writing concentration. Prerequisite: L13 322.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

WRITING 4400 Topics in Composition
Composition topics course -- offerings will vary from semester to semester.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall

WRITING 4401 Critic as Writer
This course's premise is that critical writing--about fiction, poetry, visual art, and culture generally--is a genre capable of as full a range of expression as any, as potentially artful as any; that at its best, criticism is art. The course will be part survey, part workshop. The workshop aspect will entail writing two different works within the genre, chosen from among the various types of critical writing we survey. For the survey aspect, we'll read book reviews to manifestos to book-length poetic-critical hybrids. The goal is not really compare-and-contrasting but rather considering each form within its rhetorical context and seeing what we can learn. We might look at how a single writer handles various subjects, and at how various writers handle a single subject. Writers we have read in past years, and are likely to read this semester, include Susan Howe, James Baldwin, Dave Hickey, Anne Carson, William Carlos Williams, Carl Phillips, Susan Sontag, James Wood, Maggie Nelson, Oscar Wilde, Maureen N. McLane, and Renee Gladman. We will definitely read Roland Barthes. This course counts toward the Creative Writing Concentration.
Credit 3 units. A&S IQ: HUM BU: HUM EN: H
Typical periods offered: Fall

WRITING 4402 Creative Writing Capstone Seminar
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Spring

WRITING 4410 Writing for Children and Young Adults
In this course we will examine various genres of writing for young people: poetry, fiction, and non-fiction.
Credit 3 units.

WRITING 4996 Writing Elective: 400-Level
Credit 3 units. EN: H

WRITING 4999 Independent Study
This independent study in creative writing is envisioned as more specialized than a 300-level course, with students intensively investigating a particular topic, theme, craft element, genre, and so on. Students should, along with the instructor, create an intensive reading list in the area of focus and complete a substantial creative project during the semester.
Credit 3 units. BU: SCI
Typical periods offered: Fall, Spring

English Literature Major

Program Requirements

- **Total Units Required:** 30
- **Grade Required:** C or above

Required Courses

Code	Title	Units
ELIT 2151	Early Texts & Contexts	3
ELIT 2152	Modern Texts & Contexts	3
ELIT 3000	Introduction to Literary Theory	3

Requirements

In addition to the 9 units of required coursework, students must complete 21 units of upper-division (3000- and 4000-level) coursework (at least 6 units of which must be at the 4000 level), distributed as follows. Students must earn a C or better in all courses to count them toward the major.

1. Historical requirements

Three historical courses covering three of the following five historical periods in American, British, or Anglophone literature and including at least one course from each of the following two groups:

Group 1

- Medieval

Code	Title	Units
ELIT 3103	Introduction to Old English Language and Literature	3
ELIT 3139	Topics - Queer Medievalisms	3
ELIT 3153	Reading Sex in Premodern England: Medieval Sexualities	3
ELIT 3153	Topics - Reading Sex in Premodern England: Monstrous Desire from Eros to Eroticism in the Early Modern Period	3
ELIT 4101	Medieval Dream Visions	3
ELIT 4102	Medieval Women's Writing	3
ELIT 4158	Chaucer	3
ELIT 4158	Global Chaucer	3

- Early Modern

Code	Title	Units
ELIT 3114	Shakespeare And The City	3
ELIT 3118	Topics - Early Modern Misbehavior	3
ELIT 3140	Topics - Drama Queens: Cleopatra in Elizabethan England	3
ELIT 3140	Topics - Early Modern Frenemies: Literary Competition, Envy and Admiration	3
ELIT 3154	The Renaissance - Magic and Mayhem, Desire and Disguise: A Novel Beginning	3
ELIT 3154	The Renaissance - The Marvelous and the Monstrous in Early Modern Literature	3
ELIT 3155	Topics - The Renaissance of Doubt	3
ELIT 3162	Shakespeare in Performance	3
ELIT 3163	Shakespeare - The Godly and Grotesque	3

ELIT 4103	The Cultural Poetics of the Early Modern Book	3
ELIT 4123	Topics - Early Modern Comedy	3
ELIT 4201	Spenser / Spenser Lab	4
ELIT 4323	Reading in the Renaissance: Literature and Media in Early Modern England	3

Group 2

- The 18th Century

Code	Title	Units
ELIT 3116	Topics - The Savage and the Civilized	3
ELIT 3116	Topics - Island Stories	3
ELIT 3125	Selected Writers - Jane Austen	3
ELIT 4146	Topics - Inventing The Novel	3
ELIT 4148	Topics - The Secret Life of Things	3

- The 19th Century

Code	Title	Units
ELIT 3111	Topics - Black Riders: 19th Century African American Print Culture	3
ELIT 3113	River, Marsh, Coast - American Literature and the Environment	3
ELIT 3114	Topics - 19th Century Science Fiction	3
ELIT 3117	Topics - Gothic Traditions: From Frankenstein to Dracula	3
ELIT 3130	A History Of The Golden Age Of Childrens' Literature	3
ELIT 3153	Topics - Scribbling Women: 19th Century Women Writers	3
ELIT 4109	Topics - Best Sellers and Baggy Monsters: Victorian Serial Fiction	3
ELIT 4109	Wilde Times - Aestheticism and Decadence	3
ELIT 4109	Topics - Literature and Religion in an Age of Doubt	3
ELIT 4110	Topics - The Literature of Climate Change	3
ELIT 4110	Topics - Henry James: The American in Europe	3
ELIT 4110	Topics - Bodies in Pain: Disability and Illness in the 19th Century	3
ELIT 4112	Topics - American Women Poets and the Trouble with Normal	3
ELIT 4112	Topics - Whitman, Dickinson, and the Trouble with Normal	3
ELIT 4115	Topics - Romanticism, Post-Romanticism and the Problem of Belief	3
ELIT 4118	Topics - Refounding America: Emerson and the American Renaissance, 1836-1860	3
ELIT 4125	Topics - 19th Century American Drama	3
ELIT 4155	Frankenstein: Origins and Afterlives	3

- The 20th Century and Later

Code	Title	Units
ELIT 3100	The Great American Novel	3
ELIT 3105	Caribbean Literature in English	3
ELIT 3105	Topics - Welcome to the Party: Black Nightlife in the United States	3
ELIT 3106	Topics - Gender and Sexuality in American Asian Lit	3
ELIT 3107	Topics - International Modernism	3
ELIT 3111	Topics - Asian American Fictions: Space, Place and the Makings of Asian America	3
ELIT 3111	Topics - Asian American Writings: Contesting American Constructions of the Alien Other	3
ELIT 3112	James Baldwin Now	3
ELIT 3113	Topics - Turn and Face the Strange: Alienation and Transformation in Modern Literature and Contemporary Music	3
ELIT 3113	Topics - The 1960s: Literature, Culture, Politics and the Beginnings of Now	3
ELIT 3114	Topics - Excellent Women: Spinsters, Singletons and Sorcerers	3
ELIT 3114	Topics - You Are Being Watched: The Work of Art in the Age of Surveillance Capitalism	3
ELIT 3115	Topics - SF/SF	3
ELIT 3116	Topics - The Nightmare Canon: American Horror Stories	3
ELIT 3117	Topics- The Small Press in the 20th Century	3
ELIT 3118	Topics - The Cultural History of the American Teenager	3
ELIT 3118	Topics - Contemporary Women Writers	3
ELIT 3138	Introduction to Postcolonial Literature	3
ELIT 3139	Topics - Feminist Science Fiction: Reproduction, Death and the Beyond	3
ELIT 3139	Topics - Law and Literature	3
ELIT 3140	Topics - The Big World of the Little African Magazine	3
ELIT 3140	Topics - The Multiethnic Graphic Novel in 20th and 21st Century American Popular Culture	3
ELIT 3140	Topics - What If? On Counterfactual Fiction	3
ELIT 3142	Topics - From Ghetto to Gated: Blacks and Jews in America	3
ELIT 3160	Topics - African American Writers Since the Harlem Renaissance	3
ELIT 3161	African Literature in English	3
ELIT 3501	Topics - 30 Years Of Queer	3
ELIT 3501	Topics - The Body in Pain	3

ELIT 3502	Topics - Girls' Fiction	3
ELIT 3517	Topics - Memory and Narrative: The Literature of Memory	3
ELIT 3518	Topics - On Time: Clocks, Calendars and Crisis in Modern British and Anglophone Fiction	3
ELIT 3571	Global Poetics	3
ELIT 4110	Topics - The Novel and Globalisation	3
ELIT 4110	Predicting A Bestseller	3
ELIT 4111	Topics - The Harlem Renaissance at 100: Reconceiving Black American Modernism	3
ELIT 4111	Topics - Food and Literature	3
ELIT 4111	Topics - Diaspora and the African American Literary Tradition	3
ELIT 4111	Topics - Popular Music and American Literature from Rag to Rap	3
ELIT 4112	The Art Of Black Social Movements	3
ELIT 4112	Topics - American Women Writers and Modernism	3
ELIT 4114	Topics - Slavery and its Legacies	3
ELIT 4116	It Did Happen Here - Authoritarianism and Anti-Authoritarianism in American Thought	3
ELIT 4127	James Joyce's Ulysses	3
ELIT 4132	Modernist Poetry	3
ELIT 4133	Topics - Modern Irish Poetry	3
ELIT 4146	Topics - Literature and Culture of the 1960s	3
ELIT 4146	Topics - Fictions of the Anthropocene	3
ELIT 4148	Topics - Queer Youth: LGBTQ Narratives of Coming-of-Age and Coming Out in North America	3
ELIT 4156	Selected Writers - Virginia Woolf: Novelist and Feminist	3
ELIT 4299	Research Lab: The Modernist Pre-History of Facial Recognition	3

2. One course centered on either global or minority literatures

At least one 3000- or 4000-level literature course must be taken in one of the following areas:

- *Global literatures* in English, defined as the Anglophone literatures of Africa, the Caribbean, South Asia, and other non-British or non-U.S. territories
- *Minority literatures* of the United States or the United Kingdom, which include Anglophone African American, Asian American, Native American, Latinx, and Black British writing.

Code	Title	Units
ELIT 3105	Caribbean Literature in English	3
ELIT 3106	Topics - Gender and Sexuality in American Asian Literature	3
ELIT 3111	Welcome to the Party - Black Nightlife in the United States	3
ELIT 3111	Topics - Asian American Writings: Contesting American Constructions of the Alien Other	3
ELIT 3112	James Baldwin Now	3
ELIT 3126	Selected Writers: Toni Morrison	3
ELIT 3138	Introduction to Postcolonial Literature	3
ELIT 3139	Topics - Passing: Identities Lost and Found	3
ELIT 3140	Topics - The Big World of the Little African Magazine	3
ELIT 3141	Topics - The Practice of Diaspora: Literatures of Race, Power and Cultural Crossings	3
ELIT 3141	Topics - The Discontents of Globalization	3
ELIT 3142	Topics - From Ghetto to Gated: Blacks and Jews in America	3
ELIT 3160	Topics - African American Writers Since the Harlem Renaissance	3
ELIT 3161	African Literature in English	3
ELIT 3420	Topics - Masculinity and 20th Century African American Literature	3
ELIT 3571	Global Poetics	3
ELIT 3881	Topics - Black Women Writers	3
ELIT 4111	Topics - The Harlem Renaissance at 100: Reconceiving Black American Modernism	3
ELIT 4111	Topics - Diaspora and the African American Literary Tradition	3
ELIT 4111	Topics - Popular Music and American Literature from Rag to Rap	3
ELIT 4112	The Art of Black Social Movements	3
ELIT 4114	Topics - Slavery and its Legacies	3
ELIT 4116	Topics - The Digital Black Atlantic	3
ELIT 4505	Interdisciplinary Topics in the Humanities: Freedom / Information / Acts	3
ELIT 4530	Topics - Stars of the Canon	3
AFAS 3254	African Americans and Childrens' Literature	3
AFAS 3451	Topics in African American Literature - Rebels, Sheroes and Race Men	3
AFAS 3550	Undoing Empire - Introduction to Postcolonial Writing and Art	3

Courses applied to this requirement may also satisfy other English major requirements involving historical range (requirement 1) and the need to complete two 4000-level courses.

3. Portfolio capstone

All majors are required to complete a portfolio capstone project, for which the student provides a 2000-level paper, a 4000-level paper, and a brief essay (two to three pages) that reflects on the student's overall learning experience in the major.

4. Electives

All majors are required to complete four different elective courses, one of which may be either an English first-year or sophomore seminar. These seminars, usually topically focused, cannot be used to fulfill the historical distribution requirement. Students may count up to nine upper-division units in courses labeled WRITING as electives toward the English major.

Additional Information

- Only one non-ELIT or non-WRITING course may be counted toward the 21 units required. The two required 4000-level courses must be ELIT.
- A maximum of 6 units from the School of Continuing & Professional Studies and/or Summer School courses may count toward the major. These selections require English department approval.
- Study abroad students are expected to complete the 2000-level prerequisite courses and at least two upper-level courses in English literature before going abroad.
- 3 units of 3000- or 4000-level courses in the literature of a language other than English may be counted toward the English major, as an elective, provided that the reading for the course was done in the original language and that the course is not also being credited towards another program.
- Before the end of their junior year, majors are encouraged to consult with advisors regarding the fulfillment of major requirements.

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English Literature Major, Creative Writing Specialization

Program Requirements

- **Total Units Required:** 36
- **Grade Required:** C or above

Required Courses

Code	Title	Units
ELIT 2151	Early Texts & Contexts	3
ELIT 2152	Modern Texts & Contexts	3
ELIT 3000	Introduction To Literary Theory	3

Requirements

In addition to the 9 units of required coursework, students must complete 27 units of coursework, 24 of which must be upper-division (3000- and 4000-level) coursework, and at least 6 units of which must be at the 4000 level, distributed as follows. Students must earn a C or better in all courses to count them toward the major.

1. Historical requirements

Three historical courses covering three of the following five historical periods in American, British, or Anglophone literature and including at least one course from each of the following two groups:

Group 1

- Medieval

Code	Title	Units
ELIT 3103	Introduction to Old English Language and Literature	3
ELIT 3139	Topics - Queer Medievalisms	3
ELIT 3153	Reading Sex in Premodern England: Medieval Sexualities	3
ELIT 3153	Topics - Reading Sex in Premodern England: Monstrous Desire from Eros to Eroticism in the Early Modern Period	3
ELIT 4101	Medieval Dream Visions	3
ELIT 4102	Medieval Women's Writing	3
ELIT 4158	Chaucer	3
ELIT 4158	Global Chaucer	3

- Early Modern

Code	Title	Units
ELIT 3114	Shakespeare And The City	3
ELIT 3118	Topics - Early Modern Misbehavior	3
ELIT 3140	Topics - Drama Queens: Cleopatra in Elizabethan England	3
ELIT 3140	Topics - Early Modern Frenemies: Literary Competition, Envy and Admiration	3
ELIT 3154	The Renaissance - Magic and Mayhem, Desire and Disguise: A Novel Beginning	3
ELIT 3154	The Renaissance - The Marvelous and the Monstrous in Early Modern Literature	3
ELIT 3155	Topics - The Renaissance of Doubt	3
ELIT 3162	Shakespeare in Performance	3
ELIT 3163	Shakespeare - The Godly and Grotesque	3
ELIT 4103	The Cultural Poetics of the Early Modern Book	3
ELIT 4123	Topics - Early Modern Comedy	3
ELIT 4201	Spenser / Spenser Lab	4
ELIT 4323	Reading in the Renaissance: Literature and Media in Early Modern England	3

Group 2

- The 18th Century

Code	Title	Units
ELIT 3116	Topics - The Savage and the Civilized	3
ELIT 3116	Topics - Island Stories	3
ELIT 3125	Selected Writers - Jane Austen	3
ELIT 4146	Topics - Inventing The Novel	3
ELIT 4148	Topics - The Secret Life of Things	3

- The 19th Century

Code	Title	Units
ELIT 3111	Topics - Black Riders: 19th Century African American Print Culture	3
ELIT 3113	River, Marsh, Coast - American Literature and the Environment	3
ELIT 3114	Topics - 19th Century Science Fiction	3
ELIT 3117	Topics - Gothic Traditions: From Frankenstein to Dracula	3
ELIT 3130	A History Of The Golden Age Of Childrens' Literature	3
ELIT 3153	Topics - Scribbling Women: 19th Century Women Writers	3
ELIT 4109	Topics - Best Sellers and Baggy Monsters: Victorian Serial Fiction	3
ELIT 4109	Wilde Times - Aestheticism and Decadence	3
ELIT 4109	Topics - Literature and Religion in an Age of Doubt	3
ELIT 4110	Topics - The Literature of Climate Change	3
ELIT 4110	Topics - Henry James: The American in Europe	3
ELIT 4110	Topics - Bodies in Pain: Disability and Illness in the 19th Century	3
ELIT 4112	Topics - American Women Poets and the Trouble with Normal	3
ELIT 4112	Topics - Whitman, Dickinson, and the Trouble with Normal	3
ELIT 4115	Topics - Romanticism, Post-Romanticism and the Problem of Belief	3
ELIT 4118	Topics - Refounding America: Emerson and the American Renaissance, 1836-1860	3
ELIT 4125	Topics - 19th Century American Drama	3
ELIT 4155	Frankenstein: Origins and Afterlives	3

- The 20th Century and Later

Code	Title	Units
ELIT 3100	The Great American Novel	3
ELIT 3105	Caribbean Literature in English	3
ELIT 3105	Topics - Welcome to the Party: Black Nightlife in the United States	3
ELIT 3106	Topics - Gender and Sexuality in American Asian Lit	3
ELIT 3107	Topics - International Modernism	3
ELIT 3111	Topics - Asian American Fictions: Space, Place and the Makings of Asian America	3
ELIT 3111	Topics - Asian American Writings: Contesting American Constructions of the Alien Other	3
ELIT 3112	James Baldwin Now	3
ELIT 3113	Topics - Turn and Face the Strange: Alienation and Transformation in Modern Literature and Contemporary Music	3
ELIT 3113	Topics - The 1960s: Literature, Culture, Politics and the Beginnings of Now	3
ELIT 3114	Topics - Excellent Women: Spinsters, Singletons and Sorcerers	3
ELIT 3114	Topics - You Are Being Watched: The Work of Art in the Age of Surveillance Capitalism	3
ELIT 3115	Topics - SF/SF	3
ELIT 3116	Topics - The Nightmare Canon: American Horror Stories	3
ELIT 3117	Topics- The Small Press in the 20th Century	3
ELIT 3118	Topics - The Cultural History of the American Teenager	3
ELIT 3118	Topics - Contemporary Women Writers	3
ELIT 3138	Introduction to Postcolonial Literature	3
ELIT 3139	Topics - Feminist Science Fiction: Reproduction, Death and the Beyond	3
ELIT 3139	Topics - Law and Literature	3
ELIT 3140	Topics - The Big World of the Little African Magazine	3
ELIT 3140	Topics - The Multiethnic Graphic Novel in 20th and 21st Century American Popular Culture	3
ELIT 3140	Topics - What If? On Counterfactual Fiction	3
ELIT 3142	Topics - From Ghetto to Gated: Blacks and Jews in America	3
ELIT 3160	Topics - African American Writers Since the Harlem Renaissance	3
ELIT 3161	African Literature in English	3
ELIT 3501	Topics - 30 Years Of Queer	3
ELIT 3501	Topics - The Body in Pain	3
ELIT 3502	Topics - Girls' Fiction	3
ELIT 3517	Topics - Memory and Narrative: The Literature of Memory	3
ELIT 3518	Topics - On Time: Clocks, Calendars and Crisis in Modern British and Anglophone Fiction	3
ELIT 3571	Global Poetics	3

ELIT 4110	Topics - The Novel and Globalisation	3
ELIT 4110	Predicting A Bestseller	3
ELIT 4111	Topics - The Harlem Renaissance at 100: Reconceiving Black American Modernism	3
ELIT 4111	Topics - Food and Literature	3
ELIT 4111	Topics - Diaspora and the African American Literary Tradition	3
ELIT 4111	Topics - Popular Music and American Literature from Rag to Rap	3
ELIT 4112	The Art Of Black Social Movements	3
ELIT 4112	Topics - American Women Writers and Modernism	3
ELIT 4114	Topics - Slavery and its Legacies	3
ELIT 4116	It Did Happen Here - Authoritarianism and Anti-Authoritarianism in American Thought	3
ELIT 4127	James Joyce's Ulysses	3
ELIT 4132	Modernist Poetry	3
ELIT 4133	Topics - Modern Irish Poetry	3
ELIT 4146	Topics - Literature and Culture of the 1960s	3
ELIT 4146	Topics - Fictions of the Anthropocene	3
ELIT 4148	Topics - Queer Youth: LGBTQ Narratives of Coming-of-Age and Coming Out in North America	3
ELIT 4156	Selected Writers - Virginia Woolf: Novelist and Feminist	3
ELIT 4299	Research Lab: The Modernist Pre-History of Facial Recognition	3

2. One course centered on either global or minority literatures

At least one 3000- or 4000-level literature course must be taken in one of the following areas:

- *Global literatures* in English, defined as the Anglophone literatures of Africa, the Caribbean, South Asia, and other non-British or non-U.S. territories
- *Minority literatures* of the United States or the United Kingdom, which include Anglophone African American, Asian American, Native American, Latinx, and Black British writing.

Code	Title	Units
ELIT 3105	Caribbean Literature in English	3
ELIT 3106	Topics - Gender and Sexuality in American Asian Literature	3
ELIT 3111	Welcome to the Party - Black Nightlife in the United States	3
ELIT 3111	Topics - Asian American Writings: Contesting American Constructions of the Alien Other	3
ELIT 3112	James Baldwin Now	3
ELIT 3126	Selected Writers: Toni Morrison	3
ELIT 3138	Introduction to Postcolonial Literature	3
ELIT 3139	Topics - Passing: Identities Lost and Found	3
ELIT 3140	Topics - The Big World of the Little African Magazine	3
ELIT 3141	Topics - The Practice of Diaspora: Literatures of Race, Power and Cultural Crossings	3
ELIT 3141	Topics - The Discontents of Globalization	3
ELIT 3142	Topics - From Ghetto to Gated: Blacks and Jews in America	3
ELIT 3160	Topics - African American Writers Since the Harlem Renaissance	3
ELIT 3161	African Literature in English	3
ELIT 3420	Topics - Masculinity and 20th Century African American Literature	3
ELIT 3571	Global Poetics	3
ELIT 3881	Topics - Black Women Writers	3
ELIT 4111	Topics - The Harlem Renaissance at 100: Reconceiving Black American Modernism	3
ELIT 4111	Topics - Diaspora and the African American Literary Tradition	3
ELIT 4111	Topics - Popular Music and American Literature from Rag to Rap	3
ELIT 4112	The Art of Black Social Movements	3
ELIT 4114	Topics - Slavery and its Legacies	3
ELIT 4116	Topics - The Digital Black Atlantic	3
ELIT 4505	Interdisciplinary Topics in the Humanities: Freedom / Information / Acts	3
ELIT 4530	Topics - Stars of the Canon	3
AFAS 3254	African Americans and Childrens' Literature	3
AFAS 3451	Topics in African American Literature - Rebels, Sheroes and Race Men	3
AFAS 3550	Undoing Empire - Introduction to Postcolonial Writing and Art	3

Courses applied to this requirement may also satisfy other English major requirements involving historical range (requirement 1) and the need to complete two 4000-level courses.

3. Genre sequence

Three creative writing courses specializing in one particular genre (poetry, fiction, or creative nonfiction) that follow the sequence: introductory (2000-level), intermediate (3000-level), and advanced (4000-level).

4. Electives

Three electives: one upper-level literature (ELIT) elective, one creative writing elective, and one creative writing elective outside the chosen genre of specialization. One of the two creative writing electives must be at the 3000 or 4000 level.

5. Additional information

- At least two literature (ELIT) courses must be at the 4000-level.
- Only one non-ELIT or non-WRITING course may be counted toward the 27 units required.
- A maximum of 6 units from the School of Continuing & Professional Studies and/or Summer School courses may count toward the major. These selections require English department approval.
- Study abroad students are expected to complete the 2000-level prerequisite courses and at least two upper-level courses in English literature before going abroad.
- 3 units of 3000- or 4000-level courses in the literature of a language other than English may be counted toward the English major, as an elective, provided that the reading for the course was done in the original language and that the course is not also being credited towards another program.
- Before the end of their junior year, majors are encouraged to consult with advisors regarding the fulfillment of major requirements.

6. Portfolio capstone

All majors are required to complete a portfolio capstone project, for which the student provides a 2000-level paper, a 4000-level paper, and a brief essay (two to three pages) that reflects on the student's overall learning experience in the major.

Creative Writing Specialization

There is the option of completing an English Literature major with a creative writing specialization. To do so, students must take five creative writing courses, including at least three upper-division courses. Students will specialize in one particular genre — poetry, fiction, or creative nonfiction — and, ultimately, take a three-course sequence (2000-, 3000-, and 4000-level courses) in that genre while taking at least one course outside of the chosen genre. The specialization requirements will not change the requirement structure for the English major and, thus, requires 6 additional credit units to complete as compared with a regular English Literature major. For more information, please consult the description of the major on the English department website.

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English Literature Major, Publishing Specialization

Program Requirements

- **Total Units Required:** 36
- **Grade Requirement:** Students must earn a C or better in all courses to count them toward the major.

Required Courses

Code	Title	Units
ELIT 2151	Early Texts & Contexts	3
ELIT 2152	Modern Texts & Contexts	3
ELIT 2301	Publishing: History and Contexts	3
ELIT 3000	Introduction to Literary Theory	3
WRITING 3500	Fundamentals of Editing	3
WRITING 3601	The Art of Publishing	3

Requirements

In addition to the 18 units of required coursework, students must complete 18 units of upper-division (3000- and 4000-level) coursework (at least 6 units of which must be at the 4000 level), distributed as follows. Students must earn a C or better in all courses to count them toward the major.

1. Historical requirements

Three historical courses covering three of the following five historical periods in American, British, or Anglophone literature and including at least one course from each of the following two groups:

Group 1

- Medieval

Code	Title	Units
ELIT 3103	Introduction to Old English Language and Literature	3
ELIT 3139	Topics - Queer Medievalisms	3
ELIT 3153	Reading Sex in Premodern England: Medieval Sexualities	3
ELIT 3153	Topics - Reading Sex in Premodern England: Monstrous Desire from Eros to Eroticism in the Early Modern Period	3
ELIT 4101	Medieval Dream Visions	3
ELIT 4102	Medieval Women's Writing	3
ELIT 4158	Chaucer	3
ELIT 4158	Global Chaucer	3

- Early Modern

Code	Title	Units
ELIT 3114	Shakespeare And The City	3
ELIT 3118	Topics - Early Modern Misbehavior	3
ELIT 3140	Topics - Drama Queens: Cleopatra in Elizabethan England	3
ELIT 3140	Topics - Early Modern Frenemies: Literary Competition, Envy and Admiration	3
ELIT 3154	The Renaissance - Magic and Mayhem, Desire and Disguise: A Novel Beginning	3
ELIT 3154	The Renaissance - The Marvelous and the Monstrous in Early Modern Literature	3

ELIT 3155	Topics - The Renaissance of Doubt	3
ELIT 3162	Shakespeare in Performance	3
ELIT 3163	Shakespeare - The Godly and Grotesque	3
ELIT 4103	The Cultural Poetics of the Early Modern Book	3
ELIT 4123	Topics - Early Modern Comedy	3
ELIT 4201	Spenser / Spenser Lab	4
ELIT 4323	Reading in the Renaissance: Literature and Media in Early Modern England	3

Group 2

- The 18th Century

Code	Title	Units
ELIT 3116	Topics - The Savage and the Civilized	3
ELIT 3116	Topics - Island Stories	3
ELIT 3125	Selected Writers - Jane Austen	3
ELIT 4146	Topics - Inventing The Novel	3
ELIT 4148	Topics - The Secret Life of Things	3

- The 19th Century

Code	Title	Units
ELIT 3111	Topics - Black Riders: 19th Century African American Print Culture	3
ELIT 3113	River, Marsh, Coast - American Literature and the Environment	3
ELIT 3114	Topics - 19th Century Science Fiction	3
ELIT 3117	Topics - Gothic Traditions: From Frankenstein to Dracula	3
ELIT 3130	A History Of The Golden Age Of Childrens' Literature	3
ELIT 3153	Topics - Scribbling Women: 19th Century Women Writers	3
ELIT 4109	Topics - Best Sellers and Baggy Monsters: Victorian Serial Fiction	3
ELIT 4109	Wilde Times - Aestheticism and Decadence	3
ELIT 4109	Topics - Literature and Religion in an Age of Doubt	3
ELIT 4110	Topics - The Literature of Climate Change	3
ELIT 4110	Topics - Henry James: The American in Europe	3
ELIT 4110	Topics - Bodies in Pain: Disability and Illness in the 19th Century	3
ELIT 4112	Topics - American Women Poets and the Trouble with Normal	3
ELIT 4112	Topics - Whitman, Dickinson, and the Trouble with Normal	3
ELIT 4115	Topics - Romanticism, Post-Romanticism and the Problem of Belief	3
ELIT 4118	Topics - Refounding America: Emerson and the American Renaissance, 1836-1860	3
ELIT 4125	Topics - 19th Century American Drama	3
ELIT 4155	Frankenstein: Origins and Afterlives	3

- The 20th Century and Later

Code	Title	Units
ELIT 3100	The Great American Novel	3
ELIT 3105	Caribbean Literature in English	3
ELIT 3105	Topics - Welcome to the Party: Black Nightlife in the United States	3
ELIT 3106	Topics - Gender and Sexuality in American Asian Lit	3
ELIT 3107	Topics - International Modernism	3
ELIT 3111	Topics - Asian American Fictions: Space, Place and the Makings of Asian America	3
ELIT 3111	Topics - Asian American Writings: Contesting American Constructions of the Alien Other	3
ELIT 3112	James Baldwin Now	3
ELIT 3113	Topics - Turn and Face the Strange: Alienation and Transformation in Modern Literature and Contemporary Music	3
ELIT 3113	Topics - The 1960s: Literature, Culture, Politics and the Beginnings of Now	3
ELIT 3114	Topics - Excellent Women: Spinsters, Singletons and Sorcerers	3
ELIT 3114	Topics - You Are Being Watched: The Work of Art in the Age of Surveillance Capitalism	3
ELIT 3115	Topics - SF/SF	3
ELIT 3116	Topics - The Nightmare Canon: American Horror Stories	3
ELIT 3117	Topics- The Small Press in the 20th Century	3
ELIT 3118	Topics - The Cultural History of the American Teenager	3
ELIT 3118	Topics - Contemporary Women Writers	3
ELIT 3138	Introduction to Postcolonial Literature	3
ELIT 3139	Topics - Feminist Science Fiction: Reproduction, Death and the Beyond	3
ELIT 3139	Topics - Law and Literature	3
ELIT 3140	Topics - The Big World of the Little African Magazine	3
ELIT 3140	Topics - The Multiethnic Graphic Novel in 20th and 21st Century American Popular Culture	3
ELIT 3140	Topics - What If? On Counterfactual Fiction	3
ELIT 3142	Topics - From Ghetto to Gated: Blacks and Jews in America	3

ELIT 3160	Topics - African American Writers Since the Harlem Renaissance	3
ELIT 3161	African Literature in English	3
ELIT 3501	Topics - 30 Years Of Queer	3
ELIT 3501	Topics - The Body in Pain	3
ELIT 3502	Topics - Girls' Fiction	3
ELIT 3517	Topics - Memory and Narrative: The Literature of Memory	3
ELIT 3518	Topics - On Time: Clocks, Calendars and Crisis in Modern British and Anglophone Fiction	3
ELIT 3571	Global Poetics	3
ELIT 4110	Topics - The Novel and Globalisation	3
ELIT 4110	Predicting A Bestseller	3
ELIT 4111	Topics - The Harlem Renaissance at 100: Reconceiving Black American Modernism	3
ELIT 4111	Topics - Food and Literature	3
ELIT 4111	Topics - Diaspora and the African American Literary Tradition	3
ELIT 4111	Topics - Popular Music and American Literature from Rag to Rap	3
ELIT 4112	The Art Of Black Social Movements	3
ELIT 4112	Topics - American Women Writers and Modernism	3
ELIT 4114	Topics - Slavery and its Legacies	3
ELIT 4116	It Did Happen Here - Authoritarianism and Anti-Authoritarianism in American Thought	3
ELIT 4127	James Joyce's Ulysses	3
ELIT 4132	Modernist Poetry	3
ELIT 4133	Topics - Modern Irish Poetry	3
ELIT 4146	Topics - Literature and Culture of the 1960s	3
ELIT 4146	Topics - Fictions of the Anthropocene	3
ELIT 4148	Topics - Queer Youth: LGBTQ Narratives of Coming-of-Age and Coming Out in North America	3
ELIT 4156	Selected Writers - Virginia Woolf: Novelist and Feminist	3
ELIT 4299	Research Lab: The Modernist Pre-History of Facial Recognition	3

2. One course centered on either global or minority literatures

At least one 3000- or 4000-level literature course must be taken in one of the following areas:

- *Global literatures* in English, defined as the Anglophone literatures of Africa, the Caribbean, South Asia, and other non-British or non-U.S. territories
- *Minority literatures* of the United States or the United Kingdom, which include Anglophone African American, Asian American, Native American, Latinx, and Black British writing.

Code	Title	Units
ELIT 3105	Caribbean Literature in English	3
ELIT 3106	Topics - Gender and Sexuality in American Asian Literature	3
ELIT 3111	Welcome to the Party - Black Nightlife in the United States	3
ELIT 3111	Topics - Asian American Writings: Contesting American Constructions of the Alien Other	3
ELIT 3112	James Baldwin Now	3
ELIT 3126	Selected Writers: Toni Morrison	3
ELIT 3138	Introduction to Postcolonial Literature	3
ELIT 3139	Topics - Passing: Identities Lost and Found	3
ELIT 3140	Topics - The Big World of the Little African Magazine	3
ELIT 3141	Topics - The Practice of Diaspora: Literatures of Race, Power and Cultural Crossings	3
ELIT 3141	Topics - The Discontents of Globalization	3
ELIT 3142	Topics - From Ghetto to Gated: Blacks and Jews in America	3
ELIT 3160	Topics - African American Writers Since the Harlem Renaissance	3
ELIT 3161	African Literature in English	3
ELIT 3420	Topics - Masculinity and 20th Century African American Literature	3
ELIT 3571	Global Poetics	3
ELIT 3881	Topics - Black Women Writers	3
ELIT 4111	Topics - The Harlem Renaissance at 100: Reconceiving Black American Modernism	3
ELIT 4111	Topics - Diaspora and the African American Literary Tradition	3
ELIT 4111	Topics - Popular Music and American Literature from Rag to Rap	3
ELIT 4112	The Art of Black Social Movements	3
ELIT 4114	Topics - Slavery and its Legacies	3
ELIT 4116	Topics - The Digital Black Atlantic	3
ELIT 4505	Interdisciplinary Topics in the Humanities: Freedom / Information / Acts	3
ELIT 4530	Topics - Stars of the Canon	3
AFAS 3254	African Americans and Childrens' Literature	3
AFAS 3451	Topics in African American Literature - Rebels, Sheroes and Race Men	3
AFAS 3550	Undoing Empire - Introduction to Postcolonial Writing and Art	3

Courses applied to this requirement may also satisfy other English major requirements involving historical range (requirement 1) and the need to complete two 4000-level courses.

3. Publishing electives

Two additional courses focusing on publishing, drawn from inside and outside the department. These electives require approval from the director of the Publishing Specialization.

Code	Title	Units
CHST 3005	Chilldrens Picture Books - Culture and Content	3
ELIT 3111	Black Riders - 19th Century African American Print Culture	3
ELIT 3115	Topics - The Writer, The Editor and The Digital World	3
ELIT 3140	Topics - The Big World Of The Little African Magazine	3
ELIT 4103	The Cultural Poetics of the Early Modern Book	3
ELIT 4110	Topics - Predicting A Bestseller	3
ELIT 4110	Topics - Scissors, Paper, Pixel: Books and Ephemera, from Blake to AI	3
ELIT 4300	The Business Of Books	3
ELIT 4323	Reading In The Renaissance: Literature and Media in Early Modern England	3
WRITING 4400	Topics in Composition - Craft of the Literary Magazine	3

4. Portfolio capstone

All majors are required to complete a portfolio capstone project, for which the student provides a 2000-level paper, a 4000-level paper, and a brief essay (two to three pages) that reflects on the student's overall learning experience in the major.

Additional Information

- Only one non-ELIT or non-WRITING course may be counted toward the 18 units required. The two required 4000-level courses must be ELIT.
- A maximum of 6 units from the School of Continuing & Professional Studies and/or Summer School courses may count toward the major. These selections require English department approval.
- Study abroad students are expected to complete the 2000-level prerequisite courses and at least two upper-level courses in English literature before going abroad.
- 3 units of 3000- or 4000-level courses in the literature of a language other than English may be counted toward the English major, as an elective, provided that the reading for the course was done in the original language and that the course is not also being credited towards another program.
- Before the end of their junior year, majors are encouraged to consult with advisors regarding the fulfillment of major requirements.

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Children's Studies Minor

Program Requirements

- **Total Units Required:** 16
- **Grade Requirement:** Students must receive a C- or above in order for credit to count towards the minor.

Required Courses

Code	Title	Units
CHST 3000	Interdisciplinary Introduction to Children's Studies	3
CHST 4000	Senior Seminar in Children's Studies	1
Total Units		**4**

Core Courses

Students choose 6 units from the following list:

Code	Title	Units
EDUC 3010	The American School	3
EDUC 3050	Education, Childhood, Adolescence, and Society	3
ELIT 3115	Topics in American Literature when taught as "The Cultural History of the American Teenager"	3
ELIT 3130	A History of the Golden Age of Children's Literature	3
PSYCH 3210	Developmental Psychology	3
PSYCH 3250	Psychology of Adolescence	3

Note: The children's studies minor will allow minors to substitute one elective course in children's studies for one core course that the student has taken but needs to count toward a different major or minor (e.g., PSYCH 3210 Developmental Psychology for a Psychological & Brain Sciences major). The number of independent credits required for the children's studies minor remains the same, but minors in this situation have more choices for those 3 credits.

Two core courses must come from two different home departments. Both EDUC 3010 The American School and EDUC 3050 Education, Childhood, Adolescence, and Society are Education courses; ELIT 3115 Topics in American Literature: The Cultural History of the American Teenager and ELIT 3130 A History of Golden Age of Children's Literature are English courses; and PSYCH 3210 Developmental Psychology and PSYCH 3250 Psychology of Adolescence are Psychological & Brain Sciences courses.

Additional Courses

Students choose 6 additional units from either the core list or from elective courses, including but not limited to the following:

Code	Title	Units
AFAS 1105	First-Year Seminar: Imagining and Creating Africa: Youth, Culture, and Change	3
AFAS 2140	Juvenile Justice in the Black Experience	3
AFAS 3254	African Americans and Children's Literature	3
AFAS 4250	Construction and Experience of Black Adolescence	3
AMCS 3270	Comics, Graphic Novels, and Sequential Art	3
ANTHRO 3620	Anthropological Perspectives on the Fetus	3
ARCH 3407	Re-Discover the Child	3
CHST 3003	Children's Publishing: History, Context & Craft	3
CHST 3005	Childrens Picture Books: Culture and Content	3
CHST 3410	Children and Childhood in World Religions	3
CHST 4999	Independent Work in Children's Studies	3
CLASSICS 114	First Year Seminar: Childhood in Greek Antiquity	3
COMPLIT 385	Topics in Comparative Literature: Narratives of Childhood	3
EDUC 3040	Educational Psychology	3
EDUC 3060	Sociolinguistics, Literacies, Schools, and Communities	3
EDUC 4008	Education and Psychology of Exceptional Children	3
EDUC 4260	Neighborhoods, Schools, and Social Inequality	3
EDUC 4280	History of Urban Schooling in the United States	3
EDUC 4430	Sociology of Education	3
EDUC 4450	History of Education in the United States	3
EDUC 4607	Education of Black Children and Youth	3
ELIT 3158	Banned Books	3
ELIT 318	Topics in American Literature: The Cultural History of the American Teenager	3
ELIT 3502	Topics in American Literature: Girls' Fiction	3
ELIT 420	Topics in Lit: Scissors, Paper, Pixel: Books and Ephemera, From Blake to AI	3
GERMAN 3060	Topics in Holocaust Studies: Children in the Shadow of the Swastika	3
GS 4036	Children of Immigrants: Identity and Acculturation	3
PSYCH 219	The Infant Mind: Sophomore Seminar	3
PSYCH 3195	Abnormal Child Psychology	3
PSYCH 4046	Developmental Neuropsychology	3
PSYCH 4591	The Development of Social Cognition	3
REST 3421	Childhood, Culture, and Religion in Medieval Europe & the Mediterranean	3
WGSS 3240	Girls' Media and Popular Culture	3
WGSS 3446	No Boys Allowed: Girlhood and Programming for Girls in 19th and 20th Centuries, United States	3

Additional Information

The most up-to-date list of approved electives is located on the Children's Studies Minor website. Courses not on that list may be used to fulfill the requirements of the minor only if they have been approved by the minor director.

Transfer Credit

A maximum of 3 units of coursework completed at another university, whether in the United States or abroad, may be applied toward the children's studies minor. Credit will be awarded only for those courses that have been approved by the minor's director and study abroad advisor.

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English Minor

Program Requirements

- **Total Units Required:** 15
- **Grade Requirement:** Students are expected to take courses for letter grades and to receive a grade of C or higher in each.

Required Courses

Code	Title	Units
ELIT 2151	Literature in English: Early Texts and Contexts	3
ELIT 2152	Literature in English: Modern Texts and Contexts	3

Elective Courses

Students must complete three upper-division (3000- or 4000-level) English electives (i.e., courses with the ELIT prefix).

Additional Information

No credits from outside the College of Arts & Sciences may be applied to the minor without approval from the Director of Undergraduate Studies.

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Writing Minor

Program Requirements

- **Total Units Required:** 15 units
- **Grade Requirement:** Students are expected to take courses for letter grades and to receive a grade of C or better in each.

Required Courses

Students must take one of the following courses:

Code	Title	Units
WRITING 3000	Argumentation	3
WRITING 3001	Exposition	3

Elective Courses

Students must complete 12 additional units, at least 6 of which must be at the 3000 level or higher.

Additional Information

With department approval, up to 6 units of journalism courses in writing or editing offered by the School of Continuing & Professional Studies can be counted toward the minor. An off-campus internship (WRITING 2999 Journalism: Communications Internship) oriented toward writing may also be counted toward the minor. Regardless of level, at least 9 units counted toward the minor must be completed in regular courses home-based in Writing.

For undergraduate scholars in the Howard Nemerov Program, two semesters of the 1000-level Nemerov seminar (GENST 1702 Howard Nemerov Seminar I) may count as 3 units of 2000-level work toward the writing minor. Two semesters of the 3000-level Nemerov seminar (GENST 3703 Howard Nemerov Seminar II) may count as 3 units of 3000-level work toward the writing minor. A maximum of 6 Howard Nemerov units may count toward the writing minor.

Students who wish to take a writing minor in addition to an English major are advised to take English and American literature courses (ELIT) exclusively for the major and writing courses (WRITING) exclusively for the minor. (**Note:** 1000-level WRITING courses do not normally count toward the writing minor.) Students who wish to combine writing with their English major are encouraged to consider an English major with a concentration in creative writing.

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Environmental Studies

Environmental Studies offers one major and one minor. The Environmental Analysis major creates a framework to integrate environmental courses and places a strong emphasis on critical thinking and general analytical and problem-solving skills. We offer an explicit focus on the application of those skills to analyze and design solutions to contemporary environmental challenges. The curriculum for this major is integrated and interdisciplinary, drawing from many disciplines across Arts & Sciences and the university as a whole. Thus, the major captures the strengths of the traditional academic departments and incorporates the interdisciplinary innovation necessary to fully explore the multiple issues and questions posed by the study of the environment. Our curriculum is sequenced and scaffolded so that students encounter concepts at increasing levels of depth, analysis, and real-world application. We offer opportunities for students with different disciplinary interests to repeatedly encounter one another and to engage in reflection with peers throughout their programs, especially during our fourth-year reflection seminar.

The Environmental Studies minor includes core coursework in biology, Earth science, and political science. Students may choose upper-level elective courses in a variety of natural and social science disciplines. Please visit the Environmental Studies website for more information.

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Faculty

Director

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Professor
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Assistant Director and Director of Undergraduate Studies
Teaching Professor and Research Scientist
PhD, University of Georgia
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Additional Faculty

Manasseh Begay
Lecturer
MSW, New Mexico Highlands
(Brown School)

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Lecturer in Environmental Studies
PhD, The Ohio State University

Juan Dodyk
Assistant Professor of Political Science
Assistant Professor of Environmental Studies
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David Fike
Myron & Sonya Glassberg/Albert & Blanche Greensfelder Distinguished University Professor
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Assistant Director, Interdisciplinary Environmental Clinic
JD, University of Virginia
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Susan Kim
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(McKelvey School of Engineering)

Scott Krummenacher
Senior Lecturer
PhD, Saint Louis University
(Political Science)

Doug Ladd
Lecturer
MS, Southern Illinois University
(Environmental Studies)

Suzanne Loui
Senior Lecturer
PhD, Saint Louis University
(Environmental Studies)

Beth Martin
Teaching Professor
MS, Washington University
(Environmental Studies)

Roger Michaelides
Assistant Professor of Earth, Environmental and Planetary Sciences
Assistant Professor of Environmental Studies
PhD, Stanford University

John Parks
Lecturer
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(Environmental Studies; School of Continuing & Professional Studies)

Shiran Victoria Shen
Assistant Professor of Political Science
Assistant Professor of Environmental Studies
PhD, Stanford University
MS, Civil and Environmental Engineering, Stanford University

Froggi VanRiper
Lecturer
PhD, Oregon State University
(Environmental Studies)

Majors

- Environmental Analysis Major (p. 530)

Minors

- Environmental Studies Minor (p. 534)

Courses

ENST 1150 Environmental Issues
This course examines the science behind current environmental issues, with emphasis on Ecology and Conservation. Students will gain an understanding about the consequences of the way that humans currently interact with the natural environment and potential solutions that would allow long-term sustainability of the Earth. Topics will include: Human population growth, ecosystem structure and diversity, types and origin of pollution, global climate change, energy resources and use, challenges to feeding the world, and the interaction between the environment and human health.
Credit 3 units. A&S IQ: NSM Art: NSM BU: SCI
Typical periods offered: Fall

ENST 1210 People, Planet, Health
First year students in the People, Planet, Health Ampersand program will explore the connection between earth's changing environment and its impacts on human health through an interdisciplinary lens. Students will investigate how the air, land, water, and food on our planet have changed over time and the consequences this has had on human health. Students will analyze patient case studies, explore the interdisciplinary nature of the field through site visits and guest lectures, and collaboratively apply concepts of systems thinking to address a local environmental health challenge. This course will require attendance on four field trips outside of regularly scheduled class time
Credit 3 units. A&S IQ: NSM
Typical periods offered: Fall

ENST 1212 A Sense of Place: Discovering the Environment of St. Louis
Go exploring in and around St Louis. You'll learn about the St. Louis backyard, and your home for the next four years. Through field trips, readings, and discussion, you'll see first-hand what challenges face the environment and the people who live here. You will learn how to examine multiple perspectives, how to think critically and how to approach problems from an interdisciplinary and holistic approach. You'll also learn why it is important to know a community at the local level if you're going to affect change on any level-state, national, or international. In addition to weekly readings and discussion, this class includes several field trips.
Credit 3 units. A&S IQ: NSM BU: SCI

Typical periods offered: Spring

ENST 1540 Beyond Boundaries: Environmental Racism and the Health of Everyone

Environmental inequalities threaten the health and well-being of low-income communities and communities of color who are increasingly on the frontlines in the fight against climate change, air and water pollution, food security, and many other urgent environmental problems. Like many urban areas, the St. Louis region faces egregious social, environmental and health disparities. In this course, we critically examine the role of racism and other structural policy inequalities that produce unequal environments and how those unequal environments contribute to public health disparities in St. Louis and beyond. We explore the use of public health data, policy options, and case studies that allow for evidence-based solutions to environmental racism and improved population health. This course that combines small group sessions, case studies and speakers working on environmental justice in the St. Louis region. We provide students with interdisciplinary perspectives and methods, challenging them to address racism and environmental policy through a population health lens. Student learning will be assessed through case studies, reflections, online assignments, and exams. This course is for credit only and offered to first-year (non-transfer) students only.

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

Typical periods offered: Fall, Spring

ENST 1995 Environmental Studies Coursework Completed Abroad

This course is for study abroad credit.

Credit 12 units.

Typical periods offered: Fall, Spring, Summer

ENST 1996 Environmental Studies Elective: 100-Level

This course is for elective credit.

Credit 3 units.

Typical periods offered: Fall, Spring, Summer

ENST 2031 Environmental Seminar

A survey of pressing environmental issues, both local and global, as well as an introduction to the breadth of environmental work occurring on campus.

Credit 1 unit.

Typical periods offered: Fall

ENST 2033 A Sense of Place: Discovering Missouri's Natural Heritage

This is the first course in the Pathfinder program, and it will introduce students to their new home for the next four years. This interdisciplinary course will cover Missouri geology, climate, archaeology, and native megafauna. We will explore many of the habitats found in Missouri (prairie, forest, glade, and stream) and the biology of our diverse plant and animal wildlife (arthropods, mollusks, fish, salamanders, lizards, birds, and mammals). This will provide a foundation that will inform the study of ecology, policy and management in other courses. In addition to weekly lectures and discussions, students in this course will visit sites across the state during three weekend camping trips and two one-day trips. Attendance on field trips is an essential component of the course. Course enrollment is open only to students admitted into the Pathfinder Fellowship program.

Credit 3 units. A&S IQ: NSM Art: NSM BU: SCI

Typical periods offered: Fall

ENST 2220 One Health: Linking the Health of Humans, Animals, and the Environment

This course provides an introduction to One Health, a collaborative effort of multiple disciplines -- working locally, nationally, and globally -- to attain optimal health for people, animals, and the environment. The student will learn about the challenges threatening environmental, animal, and human health. More importantly, they will learn about the transdisciplinary/holistic/One Health approach, which is necessary if we are to develop the solutions to these challenges. To address the loss of biodiversity, climate change, and environmental pollutants, students will participate in project-based learning modules to understand the how and why of these challenges as well as the mechanisms available to study current threats to conservation and public health. Class lessons will consist of lectures, clicker-based discussions, and case-study discussions. Assignments will include regular readings, quizzes, three exams, the creation of one infographic to convey a concept to a lay audience, and one short final reflection essay. This course will be limited to first- and second-year students.

Credit 3 units. A&S IQ: NSM Art: SSC BU: BA EN: S

Typical periods offered: Fall, Spring

ENST 2230 Research and Practice in Environmental Health

The interdisciplinary and complex nature of environmental health necessitates collaborative problem solving to address the challenges that lie ahead. This course will introduce the fundamentals of research design, examine methods used by environmental health practitioners, and critically evaluate scientific evidence. Students will discuss primary literature, hear from guest speakers, and write their own grant proposal, while exploring different areas of expertise and potential career trajectories within environmental health.

Credit 1 unit.

Typical periods offered: Spring

ENST 2310 FYS: Introduction to Environmental Humanities

In this environmental humanities course we will explore the human and ecosystem impacts resulting from Euro- American colonization and agricultural settlement of the U.S. Our reflection will include the social, political and economic factors which shape individual relationships with and experiences of nature in Indigenous, enslaved and newly-arrived immigrant communities. Topics will include: the fragmentation of the Sioux American Indian ecosystem and subsequently the dispersion of Sioux people into settled, disparate reservation lands; agrarian democracy, including plantation agriculture, improvement farming and Homestead farming on the Great Plains; and the Dust Bowl. This course is for first-year students and sophomore students only.

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

Typical periods offered: Fall

ENST 2411 Sophomore Seminar: Slow Violence: An Introduction to Political Ecology

Same as History L22: 2410

Credit 3 units.

ENST 2500 Sophomore Seminar in Sustainability and the Environment

This course will provide an opportunity for students to evaluate and explore potential paths in environmental studies, and learn presentation skills to carry forward in their careers. Students will also get the opportunity to get out of the classroom and participate in environmental field trips and activities.

Credit 3 units. A&S IQ: NSM Art: NSM

Typical periods offered: Fall

ENST 2510 Systems Thinking
Our complex world is bound together by multiple overlapping systems. Social systems interact with physical and biological systems. Societies and individuals, ecosystems and species, interact in ways that influence each other. Systems thinking is the ability to see the relationships and patterns within and across systems, as well as the underlying structures which shape those relationships and patterns. This course provides an introduction into systems thinking for sustainability. We will explore the key features of systems and students will learn the basics of the systems thinking lens which they will be able to use for addressing sustainability in an ever-changing world. Class time will be devoted to lectures, case studies, group activities and discussions.
Credit 3 units. A&S IQ: SSC Art: SSC BU: BA EN: S
Typical periods offered: Fall

ENST 2520 Sustainability in Business
In today's complex business environment, organizations are constantly challenged to develop innovative policies and processes that ensure profitability. Some leaders believe that the sole purpose of business is to maximize shareholder wealth and that fiscal sustainability is not compatible with environmental responsibility. In reality, ecological and economic performance need not--and should not--be mutually exclusive. Fortunately, the outmoded mindset of profit-at-any-cost is beginning to shift as organizations recognize the importance of adopting balanced business practices that promote social equity and environmental prosperity without sacrificing financial stability. Organizations that embed sustainability into their corporate strategies increase operational efficiency by using resources more responsibly and minimizing waste. In an increasingly crowded and competitive marketplace, sustainability has become a source of competitive advantage through which an organization can have a positive impact not only on the financial bottom line but also on the environment and society. In this course, we explore key concepts and issues driving sustainability in business. We also examine core sustainability principles, frameworks, and tools that companies can use to better understand and work within the natural systems that enable their existence and sustain their operations.
Credit 3 units. Art: SSC BU: BA EN: S
Typical periods offered: Fall, Spring

ENST 2530 Metropolitan Environment
Understanding the forces shaping urban growth and change is increasingly important for addressing environmental issues. The United Nations projects up to 3/4ths of the world's population will live in urban areas by the end of the century. Urbanization rates now outpace population growth rates in many parts of the world. Changes within the metropolitan environment will have profound impacts on people and planet. This course provides an interdisciplinary overview of the metropolitan growth and change, paying particular attention to the role of planning, politics, and policy. Class time will be devoted to lectures, case studies, group activities and discussion. Student learning will be assessed through exams, online assignments, and a research paper on an environmental issues in a city of student's choice. This course is targeted toward first and second year students looking for foundational understand of urban environmentalism.
Credit 3 units. A&S IQ: SSC Art: SSC EN: S
Typical periods offered: Spring

ENST 2620 Conservation Biology
Conservation Biology will focus on biodiversity, current threats, and keys as well as obstacles to its preservation for the future. We will examine the different levels of biodiversity present in nature as well as highlighting its importance and why it matters to the human population. In studying conservation biology, students will also learn key concepts from related fields such as evolution and ecology that are necessary to understand concepts and concerns. These themes include species and ecosystem management, restoration, strategies to combat threats, and past successes and failures relating to biodiversity conservation. This course is introductory level and intended for Environmental Analysis majors as well as potential science majors who may be investigating their interests. The purpose of this class is to provide a foundation for future coursework in ecology and conservation as well as to create citizen stewards for our natural environment as they proceed through life. By better understanding our natural biological world and the importance of the issues facing it, my hope is that you also become active participants in environmental protection and awareness as citizens, voters, volunteers, and even in potential professional applications. It is clear that conservation and true environmental sustainability lies in an educated and aware public.
Credit 3 units. A&S IQ: NSM
Typical periods offered: Spring

ENST 2900 Undergraduate Teaching Assistant
In this course, an advanced undergraduate can assist a faculty member in the teaching of an introductory-level ENST course.
Credit 3 units.
Typical periods offered: Fall, Spring

ENST 2990 Impact Internship Course Credit
The Environmental Studies Program Impact Internships embed students within St. Louis organizations, engaging with the environmental issues that impact people's lives every day. This course credit option is reserved for students who have been accepted into the Impact Internship Program and who meet at least one of the following two requirements: students who are international students or students with high financial need. Registration for this course is approved by instructor permission only after students have met with the instructor to discuss the above requirements. Students who enroll in this course credit option will participate, along with students in the Impact Intern cohort, in all activities associated with the Impact Internship learning agreement. To become an Impact Intern, students must apply to available internships with Environmental Studies' existing partner, found here: https://sustainability.wustl.edu/internships/environmental-studies/.
Credit 6 units.
Typical periods offered: Fall, Spring, Summer

ENST 2995 Environmental Studies Coursework Completed Abroad
This course is for 2000 level study abroad credits.
Credit 12 units.
Typical periods offered: Fall, Spring, Summer

ENST 2996 Environmental Studies Elective
This course is for 2000 level transfer credit.
Credit 0 units.
Typical periods offered: Fall, Spring, Summer

ENST 3034 Pathfinder: Environmental Modernism
As committed environmentalists, one of our greatest fears is that not enough people take climate change seriously. To ward off that fear, we assess the state of the world in the most dramatically pessimistic ways to indicate the seriousness of our situation and our personal commitment to environmentalism. Highlighting (much less admiring) human progress in areas where solid evidence of its flourishing exists, seems blasphemous, dismissive of evident, copious human suffering and natural systems abuse. However, the absence of acknowledging human progress reinforces social fear and a sense of danger. The resulting panic leads to a preferencing of solutions which appear in harmony with nature, limiting our understanding and trust of

viable alternative solutions using our best social, economic and technological powers. As antidote to this cycle, in this course we will explore the precepts of environmental modernism, the reconciliation of environmental preservation with human development.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall

ENST 3060 Community Based Conservation: Madagascar Sustainability Initiative
This course in community-based conservation through the lens of Madagascar represents a partnership between Missouri Botanical Garden (MBG) and Washington University in Saint Louis. The course is designed to support MBG's Community Based Conservation Program sites, while building student understanding of challenges at the intersection of rural agricultural subsistence communities, climate change, and biodiversity hot spots. The course involves preparatory learning during the WUSTL spring semester and ongoing communication and collaboration with Malagasy community representatives during this period. An additional lab credit option entails interactive research project deployment and monitoring on the ground in Madagascar during a summer window. MBG has been facilitating conservation work in Madagascar for over 40 years. Among these initiatives is a Community Based Conservation Program (CBCP) in Mahabo, a ten-community commune in southeastern Madagascar within a rare forest ecosystem. This commune is the most mature of MBG's eleven conservation sites, each of which share similar challenges for both biodiversity conservation and human wellbeing. Over several years MBG has established trusted relationships with rural Malagasy community members, building cooperation on community-specific, grassroots conservation efforts with indigenous communities. Such cooperation can be undermined by the forces of poverty, which compel communities to extract resources unsustainably from the sensitive forest. Therefore, the community-based conservation approach integrates a full understanding of the need for economic stability and health priorities alongside conservation of flora and fauna. Program targets range from forest conservation and use to nutrition, health, food security, clean water, and education. This course integrates study of biodiversity, poverty, and community-based conservation principles with research design, professional teamwork, and cultural competency skills. Through enrollment in this course and the optional subsequent field experience, students will select a focal area in community-based conservation, and build a robust understanding of a challenge in principle, as well as its specific manifestation in the Mahabo case. They will engage with preexisting and/or collaboratively proposed on-the-ground initiatives in MBG's CBCP, develop a study design to assess the efficacy of these initiatives, and support iterative implementation.
Credit 3 units. A&S IQ: LCD, SSC Art: SSC EN: S
Typical periods offered: Spring

ENST 3061 Community Based Conservation Practicum: Madagascar Field Experience
This class, available to students in the Pathfinder Environmental Leadership Fellow Ampersand program, is an extension of EnSt 3060, Community-Based Conservation. In parallel with EnSt 3060, this course will guide students through travel preparation and Malagasy language learning, followed by a three-week field experience in Madagascar. The community-based conservation approach integrates a full understanding of the need for economic stability and human health priorities alongside conservation of flora and fauna. This initiative represents a partnership between Missouri Botanical Garden (MBG) and Washington University in Saint Louis. MBG has been facilitating conservation work in Madagascar for over 40 years. Among these initiatives is a Community Based Conservation Program (CBCP) in Mahabo, a ten-community commune in southeastern Madagascar within a rare forest ecosystem. Over several years MBG has established trusted relationships with rural Malagasy community members, building cooperation on community-specific, grassroots conservation efforts with indigenous communities. Program targets range from forest conservation and use to nutrition, health, food security, clean water, and education. Having conceptualized and prepared for field deployment of a CBC-supporting research project in Madagascar, this field experience entails travel to the remote rural community of Mahabo Mananivo, where students will actualize their plan. Travel is intense, including up to three days of travel each way on poorly maintained roads to reach the primitive living accommodations at the MBG Community-Based Conservation program site.
Credit 3 units.
Typical periods offered: Spring

ENST 3310 Beyond the Evidence
This class is about the science of science communication. Why, when all evidence points to the growing threats of climate change, is it so difficult to create movement toward addressing it? Why, when we have so much evidence that vaccines reduce illness and death and are extremely safe, do individuals still choose not to vaccinate their children? What if I told you that the scientific evidence does not matter? Over the last few decades, not better education, nor guilt, nor fear has worked to produce change on important environmental and public health issues. In this class, we will explore how values, beliefs, emotions and identity shape how we receive and process information and make decisions. We will explore themes of moral world view, cognitive linguistics and framing, cognitive dissonance, risk perception, empathy, habit changes, and difficult dialoguing through the case studies of climate change and vaccination. Course activities will consist of regular reading, some online research, reflective journaling at home, and engaging in conversation during class. There are no prerequisites, but the class is designed for fourth-year students in environmental majors and pre-health studies. Upper-level environmental majors and minors will receive priority enrollment from the waitlist.
Credit 3 units. A&S IQ: SSC Art: SSC BU: BA EN: S
Typical periods offered: Spring

ENST 3320 Fallout: Analyzing Texts and Narratives of the Nuclear Era
Nuclear technology has long been developed, used, studied, and debated. Capable of both healing and harm, it challenges our notions of risk verses benefit at every level. It is also poised to potentially play a significant environmental role in climate change mitigation by delivering large amounts of nearly carbon-free energy. In this class you will trace the public perception and experience of this technology, and scientific and medical assessments of it through an environmental humanities lens. You will use texts such as literary non-fiction, history, environmental anthropology, natural history, and public health. Topics will include but not be limited to, the Manhattan Project, the Chernobyl nuclear reactor accident, and nuclear waste (including that from uranium processing in St. Louis). The course will include a visit to the Weldon Springs Interpretive Center and is designed as an upper-level elective for third- and fourth-year students. Note: While we will talk abut nuclear reactors in general, this course will not explore them from a detailed scientific or engineering perspective. For those who would like to pursue that understanding, see our new 1-hour course: EnSt 400 Topics in Environmental Science: Technical Overview of Nuclear Power. This course is taught by Lee Sobotka, nuclear scientist and Professor of Physics and Chemistry, who is also the science advisor for the Fallout course.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Spring

ENST 3330 Multiparty Environmental Decision Making
This course aims to provide students with the opportunity to develop and apply problem-solving skills in the context of environmental challenges. Students will learn basic frameworks of negotiation and decision-making through readings and role-play. Through the role-play

students will grapple with the perspectives of multiple stakeholders, the interplay of science and policy, and the ambiguity and uncertainty inherent in decision-making processes. This classis designed as an upper-level elective for third and fourth year students.
Credit 3 units. A&S IQ: SSC Art: SSC BU: BA EN: S
Typical periods offered: Spring

ENST 3340 Writing Skills for Environmental Professionals
For students interested in climate change, sustainability and the environment. Consider writing as a tool. Who will read it? Why are you writing it? What do you want the reader to know or do? What structure or format effectively makes your case? We will consider these questions while building effective written communications with a focus on climate change. Students will explore audience awareness, purpose, and format as they analyze document types and create their own. Activities will include writing, reading, discussion, and peer workshops. Major assignments include a letter of inquiry and a grant proposal. Students will write a grant proposal to an imaginary climate change foundation. Preference given to upper-level majors in Environmental Analysis.
Credit 3 units. A&S IQ: NSM, WI BU: SCI
Typical periods offered: Fall, Spring

ENST 3410 Native American Storytelling - Healthy Land Practice
The earth does not belong to man, man belongs to the earth. All things are connected like the blood that unites us all. Man did not weave the web of life, he is merely a strand in it. Whatever he does to the web, he does to himself. - Chief Seattle The history of this country has had many stories and many practices which shaped the landscape pre-colonization. These Indigenous practices regularly teach methods of living within the world and can provide significant insight into current practices to manage public and private lands. This course looks to examine some of those stories, cultural beliefs, and Native American life practices which have shaped the land. For example the practice of valuing and gaining insight from natural elements such grain and fire bring one into harmony with the earth. Many people, from pre-1492 to the present and agencies, such as the U.S. Forest Service and Bureau of Land Management have changed the landscape into what we have today. Through this course we will look at common agency-based practices which have caused harm to the earth and current indigenous inspired practices designed to restore a healthy eco-system. The final portion of this course will not only look at these positive outcomes of integration of indigenous practices in the environment, but to look at additional positive health outcomes in regards to individuals living within their environment.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Spring

ENST 3520 Ecological Economics
Our planet is finite but our economic theories and practices assume that our economy can grow forever. The paradoxical pursuit of infinite growth on a finite planet has real-world consequences: from climate change to increasing income inequality to stagnant and declining quality of life for most of us to the ongoing mass extinction of species not deemed economically useful to us, but whose loss simplifies ecosystems to the point of collapse. If these trends continue, we will face very difficult times ecologically and socio-politically. One alternative to infinite-planet economic theory is Ecological Economics, which can be described as economics as if the laws of thermodynamics are true and apply to us. Alone among disciplines with aspiration to analytic rigor, the field of economics has remained unaffected by the thermodynamic revolution that transformed the fields of biology, chemistry, physics, even history in the late nineteenth and early twentieth centuries. This failure to take physical law into account is one great source of our society's environmental (and social, and political) problems. Ecological economics thus represents the continuation of the thermodynamic revolution begun in the 1880s. This course is designed to give you an appropriate grounding in the fundamental assumptions, the conceptual novelties, and the distinctive tools of analysis that comprise this emergent school of economic theory, while placing this theorizing in historical and ecological context. We'll pay particular attention to how the precepts and practice of Ecological Economics illuminate the largest challenge facing humans today, the necessity of developing an ecologically sustainable society, one that is sized to the limits of our finite planet.
Credit 3 units. A&S IQ: SSC Art: SSC BU: BA EN: S
Typical periods offered: Fall

ENST 3530 Sustainable Cities
Urbanization is one of the most significant forces shaping today's environment. More than half of the world's population now lives in urban, rather than rural, areas. This migration has profound consequences for people and the planet, connecting a sustainable future to the developments in cities around the world. Many cities are already advancing sustainable policies and practices in all areas of urban systems and services - green infrastructure, renewable energy, waste management and climate mitigation. This course explores the impact of the rise of cities in an interconnected world and the efforts to sustainably address environmental issues in urban settings. This course pays particular attention to the role of planning, politics and policy. Class time will be devoted to lectures, case studies, group activities and discussion. Student learning will be assessed through exams, online assignments, and a research paper on an environmental issue in a city of the student's choice.
Credit 3 units. A&S IQ: SSC Art: SSC BU: BA EN: S
Typical periods offered: Fall

ENST 3535 The Sustainable Transportation
Transportation is essential to the function of cities and regions. Even in growing service/digital economies transportation remains critical for moving goods and people. The speed and quality of transportation has significant impacts on equity, economic function and mobility, and social cohesion. The transportation modes and technologies we deploy in our cities and regions have significant environmental impacts, with transport contributing 1/5 of global carbon, as well as major consequences for air and water pollution, health, resource consumption, and land-use. Creating sustainable transportation systems, particularly in the face of continued, rapid urbanization, is one of the world's most pressing challenges. This course is an introduction to transportation, with a focus on urban and regional transportation, through the lens of making transportation more economically, socially and environmentally sustainable. Students will be introduced to key transportation modes, their impacts, and current thinking on moving towards a more sustainable future. Transport is a huge and important field, and this class will inherently cover a lot of territory. The goal is to give students a foundation in sustainable transportation that will allow them to understand and critically engage the topic in their future studies, careers, and communities.
Credit 3 units. A&S IQ: SSC
Typical periods offered: Fall

ENST 3540 Environmental Justice
Environmental quality varies widely across race, class, gender and other forms of social difference. This course explores how and why these differences exist. It provides an overview of the history and foundations of the environmental justice movement in the United States while covering classic environmental justice issues, such as toxic waste and pollution, along with more recent issues such as food access, urban green space, transportation and climate change. Environmental justice concerns in St. Louis are featured as part of the course. Class time will be devoted to lectures, case studies, group activities and discussion.

Student learning will be assessed through exams, reflection, online assignments, a policy brief on an environmental justice issue and a group presentation. This is an advanced elective targeted toward third and fourth year students.

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

Typical periods offered: Spring

ENST 3600 Field Methods for Environmental Science

This course provides a broad survey of practical and applied methods for environmental field work for site assessments, ecological studies, conservation land management, habitat monitoring, and ecological restoration. A primary focus will be sources and techniques for obtaining and interpreting field data across a range of abiotic, organismal and system/community parameters, with emphasis on hands-on field experience providing students with direct knowledge highlighting the advantages and limitations of various methods. In the process, students will learn about multiple taxonomic and organismal groups and natural community types, and the relationships among these and the physical environment in functional natural systems. Course topics include theory and practice of methods for sampling biotic and abiotic resources, including vegetation, fauna, aquatic systems, stream geomorphology, and soils, as well as using these data for assessments, habitat monitoring, land management decisions, and developing ecological restorations. Students will gain familiarity with responding to issues driving applied environmental science and related fields today, including data quality, sampling design, field techniques, viability and threat analyses, and incorporating field data into multi-scale conservation planning and design work. The course consists of instructor presentations, guest lectures, readings and written response papers, student projects and presentations, classroom discussions, and extensive field exercises and hands-on training. Class logistics: one lecture (1.5 hours) and one lab (5 hours) per week, plus 2-3 all day Saturday field trips (see policy on absences for back-up plan regarding field trips).

Credit 3 units. A&S IQ: NSM Art: NSM BU: SCI

Typical periods offered: Fall

ENST 3610 Urban Ecology

Urban Ecology is a field of study within ecology that focuses on the urban environment as an ecosystem and attempts to understand how humans and nature can better coexist in these highly modified environments. The ultimate goal is to aid efforts for more sustainable cities through better urban planning and practices. It is a multidisciplinary study including topics from ecology, evolution, and conservation biology, as well as architecture, economics, and business. The class format will include both lectures and discussions.

Credit 3 units. A&S IQ: NSM Art: NSM BU: SCI

Typical periods offered: Spring

ENST 3620 Applied Conservation Biology

A practical, case-based approach to the concepts of conservation biology and applied conservation practice, including designing and implementing conservation projects. Readings, lectures, classroom activities and discussions, student presentations, and exercises will immerse students in all aspects of conservation in the contemporary landscape, and provide the tools and techniques needed for successful and sustainable conservation outcomes. Two Saturday field trips required. Prerequisites: a biology/ecology class or permission of instructor.

Credit 3 units. A&S IQ: NSM Art: NSM BU: SCI

Typical periods offered: Spring

ENST 3630 Arctic Climate System

In this course we will learn about the Arctic region, with an emphasis on how the Arctic plays a key role in the global climate system. Students will be introduced to the basic physical characteristics of the Arctic and its climate. They will learn how the physical and geographic characteristics of the Arctic contribute to, and are shaped by, the Arctic climate system. Emphasis will be placed on studying the Arctic from a systems science perspective, highlighting the complex interactions between different subsystems of the Arctic, such as the hydrosphere, atmosphere, cryosphere, and biosphere. We will also explore how the Arctic has changed in the past, and what the future holds for the Arctic. Students will develop critical thinking and analysis skills through our emphasis on applying systems-level thinking to understand the interplay between physical principles, geography, landscape, climate, and human society. Class sections will be a mix of lectures and collaborative discussions on readings and course content. Most class sections will begin with a short reading recap. Completion of ENST 202 may be helpful but is not required; please ask instructor if you have questions about enrolling in this class.

Credit 3 units. A&S IQ: NSM, AN Art: NSM

Typical periods offered: Spring

ENST 3710 Applications in GIS

This introductory course in Geographic Information Systems (GIS) is designed to provide you with the knowledge, skills, and confidence to be an independent user of GIS. The course will use the latest version of ESRI ArcGIS. The course is taught using a combination of lectures, demonstrations, and hands-on, interactive tutorials in the classroom. You will also explore the scientific literature to understand how GIS is being used by various disciplines to address spatial questions. The course takes a multidisciplinary approach that is focused on learning the tools of GIS versus working with data from a particular field. The goal is to establish a solid foundation you can use to address spatial questions that interest you, your mentor, or your employee. The first weeks of the course will provide a broad view of how you can display and query spatial data and produce map products. The remainder of the course will explore the power of GIS with a focus on applying spatial analytical tools to address questions and solve problems. As the semester develops, more tools will be added to your GIS toolbox so that you can complete a final independent project that integrates materials learned during the course with those spatial analyses that interest you the most. Students will have the choice of using a prepared final project, a provided data set, or designing an individualized final project using their own or other available data.

Credit 3 units. A&S IQ: NSM Art: NSM

Typical periods offered: Fall, Spring

ENST 3900 Independent Study

Independent study for undergraduates, to be supervised by a faculty member. Prerequisite: permission of instructor.

Credit 6 units.

Typical periods offered: Fall, Spring

ENST 3910 Directed Research in Environmental Studies

Research activities or project in environmental studies done under the direction of an instructor in the Program. Permission of an instructor and of the Chair of the program is required.

Credit 6 units.

Typical periods offered: Fall, Spring

ENST 3920 Directed Field Work in Environmental Studies

Fieldwork carried out under the direction or supervision of an instructor in the Program. Permission of an instructor and of the Chair of the Program is required.

Credit 6 units.

Typical periods offered: Fall, Spring

ENST 3995 Environmental Studies Coursework Completed Abroad
This course is for 3000 level study abroad credit.
Credit 12 units.
Typical periods offered: Fall, Spring, Summer

ENST 3996 Environmental Studies Elective
This course is for 3000 level transfer courses.
Credit 0 units.
Typical periods offered: Fall, Spring, Summer

ENST 4000 Topics in Environmental Science
The conspicuous effects of global climate change compels a reexamination of nuclear power. It is also true that in terms of a power source globally, nuclear power is not going away. (The same can be said of concerns about nuclear conflict.) This 1-cr course will meet once a week for 80 minutes and provide a technical overview of nuclear power. The lecture outline is as follows: four lectures on the relevant nuclear science, one lecture on the
Credit 1 unit. A&S IQ: NSM Art: NSM BU: SCI
Typical periods offered: Fall, Spring

ENST 4050 The Social and Public Policy of St. Louis
Cities are on the frontlines for many of the world's most important policy challenges and have long wrestled with a wide range of pressing social, economic, and environmental problems. This course focuses on policy challenges in St. Louis and will use an interdisciplinary lens to understand the policy problems and processes found in the region. The course features speakers working on local policy issues and students will engage local data and methods using the St. Louis Data Dashboard and St. Louis Survey developed by the St. Louis Policy Initiative. Student learning will be assessed.
Credit 3 units. A&S IQ: SSC
Typical periods offered: Fall

ENST 4350 Foundations of Research: Building a Literature Review
This course provides training in essential research and writing skills needed to either contextualize and justify a research study or to synthesize existing research on a specific topic. The main outcome of the course is a completed literature review and a well-defined, researchable question on a topic of your choice. Before beginning a study, researchers must develop a compelling and meaningful research question. This question should be grounded in existing knowledge, informed by prior research, and justified by gaps in our current understanding. Researchers communicate this rationale through a literature review, which serves to contextualize, justify, and motivate their research. Writing and revising a literature review is a key part of this process, as the act of writing helps clarify and refine your thinking. Class topics include advanced database searching, evaluating the quality and types of sources, summarizing and analyzing literature, constructing logical and persuasive argu ments, managing references and data, visualizing information, writing with clarity and style, and using generative AI as a tool for research and writing. You will learn and practice these skills through readings, homework, class discussions, and activities. Over the semester, you will complete a series of assignments that build toward your final literature review. Your grade will be based on participation, homework, in-class work, and assignments related to your literature review. The course is recommended for juniors and seniors. While Environmental Studies majors and minors have enrollment priority, students from all majors are welcome.
Credit 3 units. A&S IQ: SSC, WI Art: SSC
Typical periods offered: Fall

ENST 4410 Writing Home: Creating Cultural Guides for Environmental Site Workers
Each of you comes from a different cultural landscape, each with its own demographic, racial, religious, linguistic, economic profile, (and endless other attributes). Effectively describing your community is integral to its sense of being respected by outsiders and to its capacity to support others. For example, each community carries a different sense of what kind of landscape constitutes safety, well-being, and happiness. Whatever your cultural landscape, sharing the unique nature of your commuity with global citizen experts is integral to the success of applied environmental solutions to climate change. Towards the attainment of that success, join this guided, writing intensive class to identify and reflect upon the cultural attributes that constitute your community, and how those are reflected in its landscape requirements. Identify, assess, and prioritize those sensitivities deemed most important by you for others to understand,. By semester's end, write a cultural guide for environmental site workers, leading them to a better awareness of how best to help and move through, your world. Revisions and resubmission of writing work will be emphasized, as well as camaraderie and mutual interest in each other's landscapes.
Credit 3 units. A&S IQ: WI Arch: HUM Art: HUM BU: ETH EN: H
Typical periods offered: Spring

ENST 4510 Intro to Environmental Law
Survey of the most prominent federal laws designed to control pollution and protect human health and the environment. Examines laws applicable to environmental impact statements, biodiversity, air pollution, water pollution, and hazardous waste. Discusses the role of state law and cooperative federalism, as well as the roles of the courts, the legislature, and the administrative state in protecting the environment.
Credit 3 units. A&S IQ: SSC Art: SSC BU: BA EN: S
Typical periods offered: Fall

ENST 4527 Ipcc: Governance, Policy and Science
This course is a three-credit advanced seminar for students who are interested in the intersection of science and policy in the area of climate change. The Intergovernmental Panel on Climate Change (IPCC) is regarded as world's top scientific authority on climate change. Using the Synthesis Report of the IPCC's 6th Assessment Review as our guide, students will explore the unique role of the IPCC as an intergovernmental body. We will dig into what it means for the IPCC to be an intergovernmental body, the underlying reports that makeup the AR6 assessment cycle, and what the future holds for the IPCC. In doing so we will explore the current science and knowledge around land use, oceans and cryosphere, mitigation, adaptation, loss and damage, vulnerability and how that is presented in a 'policy relevant but not policy prescriptive' format. Students will be able to evaluate key questions and concepts around climate change as they find and understand how they are included in the IPCC reports. They will then learn to assess and analyze the questions/concepts in the context of the IPCC findings and see how those findings are integrated in the international policy space. Prerequisites: junior level standing.
Credit 3 units. A&S IQ: SSC Art: SSC
Typical periods offered: Fall

ENST 4710 Advanced GIS
This course is designed to move beyond tools and skills learned in Applications in GIS (EnSt 380/580). Classes will feature hands-on exercises selected to help you master advanced GIS analysis tools and techniques, while providing experience in the planning and execution of real-world projects. Primary emphasis will be on applying fundamental GIS concepts, performing spatial analysis, developing proficiency with core ArcGIS software (e.g., Network Analyst extension),

resolution of problems, and efficient delivery of results. Readings from books and scientific literature will introduce key concepts and provide real-world examples that will be reinforced in the hands-on exercises, assignments, and projects. As the semester develops, you will gain a variety of new tools and techniques that will allow you to complete a final independent project that integrates the material learned during the course.

Credit 3 units. A&S IQ: NSM Art: NSM

Typical periods offered: Fall, Spring

ENST 4720 Applications in Geospatial Intelligence

This course introduces the concept of geospatial intelligence (GEOINT) and how to use location to see patterns, connections and relationships to ultimately see what others can't. Learn about the Intelligence Cycle, the mission of the National Geospatial-Intelligence Agency (NGA), potential career pathways in GEOINT, and other members of the Intelligence Community (IC) leveraging GIS to solve problems and make decisions related to Intelligence. This course is designed to incorporate both a theoretical understanding with a variety of subject matter expert (SME) presentations from the industry, as well as a practical understanding with hands-on exercises using ArcGIS Pro and other Esri software applications.

Credit 3 units. A&S IQ: NSM

Typical periods offered: Spring

ENST 4730 Introduction to Spatial Epidemiology

This 14-week course is to introduce essential concepts and methods of spatial epidemiology. Spatial epidemiology is a methodology for dealing with spatial-correlated issues in environmental and public health,epidemiological, and medical research. The lecture will give the knowledge in the designs and approaches of spatial epidemiology. Homework assignments after each lecture will test student knowledge the concepts we covered. GIS mapping exercises will allow students to practice and apply their knowledge of basic geospatial analyses in epidemiology. The paper discussions and final project (presentation and paper) will help the students develop a better understanding how to integrate geospatial and GIS modeling into epidemiological and population health studies to address spatial-correlated research questions. This course requires a previous completion of a GIS course with basic skill in the application of GIS software (such as ESRI ArcGIS) for mapping. This course will be suggested to the third-, fourth-year undergraduate students and/or master students.

Credit 3 units. A&S IQ: NSM Art: NSM

Typical periods offered: Fall

ENST 4801 Sustainability Exchange: Community and University Practicums

The Sustainability Exchange engages interdisciplinary teams of students to tackle real-world energy, environmental, and sustainability problems through an experiential form of education. Students participate in projects with on- or off-campus clients, developed with and guided by faculty advisors from across the University. Teams deliver to their clients an end-product that explores wicked problems requiring innovative methods and solutions. New and varied projects are introduced each semester. Past projects have included conducting greenhouse gas inventories for a community organization; developing a tool to screen University investments for sustainability parameters; developing a sustainability plan for a local nonprofit; addressing water savings initiatives for local breweries; and assessing the vulnerability of city sanitation systems. Team-based projects are complemented by seminars that explore problem solving strategies and methodologies drawn from a wide range of creative practices, including design, engineering, and science, as well as contemporary topics in energy, environment, and sustainability. Students will draw on these topics to influence their projects. The course is designed primarily for undergraduates, with preference given to seniors.

Credit 3 units. A&S IQ: SSC Art: CPSC, SSC

Typical periods offered: Fall, Spring

ENST 4810 RESET- Renewable Energy Policy, Engineering and Business

RESET is an interdisciplinary course that explores the incredible potential of renewable energy, energy storage, and electrification to mitigate climate change. Students will gain an in-depth understanding of the complex dynamics that are driving rapid deployment of renewables and present both opportunities and challenges to decarbonization in the years ahead. Through the lenses of business, policy, and engineering, students in RESET will learn through classroom lectures from faculty, industry professionals, and policy-makers; group discussions; field trips to solar arrays and a landfill gas power plant; and a final team project where students serve as consultants to a local government, proposing an on-site solar strategy, local policy changes to support decarbonization, and more. By the end of the course, students will have an understanding of many large-scale issues influencing decarbonization, as well as the real-world factors that are necessary for designing, financing, and building new renewable energy projects. Why renewables and the grid? Decarbonizing the electric grid paired with electrifying sectors that currently run on fossil fuels - including transportation, heating, buildings, and manufacturing and construction - together have the potential to reduce more than 50% of global greenhouse gas emissions. The global energy transition, which was already well-underway, accelerated in 2022 due to a combination of countries' energy security concerns following Russia's invasion of Ukraine and expanding climate ambition resulting in new policies that support renewable energy, including the Inflation Reduction Act in the United States. The International Energy Agency's 2022 Renewables report found that renewables are set to account for over 90% of global electricity expansion over the next five years, overtaking coal to become the largest source of global electricity by early 2025. Registration for this course is direct to the waitlist, and students are selected by application. The application can be found here . The deadline for the application is 5 PM on April 24th.

Credit 3 units. A&S IQ: NSM Art: NSM BU: SCI

Typical periods offered: Fall

ENST 4820 International Climate Negotiation Seminar

This course is designed to prepare students to attend and observe annual meetings associated with the United Nations Framework Convention on Climate Change (UNFCCC) as a delegate of Washington University. The course and meetings provide student delegates with a unique educational experience to observe the development of international climate policy through interdisciplinary negotiations and interactions inside the negotiating space. Students see the interaction between climate policy, science and technology as they identify and analyze policy decisions across the international climate regime. The COP 30 meeting will be held in Belem, Brazil from Monday, November 10, 2025 to Friday, November 21, 2025. While the number of students who can attend meetings is limited by the United Nations, we will do our best to have course participants attend one week of the COP. Course enrollment is limited. Indicate your interest by placing yourself on the waitlist and completing an application. The cost of meeting attendance is estimated to be $3750 and need based support is available. Additional information is included on the course FAQ page. Prerequisite: Junior standing. Contact the instructor with questions at martin@wustl.edu. Registration for this course is direct to the waitlist, and students are selected by application. The application can be found here: https://enst.wustl.edu/capstones/. The deadline for the application is 5 PM on April 23.

Credit 4 units. A&S IQ: SSC Art: SSC EN: S

Typical periods offered: Fall

ENST 4920 Environmental Studies Fourth-Year Reflection Seminar

Over the course of your time at Washington University, you have taken a depth and breadth of coursework toward your major in Environmental Analysis. Your major coursework has likely been supplemented by your oursework in other departments and programs of study. The purpose of this course is for you to meet your peers who have done the same. As a group you will reflect on and share representations of your learning across the years, make connections among thngs you have learned and to experiences in other arenas of your life. Reflection will occur through personal writing, discussion with peers in the course and the sharing of favorite podcasts, films, etc.

Credit 1 unit.

Typical periods offered: Spring

ENST 4995 Environmental Studies Coursework Completed Abroad

This course is for 4000 level study abroad credit.

Credit 12 units.

Typical periods offered: Fall, Spring, Summer

ENST 4996 Environmental Studies Elective

This course is for 3000 level transfer credit.

Credit 0 units.

Typical periods offered: Fall, Spring, Summer

ENST 4998 Senior Honors Research

This course is designed to support fourth-year students who are pursuing senior thesis research with the Environmental Studies Program. This 3-credit course includes a weekly 80-minute class session during which the instructor and students co-create a supportive cohort-based learning environment in which students share ideas, drafts of their scholarly work, feedback, and mutual encouragement as they engage in their independent research processes. The instructor guides students through common elements of the research process that span disciplines, such as effective communication with mentors and committee members, goal setting, planning and task management, accessing and reviewing the appropriate literature, concept mapping to organize ideas, outlining proposed methodology and hypothesized figures, and using reference management software. In a series of scaffolded assignments that match thesis timelines, students develop a short thesis proposal, write and twice revise the introduction and/or literature review for their thesis, and create an action plan for their winter/spring path to completion. Some class periods are used as workshops for feedback, idea sharing, and peer review. This course is required for all students working on senior thesis research, which can serve to partially satisfy the requirements for Latin Honors if the student also meets minimum GPA requirements (>3.6). Students graduating in spring should take this course in fall and ENST 4999 in spring of their senior year; students graduating in December should take ENST 4999 in spring of third year and this course in the fall of their third year or fall before graduation. Registration for this course requires completion of the senior thesis intent form and departmental/instructor permission to enroll. Please visit https://enst.wustl.edu/student-research to learn more about the process and find the senior thesis intent form.

Credit 3 units.

Typical periods offered: Fall, Spring

ENST 4999 Senior Honors

Independent work for undergraduate Honors, to be supervised by a faculty member. Prerequisites, senior standing, eligibility for Honors, and permission of instructor.

Credit 3 units.

Typical periods offered: Fall, Spring

Environmental Analysis Major

Program Requirements

- **Total Units Required:** 49
- **Grade Requirement:** A grade of C- is the minimum acceptable performance for each unit of credit for all coursework for the major.

The Environmental Analysis Major is a flexible, 49-credit program that focuses on developing critical skills and competencies in interdisciplinary environmental problem-solving. It is ideal for students seeking interdisciplinary training focused on the environment and sustainability, and it is designed to stand alone or complement another major.

Required Courses

Students must complete a total of 28 units of required courses as described below:

- Choose three of the following (9 units):

Code	Title	Units
BIOL 2150	Introduction to Environmental Biology	3
BEYOND 1001	Earth's Future: Cause & Consequences of Climate Change*	3
BEYOND 1004	Sustainability and Beyond: People, Planet, Prosperity*	3
BEYOND 1014	Environmental Racism and the Health of Everyone*	3
EEPS 2020	Intro to Earth, Env., and Planetary Science	3
ENST 1210	People Planet Health	4
and ENST 2230	Professional Development Seminar	
ENST 2220	One Health: Linking Human, Animal, Environmental Health	3
ENST 2310	Introduction to Environmental Humanities	3
ENST 2520	Sustainability in Business	3
ENST 2530	Metropolitan Environment	3
ENST 2620	Conservation Biology	3
POLSCI 2000	Introductionn to Environmental Policy	3

* These Beyond Boundaries courses, open to first-year students only, may apply to this section; students may count up to two toward the major.

- Required core courses in analysis and communication; choose four of the following (12 units):

Code	Title	Units
DRAMA 2201	Public Speaking: EmbodiedCommunication	3
DRAMA 4081	Theatre for Social Change	3
ENST 3310	Beyond the Evidence	3
ENST 3320	Fallout: Analyzing Texts and Narratives of the Nuclear Era	3
ENST 3330	Multiparty Environmental Decision-Making	3
ENST 3340	Writing Skills for Environmental Professionals	3
ENST 3600	Field Methods for Environmental Science	3
ENST 3710	Introduction to GIS	3
ENST 4350	Foundations of Research: Building a Literature Review	3
ENST 4410	Writing Home: Creating cultural guides for environmental site workers	3
ENST 4710	Advanced GIS	3
IPH 3123	Introduction to Digital Humanities	3
SDS 2020	Elementary Probability and Statistics	3
or SDS 3020	Elementary to Intermediate Statistics and Data Analysis	
or SDS 3030	Statistics for Data Sceince 1	
WRITING 3005	Writing the Natural World	3

Note: Students may count a fifth analysis and communication course toward the depth electives.

- Required course in social identity and environment; choose one of the following (3 units):

Code	Title	Units
AFAS 1130	Introduction to Race	3
BEYOND 1014	Environmental Racism and the Health of Everyone	3
JIMES 2910	Racism and Antiracism	3
SOC 2010	The Roots of Ferguson	3
SOC 2110	Social Inequlity in America	3
SOC 2520	Inequality by Design	3
SOC 3212	The Social Construction of Race	3
SOC 3910	Economic Realities of the American Dream	3
SOC 4289	Neighborhoods, Schools, and Social Inequality	3
SOC 4810	Global Sturctures and Problems	3
SOC 4830	Global Racial Systems	3

- Required interdisciplinary environmental capstone course; choose one of the following (3 units):

Code	Title	Units
ENST 4801	Sustainbility Exchange	3
ENST 4810	RESET: Decarbonizing the Grid	3
ENST 4820	International Climate Negotiation Seminar	4
ENST 4998	Senior Honors Research	3
ENST 5830	Interdisciplinary Environmental Clinic	4

Note: Due to the intensity of these project-based courses, students may only take one per semester. Students may count a second capstone course toward the depth electives.

- Fourth-year reflection seminar (1 unit):

Code	Title	Units
ENST 4920	Environmental Studies Fourth-year Reflection Seminar	1

Note: The purpose of this seminar is to create a written narrative portfolio that synthesizes, integrates, and reflects on the student's learning across the courses and experiences of the major. Reflection will occur through personal writing and discussion with peers in the course.

Elective Courses

Students will choose 21 units of depth and breadth elective courses from the three categories below: Social Sciences, Humanities and Arts, and Natural Science. Students must choose seven elective courses, with at least four courses from one category and at least one course in the other two categories. This requirement means students can choose a 5/1/1 combination or a 4/2/1 combination from the elective categories.

The following flexibility is allowed regarding substitutions:

- Students may count a fifth analysis and communication course toward the depth electives.
- Students may count a second capstone course toward the depth electives.
- Students may request one course substitution outside of the electives listed below to take advantage of unique one-time or rarely-offered courses.

Students must complete no fewer than 18 units of courses numbered 3000 or above within the major with a grade of C- or higher. There is no double counting of advanced (3000- and 4000-level) courses between two majors or between a major and a minor. This "no double-counting rule" also applies to students who are double majoring across schools.

- Social sciences electives:

Code	Title	Units
AMCS 2270	Topics in Native American Studies: Intro to Native American and Indigenous Studies	3
ANTH 3102	Topics: Sustainability in Extractive Communities	3
ANTH 3215	Food, Culture and Power	3
ANTH 3472	Global Energy and the American Dream	3

ANTH 3602	Env. Inequal: Toxicity, Health, and Justice	3
ANTH 3610	Culture and Environment	3
ANTH 3740	Social Landscapes in Global View	3
ANTH 3796	Meltdown:The Archaeology of Climate Change	3
ANTH 4281	Ecological Anthropology	3
ECON 3350	Environmental Policy	3
ENST 2510	Systems Thinking	3
ENST 3060	Community-based Conservation in Madagascar	3
ENST 3310	Beyond the Evidence	3
ENST 3520	Ecological Economics	3
ENST 3530	Sustainable Cities	3
ENST 3535	Sustainabile Transportation	3
ENST 3540	Environmental Justice	3
ENST 4350	Foundations of Research: Building a Literature Review	3
ENST 4510	Environmental Law	3
ENST 4527	IPCC: Governance, Policy and Science	3
ENST 4710	Advanced GIS	3
ENST 4720	Applications in Geospatial Intelligence	3
MGT 4510	Business & Governmnet: Understanding and Influencing the Regulatory Environment	3
MGT 4603	Introduction to Social Entrepreneurship	3
MPH 5002	Epidemiology*	3
MPH 5323	TPS: Climate CHange and Public Health*	3
POLSCI 3171	Politics of Environmental Regulation	3
POLSCI 3328	Energy Politics	3
POLSCI 3630	Quantitative Political Methodology	3
POLSCI 3760	Globalization, Urbanization, and the Environment	3
POLSCI 3890	Power, Justice, and the City	3
POLSCI 4043	Policy Analysis, Assessment and Practical Wisdom	3
POLSCI 4905	Research Design and Methods	3
SOC 3350	Poverty and the New American City	3
SOC 4810	Global Structures and Problems	3
URST 2000	The Study of Cities and Metropolitan America	3

* Students should request permission from the instructor to enroll in this course.

- Environmental humanities and arts electives:

Code	Title	Units
AFAS 2881	Free theLand: Black Lives and Environmental (in)Justice	3
AFAS 3075	Recipes for Respect: Black Foodways in the U.S.	3
ARCH 2090	Design Process	3
ART 3317	Photography: Art Practice (Documentary Photography in the 21st Century)	3
ART-ARCH 3961	Art and Ecology	3
COMPLIT 4111	Pastoral Literature	3
DRAMA 4081	Theatre for Social Change	3
ENST 3034	Environmental Modernism	3
ENST 3320	Fallout: Analyzing Texts and Narratives of Nuclear Era	3
ENST 3410	Native American Storytelling for Health Land Practice	3
ENST 4410	Writing Home: Creating Clutural guides for environmental site workers	3
HIST 2360	Urban America	3
HIST 3194	Environment and Empire	3
HIST 3810	Between Sand and Sea: History, Environment and Politics in the Arabian Pennisula	3
IPH 3120	Introduction to Digital Humanities	3
IPH 4310	Statistics for Humanities Scholars	3
LAND 5424	Seeds	3
PHIL 2080	Environmental Ethics	3
WRITING 3005	Writing the Natural World	3
WRITING 3400	Introduction to Playwriting	3

- Natural science electives:

Code	Title	Units
ANTH 3053	Nomadic Strategies andExtreme Ecolgies	3
ANTH 3660	Primate Ecology, Biology, and Behavior	3
ANTH 3662	Primate Conervation Biology	3
ANTH 4285	Environmental Archaeology	3
ANTH 4803	Advanced GIS Modeling & Landscape Analysis	3
BIOL 3172	Biology for Climate Change Solutions	3
BIOL 3220	Woody Plants of Missouri	3
BIOL 3221	Research and Public Education in the Arboretum	3
BIOL 3430	Plants, People, and the Environment	3
BIOL 3494	Microbes and the Environment	4
BIOL 3700	Animal Behavior	3
BIOL 3730	Laboratory on the Evolution of Animal Behavior	3
BIOL 3810	Introduction to Ecology	3
BIOL 3900	Science for Agriculture and Environmental Policy	3

BIOL 4193	Experimental Ecology Laboratory	3
BIOL 4195	Disease Ecology	3
BIOL 4196	Community Ecology	3
EEPS 3150	Environmental Impacts of Human Energy Use	3
EEPS 3173	Introduction to Soil Science	3
EEPS 3230	Biogeochemsitry	3
EEPS 3400	Minerals, Rocks, and Resources in the Environment	4
EEPS 3420	Environmental Systems	3
EEPS 3853	Earth History	3
EEPS 3860	The Earth's Climate Systems	3
EEPS 3873	Geospatial Science	3
EEPS 4074	Remote Sensing	3
EEPS 4094	Surface Processes	3
EEPS 4284	Hydrology	3
EEPS 4425	Aqueous Geochemistry	3
EEPS 4544	exploratin and Env. Goephysics	3
EEPS 4864	Paleoclimatology	3
ENST 3600	Field Methods for Environmental Science	3
ENST 3610	Urban Ecology	3
ENST 3620	Applied Conservation Biology	3
ENST 3630	Arctic Climate System	3
ENST 4710	Advanced GIS	3
ENST 4730	Introduction to Spatial Epidemiology	3
LAND 5330	Landscape Ecology	3

Additional Information

Grades and Credits

The program has set the following policy concerning the minimum acceptable grade performance. A grade of C- is the minimum acceptable performance for each unit of credit for all coursework for the major. Courses with grades of D may fulfill the College's requirement for 120 total credit units, but they do not meet the program requirements. A grade of C- is also the minimum acceptable performance for each unit of credit for any course required as a prerequisite to enrolling in advanced or sequential courses. Please visit the Academic Regulations page (p. 1007) of the College of Arts & Sciences Bulletin for more information. **Note:** Students must ensure that, while completing the major, they complete a minimum of 18 units of upper-level coursework (3000 level or above). At least half of the units (i.e., 25 units) for the major must be completed in residence.

Substitutions and Transfer Credit

Requests for substitutions for courses from other institutions (transfer credit) need approval by the College Office. Please visit the Policies and Procedures for more information.

Majors requesting a course substitution should complete the Course Petition Form.

Study Abroad

To study abroad, students must be in their junior or senior year and have a 3.0 grade point average. Students must understand the language of the country they plan to study in. Grades do not transfer back to Washington University. Credits can be applied toward the 120 credits needed to graduate, and courses taken abroad can substitute for classes for the Environmental Major and Minors. These substitutions should be worked out before leaving for Study Abroad. Final decisions for course credit will be made once the student has returned and the courses and grades are reported to Washington University. The minimum grade for study abroad coursework to apply to major/minor credit is C-.

Environmental Studies will accept up to 4 courses (12-16 units) from a study abroad program toward the Environmental Analysis Major. This can include courses in the social identity and environment and breadth and depth elective sections of the major, as well as a research methods courses taken on a field-based program, but not other sections of the major. Requests for substitutions should be submitted to the director and study abroad coordinator for Environmental Studies, Dr. Jeff Catalano.

Considerations

- Participating in a Washington University program allows financial assistance, and students may earn full academic credit for study abroad if they participate in Washington University programs.
- Students wishing to participate in non-Washington University programs must petition for credit before participating in the program.
- Students must communicate regularly with their advisors while abroad and report to them upon return.
- Each student must contact the Overseas Office to arrange for credit transfer.
- For details, contact the Overseas Office.

Distinctions

In Environmental Studies, we recognize student accomplishment by awarding departmental distinction to graduating students who have excelled in various ways within the Environmental Analysis Major, such as high performance in coursework, exceptional analytical and critical thinking skills, or leadership in promoting environmental awareness, initiating sustainability projects, and inspiring others. Visit the Academic Honors & Awards page (p. 1005) of this *Bulletin* for more information.

Latin Honors

Any Environmental Analysis Major may conduct senior thesis research regardless of GPA. To complete senior thesis/Latin honors research, students must register for ENST 4998 (senior thesis class) and ENST 4999 (senior thesis independent study) in their final two semesters to receive credit for their time spent on research.

To be eligible for Latin Honors, students must complete senior thesis research (complete ENST 4998, complete ENST 4999, and submit a satisfactory thesis) and have maintained a 3.65 grade point average through the sixth semester and must be accepted for candidacy by Environmental Studies. To earn honors, students must maintain a minimum 3.65 GPA through the final semester. In accordance with university guidelines, for Latin Honors, students may be awarded the A.B. cum laude, magna cum laude, or summa cum laude according to the following proportions: the top 15% in overall GPA of the full cohort of Latin Honors candidates who complete the requirements of their major departments will graduate summa cum laude; the next 35% magna cum laude; and the next 50% cum laude. For more information, please visit the Student Research page of the Environmental Studies website.

Department Awards

In Environmental Studies, we offer the following awards (recognition and a modest monetary prize) to graduating Environmental Analysis Majors with outstanding accomplishments. Program faculty members nominate and choose students.

- Environmental Studies Award for Academic Achievement
- Environmental Studies Award for Scholarship and Research
- Environmental Studies Award for Environmental Leadership

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Environmental Studies Minor

Program Requirements

- **Total Units Required:** 18

This minor is a good fit for students for many reasons:

- **Exposure:** Includes introductory-level courses
- **Accessibility:** Includes introductory courses
- **Flexibility:** Wide degree of choice in elective categories
- Pairs easily with many majors to provide interdisciplinary exposure

Students must have at least 9 units of course work at the 300 level or higher that are unique to this minor.

Required Courses

Required core introductory courses (students choose two of the following; 6 units):

Code	Title	Units
BEYOND 1001	Earth's Future: Cause & Consequences of CC*	3
BEYOND 1004	Sustainability and Beyond: People, Planet, Prosperity*	3
BEYOND 1014	Environmental Racism and the Health of Everyone*	3
BIOL 2150	Introduction to Environmental Biology	3
EEPS 2020	Intro. to Earth, Env. and Planetary Science	3
ENST 2220	One Health:Linking Human, Animal, Environmental Health	3
ENST 2310	Introcution to Environmental Humanities	3
ENST 2520	Sustainability in Business	3
ENST 2530	Metropolitan Environment	3
ENST 2620	Conservation Biology	3
POLSCI 2000	Introduction to Environmental Policy	3

* Students may count one of these Beyond Boundaries courses (first year only): BEYOND 1001, BEYOND 1004, or BEYOND 1014.

Elective Courses

One elective in analysis and communication (3 units):

Code	Title	Units
ENST 3310	Beyond the Evidence	3
ENST 3320	Fallout: Analyzing Texts and Narratives of Nuclear Era	3
ENST 3330	Multiparty Environmental Decision-Making	3
ENST 3340	Writing Skills for Environmental Professionals	3
ENST 3600	Field Methods for Environmental Science	3
ENST 3710	Applications in GIS	3
ENST 4350	Foundations of Research:Building a Literature Review	3
ENST 4410	Writing Home:Creating Cultural guides for environmental site workers	3
ENST 4710	Advanced GIS	3
ENST 4801	Sustainability Exchange	3
ENST 4810	RESET:Decarbonizing the Grid	3
ENST 4820	International Climate Negotiation Seminar	3
ENST 5830	Interdisciplinary Environmental Clinic	3

One elective in environmental humanities and arts (3 units):

Code	Title	Units
AFAS 2881	Free the Land: Black Lives and Environmental (in)Justice	3
AFAS 3075	Recipes for Respect: Black Foodways in the U.S.	3
ARCH 2090	Design Process	3
ART 3317	Photography: Art Practice (Documentary Photography in the 21st Century)	3
ARTARCH 3961	Art & Ecology	3
COMPLIT 4111	Pastoral Literature	3

DRAMA 4081	Theatre for Social Change	3
ENST 3034	Environmental Modernism	3
ENST 3320	Fallout: Analyzing Texts and Narratives of Nuclear Era	3
ENST 3410	Native American Storytelling for Healthy Land Practice	3
ENST 4410	Writing Home: Creating Cultural guides for environmental site workers	3
HIST 2360	Urban America	3
HIST 3194	Environment and Empire	3
HIST 3810	Between Sand & Sea: History, Environment, and Politics in the Arabian Peninsula	3
IPH 3120	Introduction to Digital Humanities	3
IPH 4310	Statistics for Humanities Scholars	3
LAND 5424	Seeds	3
PHIL 2080	Environmental Ethics	3
WRITING 3005	Writing the Natural World	3
WRITING 3400	Introduction to Playwriting	3

One elective in social sciences (3 units):

Code	Title	Units
AMCS 2270	Topics: Intro to Native Amercian and Indigenous Studies	3
ANTH 3102	Topics: Sustainbility in Extractive Communities	3
ANTH 3215	Food, Culture and Power	3
ANTH 3472	Global Energy and the American Dream	3
ANTH 3602	Env. Inequal: Toxicity, Health and Justice	3
ANTH 3610	Culture and Environment	3
ANTH 3740	Social Landscapes in Global View	3
ANTH 3796	Meltdown: THe Archaeology of Climate Change	3
ANTH 4281	Ecological Anthropology	3
ECON 3350	Environmental Policy	3
ENST 2510	Systems Thinking	3
ENST 3060	Community-Based Conservation in Madagascar	3
ENST 3310	Beyond the Evidence	3
ENST 3520	Ecological Economics	3
ENST 3530	Sustainable Cities	3
ENST 3540	Environmental Justice	3
ENST 4350	Foundations of Research: Building a Literature Review	3
ENST 4510	Environmental Law	3
ENST 4527	IPCC: Governance, Policy and Science	3
ENST 4710	Advanced GIS	3
ENST 4720	Applications in Geospatial Intelligence	3
MGT 4510	Business & Gov't: Understanding & Influencing the Regul.Env.	3
MGT 4603	Intro. to Social Entrepreneurship	3
MPH 5002	Epidemiology*	3
MPH 5323	TPS: Climate Change and Public Health*	3
POLSCI 3171	Politics of Environmental Regulation	3
POLSCI 3328	Energy Politics	3
POLSCI 3630	Quantitative Political Methodology	3
POLSCI 3760	Urbanization, Globalization, and the Environment	3
POLSCI 3890	Power, Justice and the City	3
POLSCI 4043	Policy Analysis, Assessment and Practical Wisdom	3
POLSCI 4905	Research Design and Methods	3
SOC 3350	Poverty and the New American City	3
SOC 4810	Global Structures and Problems	3
URST 2000	The Study of Cities and Metropolitan America	3

One elective in natural science (3 units):

Code	Title	Units
ANTH 3053	Nomadic Strategies and Extreme Ecologies	3
ANTH 3660	Primate Ecology, Biology and Behavior	3
ANTH 3662	Primate Conservation Biology	3
ANTH 4285	Environmental Archaeology	3
ANTH 4803	Advance GIS Modeling & Landscape Analysis	3
BIOL 3171	Biology for Climate Change Solutions	3
BIOL 3220	Woody Plants of Missouri	3
BIOL 3221	Research and Public Education in the Arboretum	3
BIOL 3430	Plants, People, and the Environment	3
BIOL 3494	Microbes and the Environmnent	3
BIOL 3700	Animal Behavior	3
BIOL 3730	Laboratory on the Evolution of Animal Behavior	3
BIOL 3810	Introduction to Ecology	3
BIOL 3900	Science for Agriculture and Environmental Policy	3
BIOL 4193	Experimental Ecology Laboratory	3
BIOL 4195	Disease Ecology	3
BIOL 4196	Community Ecology	3
EEPS 3150	Environmental Impacts of Human Energy Use	3
EEPS 3173	Introduction to Soil Science	3
EEPS 3230	Biogeochemistry	3
EEPS 3400	Minerals, Rocks, and Resources in the Environment	3
EEPS 3420	Environmental Systems	3
EEPS 3853	Earth History	3
EEPS 3860	The Earth's Climate System	3

EEPS 3873	Geospatial Science	3
EEPS 4074	Remote Sensing	3
EEPS 4094	Surface Processes	3
EEPS 4284	Hydrology	3
EEPS 4425	Aqueous Geochemistry	3
EEPS 4544	Exploration and Environmental Geophysics	3
EEPS 4864	Paleoclimatology	3
ENST 3600	Field Methods for Environmental Science	3
ENST 3610	Urban Ecology	3
ENST 3620	Applied Conservation Biology	3
ENST 3630	Arctic Climate System	3
ENST 4710	Advanced GIS	3
ENST 4730	Introduction to Spatial Epidemiology	3
LAND 5330	Landscape Ecology	3

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Film and Media Studies

During the 21st century, as our national and global cultures become increasingly dominated by the visual in ubiquitous modes of technology-based communication, the need to become critical viewers — knowledgeable in the history of the most popular art forms of our time and possessing the analytical skills to understand and interpret mass media — is acute.

To address this need, the major in Film and Media Studies requires the rigorous study of history and aesthetics so that students come to understand the creative force of moving image texts, whether digital, electronic, or filmic. Courses examine the place of these texts in culture and how their production of meaning relates to industrial and business practices as well as to other artistic endeavors. By complementing the critical studies undergraduate curriculum in Film and Media Studies, courses in production and screenwriting provide — through acts of creation and collaboration — an understanding of the aesthetic and ethical choices that artists confront when working with moving image-based media. Such practical experience integrates theoretical and historical awareness to further enhance students' understanding of the ways in which visual culture makes meaning with established and emergent technologies in contemporary society. This major will benefit any student interested in gaining an intellectual perspective on the relationship between art and technology, culture and industry, and history and theory. This major trains students in rigorous analytical thinking and provides them with research skills and historical knowledge that will assist them in becoming effective participants in the mediated culture of the 21st century.

Film and Media Studies' academic mission is focused on the intellectual and professional development of students, but our faculty regard educating the larger Washington University and St. Louis communities about our field of study to be another important element of our work. To that end, we are committed to sponsoring events — including film festivals, academic lectures, and symposia — that further the discussion of and intellectual engagement with all forms of moving image media.

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Faculty

Director

Colin Burnett
Associate Professor
PhD, University of Wisconsin-Madison
History of French and francophone film style and culture; James Bond and serial/transmedia storytelling; transnational trends in art cinema storytelling; historiography of style in film studies and art history; philosophy and film studies

Director of Graduate Studies

John Powers
Assistant Professor
PhD, University of Wisconsin-Madison
Experimental film and video; moving image media technologies; U.S. film history; critical media arts practices; film and media theory; documentary film and video

Director of Undergraduate Studies

James Fleury
Senior Lecturer
PhD, University of California, Los Angeles
Media industries; video games; production cultures; media franchises

Department Faculty

Ian Bogost
Barbara and David Thomas Distinguished Professor
PhD, University of California, Los Angeles
Media studies; video games; new media

Richard Chapman
Senior Lecturer
Film production; screenwriting; television production

Jianqing Chen
Assistant Professor
PhD, University of California, Berkeley
Transnational Chinese film & media; digital media; post-socialism; global capitalism; media and environment; feminist theory

Reem Hilu
Assistant Professor
PhD, Northwestern University
Digital media; game history; feminist media studies; television history; media and technology

Deirdre Maitre
Senior Lecturer and resident filmmaker

Raven Maragh-Lloyd
Associate Professor
PhD, University of Iowa
Critical digital media; black online publics; cultural studies; algorithmic culture

William Paul
Professor Emeritus
PhD, Columbia University

Gaylyn Studlar
David May Distinguished Professor in the Humanities
PhD, University of Southern California
Feminist film theory, genre studies, Hollywood cinema; stardom; orientalism

Diane Wei Lewis
Associate Professor
PhD, University of Chicago
Japanese cinema; early and silent cinema; mass culture and modernity; media and gender

Affiliates

Todd Decker
Paul Tietjens Professor of Music
PhD, University of Michigan
Film music and musicals; The Broadway Musical; popular music; digital humanities; Domenico Scarlatti

Ignacio Sánchez Prado
Jarvis Thurston and Mona Van Duyn Professor in the Humanities
PhD, University of Pittsburgh
Mexican literary; film and cultural studies; Latin American intellectual history; neoliberal culture; food cultural studies; "world literature" theory

Rebecca Wanzo
Chair and Professor of Women, Gender, and Sexuality Studies
PhD, Duke University
African American literature history and culture; theories of affect; popular culture; critical race theory; feminist theory

Jeffrey M. Zacks
Chair and Professor of Psychological & Brain Sciences
Edgar James Swift Professor in Arts & Sciences
Professor of Radiology
PhD, Stanford University
Perception, memory, movies, and reading in the mind and the brain—including brains that are developing, aging, and disordered

Majors

- Film and Media Studies Major (p. 552)
- Film and Media Studies Major, Film and Media Production Specialization (p. 553)

Minors

- Film and Media Studies Minor (p. 553)
- Global Film and Media Studies Minor (p. 554)

Courses

FILM 1100 First-Year Seminar: Science Fiction Literature & Film: A Contrast in Hyper-Imaginative Media
This course will present a historical overview of the forms that racial and ethnic representations have taken in American television. The course will chart changes in public perception of racial and ethnic difference in the context of sweeping cultural and social transformations. The course examines how notions of medium and ponders the implications for these identities of the contemporary practice of narrowcasting. Required Screening.
Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: BA, HUM EN: H
Typical periods offered: Fall, Spring

FILM 1120 First-Year Seminar: Race and Ethnicity in American Cinema
From the early documentary roots of cinema through the Civil Rights movement and to the recent democratization of the means of media production, questions of race and ethnicity have proved crucial both to the content of American films and also to the perspective from which they are made. This class will look at the representation of historical moments from the Civil War to Hurricane Katrina, the production of cinematic stereotypes as well as their appropriation for subversive purposes, and the gradual evolution of multi-culturalism as a central factor in the stories told and the telling of stories on the American screen. Students will use film texts to develop a critical understanding of one of the most important issues in American history. Required screenings.
Credit 3 units. A&S IQ: HUM Art: HUM BU: BA, HUM EN: H
Typical periods offered: Spring

FILM 1122 First-Year Seminar:
Over the past three decades, contemporary film and television have seen a trend of increasingly complex storytelling, in the US and worldwide. We see such innovative narrative forms in Hollywood films such as Source Code (Duncan Jones, 2011), Inception (Christopher Nolan, 2010), and Butterfly Effects (Eric Bress and J.Mackye Gruber, 2004), as well as in TV serials such as FlashForward (ABC, 2009-10) and Russian Doll (Netflix,2019), not to mention global art cinema Too Many Ways to Be No.1 (Wai Ka-fai, 1997) and Peppermint Candy (Chang Dong Lee, 1999). Named puzzle films, mind-game films, or complex TV, these films and series manifest common new features, such as non-linear narratives, jumbled chronologies, labyrinthine spatial orientation; they creatively use time travel, multiverse, compulsive repetition, and loops to transcend spatial-temporal limitations. These films play with our perception of the reality, present new psychological and cognitive challenges, and thereby create new spectatorial pleasure. This course teaches students to enjoy, view, closely analyze, and critically think about films and series of complex storytelling. Reading these films along with recent film and television studies scholarship, students learn

analytical skills and conceptual frameworks to untangle the convoluted narrative logic and discern in the narrative architecture new modes of rethinking identity, reality, history, and future in our contemporary societies. Required Screenings: Wednesdays @ 4pm. This course is appropriate for first-year students.
Credit 3 units. A&S IQ: HUM BU: HUM EN: H
Typical periods offered: Spring

FILM 1130 Freshman Seminar: Science Fiction and Cultural Modernity
Science Fiction has been called the twentieth century's most characteristic genre because it addresses many of the issues that are central to the concept of cultural modernity: utopian/dystopian visions, technological development/disasters, mass media/mass culture, rapid social change, cultural clashes, and encounters with the alien other (differentiated by gender, race, class, etc.). What is interesting about works of science fiction is not so much what they have to say about an imagined future, but what they tell us about the culture that created them. In this course we will think and write critically about key themes from approximately four science fiction novels (such as Brave New World and War of the Worlds) and from a range of science fiction films and television series (such as the original Invasion of the Body Snatchers, A Clockwork Orange, Blade Runner, and Star Trek: The Next Generation) in order to examine how science fiction comments on the cultural present.
Credit 3 units.

FILM 1140 First-Year Seminar: Superhero Media
This course will examine the superhero as American myth and media industry commodity. We will consider historical, cultural, and industrial aspects of the superhero genre across comic books, films, television series, and video games. Focusing on multiple media allows us to examine an array of medium-specific and cross-media issues (e.g., how criticism of superhero films as not cinema reflects a legacy of comics being perceived as juvenile). Our study will encompass a number of critical frameworks, including myth, adaptation, gender, race, and transmedia storytelling. Each course unit will focus on how different media have presented one or more superhero franchises (e.g., Superman, Batman, Black Panther, Captain Marvel, Watchmen). Required screenings. Enrollment limited to first-year students.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA, HUM EN: H
Typical periods offered: Fall, Spring, Summer

FILM 1150 First-Year Seminar:
This course will explore the complex relationship between moving images and ideas of the real in both movies and television. It will explore theories of representation, surveillance, authenticity, truth, and realism in this context. From the earliest actuality films to the recent phenomenon of reality television programming, it will ask if screen images capture what is really happening in front of the camera or if conventions of representation, genre, and narrative mediate the reality of these images. More significantly, it will inquire into why such questions matter. At issue is the role that moving images on both the big and the small screen have in our understanding of the world as it is and ourselves as we experience it.
Credit 3 units. A&S IQ: SSC EN: S
Typical periods offered: Spring

FILM 1160 First-Year Seminar: Cult TV: Critical Approaches to Fans and Fictions
What do such disparate television series as Dr. Who, Star Trek, The Avengers, Monty Python's Flying Circus, The X-Files, Buffy the Vampire Slayer, Xena: Warrior Princess, and Sealab 2021 have in common? They all attract loyal audiences, stimulate subcultural sensibilities, lend themselves to textual poaching, and thus qualify as examples of Cult TV, a term that has become increasingly salient within critical studies of the medium. In this course we will explore the subject of cult television from a variety of social, cultural, and thematic perspectives, so that by the end of the semester students will have gained a deeper understanding of its historical importance as a barometer of both popular and oppositional tastes. We will examine how these and other examples of genre-based network and cable programming complicate distinctions between lowbrow and highbrow tastes while sustaining worldwide interpretative communities years after their original airdates. Students will also examine the importance of syndication, home video technologies, ancillary markets, publishing, and the Internet in the construction of fan cultures. Required Screening.
Credit 3 units. A&S IQ: HUM BU: HUM EN: H
Typical periods offered: Fall

FILM 1170 First-Year Seminar: Asians in American Film
This course surveys the history of Asian representations in American cinema from the silent period to the contemporary era. Throughout the semester we will focus on images of Chinese, Japanese, Koreans, Filipinos, and Vietnamese that have become most ingrained in American popular culture over the last century, from Fu Manchu and Madame Butterfly stereotypes popular during the classical studio era to more recent reconfigurations of racialized imagery in Jackie Chan and Jet Li films. We will also examine selected works by Asian American independent writer-directors-films and videos like Chan is Missing, History and Memory, and Better Luck Tomorrow that challenge the stereotypes and normative tropes of Orientalism still permeating mainstream media. Students will be asked to frame textual analyses of key films (such as The Cheat, Daughter of Shanghai, Battle Hymn, Flower Drum Song, and Enter the Dragon) within various political, social, cultural, and industrial contexts (e.g. anti-Asiatic immigration and labor policies; U.S. foreign policies; the practice of yellowface; censorship codes; wars in East and Southeast Asia; anti-miscegenation laws; grassroots campaigns to stem the tide of stereotypes and hate-crimes; etc.).
Credit 3 units. A&S IQ: HUM BU: HUM, IS EN: H
Typical periods offered: Fall

FILM 1180 First-Year Seminar: Mr. Kiss Kiss Bang Bang: James Bond in Film, Literature and Popular Culture
Originally a character in Cold War spy literature, James Bond has emerged as an international pop culture phenomenon. In this course, we will explore the evolution of James Bond from Ian Fleming to the spy parodies in international cinema. We will read several of Fleming's novels and short stories, including Casino Royale (1953), Octopussy (1966) and The Property of a Lady (1967), and discuss these texts in light of post-war spy literature. We will screen numerous Bond films, and compare and contrast James Bond the literary and cinematic character, how Bond emerged as a franchise hero through the vision of producers Harry Saltzman and Albert Cubby Broccoli, and critical aspects of the film franchise, including its storytelling roots in Hollywood serials, its use of gadgets and special effects, and the role of stardom in their marketing (Sean Connery, Ursula Andress, Roger Moore, Madonna, Pierce Brosnan and Daniel Craig). Finally, we will explore the re-envisioning of Bond in various media and art forms in global popular culture, including music, DC and Marvel Comics, games, children's television and in Asian cinema (Stephen Chow's 1994 From Beijing with Love). Required Screenings.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Spring

FILM 1190 First-Year Seminar: Anime as Popular Culture
In the contemporary media landscape, film, television, games, publishing, and merchandizing are increasingly connected and help distribute cultural products across the globe. Japanese animation is one of the earliest and most successful examples of this powerful

strategy. This course examines the global franchising industry of Japanese anime to explore basic questions about media and popular culture: How do we define a medium? How do consumer practices shape media and popular culture? What is the impact of globalization on media, and global media on national culture? Our investigations of Japan cool and its avid consumer cultures will cover: animation aesthetics and technology; media convergence; anime fan cultures; science-fiction and remaking the body, history, and identity through global media. No prerequisites. Enrollment limited to fifteen college freshmen. In addition to class meetings, there will be a mandatory weekly scheduled screening.
Credit 3 units. A&S IQ: HUM, LCD BU: HUM, IS EN: H
Typical periods offered: Spring

FILM 1200 First-Year Seminar:
In spite of -- and because of -- its propensity for terrifying readers and viewers, horror has proven to be one of the most resilient and popular genres across all forms of media. Why are audiences attracted to a genre that causes fear, revulsion, and distress? This course will consider the cultural, philosophical, and generic dimensions of horror and explore how it operates across an array of media platforms: film, literature, television, comics, and video games. We will read two literary masters of the genre, H.P. Lovecraft and Stephen King, and we will screen some of the most successful horror films of the last 50 years. We will also study horror through a variety of critical frameworks, including gender, stardom, special effects, transnationality, adaptation, transmedia storytelling, and interactivity. The course will culminate in two extended case studies. In the first, we will compare and contrast literary, filmic, and televisual adaptations of The Shining. In the second, we will consider The Walking Dead as a franchise that spreads its narrative across comics, multiple television programs, and video games. Required screenings. Enrollment limited to first-year students.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

FILM 1210 First-Year Seminar: Youth Culture and Visual Media
Since the advent of cinema through the recent development of online social networking, visual media in the United States and around the world have been identified with a market of youthful consumers and producers. This course will look at the development of youth culture in the United States and its unique relationship to visual media, including film, television, comic books, video games, and the Internet, in the twentieth and twenty-first centuries. We will examine youth culture as a social phenomenon generated by the young, a means of representing the experience of being youthful, and as part of the ongoing debates over the effects of media on the young. As alternately mass culture, popular culture, counter culture, and participatory culture, youth culture holds a privileged place in the history of American visual media and continues to influence production and innovation within the media marketplace.
Credit 3 units. A&S IQ: HUM BU: BA, HUM EN: H
Typical periods offered: Spring, Summer

FILM 1995 Film & Media Studies Coursework Completed Abroad
This course is for study abroad credits.
Credit 12 units.

FILM 1996 Film and Media Studies Elective: 100-Level
Credit 3 units. EN: H

FILM 2000 Special Projects
This course is intended for freshmen and sophomores who wish to register for internships. Students must receive Program approval prior to beginning the internship. Please consult the Program guidelines governing internships. Credit variable, maximum 3 units.
Credit 3 units.
Typical periods offered: Fall, Spring

FILM 2006 Video/Film
In order to enroll in this course, students must complete a contract and submit it to the Performing Arts Department office.
Credit 3 units.

FILM 2200 Introduction to Film Studies
How do film images create meaning? What are the tools the film artist uses to create images? This course will introduce students to basic techniques of film production and formal methodologies for analyzing film art. Students will learn the essential components of film language -- staging, camera placement, camera movement, editing, lighting, special effects, film stock, lenses -- to heighten perceptual skills in viewing films and increase critical understanding of the ways films function as visual discourse. The course is foundational for the major in Film and Media Studies. Required Screening
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring, Summer

FILM 2250 Making Movies
This course introduces the core concepts and skills for producing dramatic narrative film and video, building on the Hollywood paradigm. No previous technical experience is required, but students should have taken or be concurrently enrolled in Film 220. This course teaches students how films are put together to tell stories, negotiating between the possibilities of cinematic language and the practicalities of working with machines and other people. In order to develop an understanding of filmic narration, students will learn the basics of camera operation, lighting, digital video editing, sound design and recording, casting and directing actors, visual composition and art direction, and production planning and organization. These concepts will be put into practice through a series of exercises culminating in a creative, narrative short digital video. This course fulfills the prerequisite for 300 and 400 level video and film production courses in Film and Media Studies and the production requirement in the FMS major. Admission by waitlist only. Prereq: Film 220.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring, Summer

FILM 2300 Moving Images and Sound
Note: Admission by Wait-list only. Preference will be given to Film and Media Studies majors and minors. This introductory video production course explores how images and sounds function as cinematic building blocks and purveyors of content. Through creative assignments involving at times personal inquiry, at other times the understanding of elementary semiotics, the components of film and video are examined. Students learn the basics of key sound and editing software to produce, outside of class time, an original two-minute narrative piece. This course is a prerequisite to all other Film and Media Studies video courses. Prereq: Film Studies 220 or consent of instructor.
Credit 3 units. A&S IQ: HUM BU: HUM

FILM 2490 Intro to Digital Video Post-Production
Within this introduction to the electronic studio and the general principles of editing, some of the most commonly used techniques in post-production will be explored. Students will go from object oriented graphics to bitmap imaging software like Illustrator, Photoshop and Painter, to create titles and short animations to be incorporated into their final edited piece. Sound and Web presentation issues will also be touched upon. Students are expected to provide their own video material, ready to edit, by the start of the semester. Prerequisite: Film Studies 245.

Credit 3 units.

FILM 2907 Special Projects
In order to encoll in this course, students must complete a contract and submit it to the Performing Arts Department office.
Credit 3 units.

FILM 2995 Film & Media Studies Course Work Completed Abroad
This course is for study abroad credits.
Credit 12 units.

FILM 2996 Film and Media Studies Elective: 200-Level
Credit 3 units. EN: H

FILM 3003 From Shaft to Django: The History of Blaxploitation Film
Hollywood was in steep decline in the late 1960's. On the brink of collapse, the film industry was rescued by an unprecedent boom in films that featured Black casts and targeted Black audiences. Narratives of slick-talking hustlers and afro-sporting femme fetales intent on sticking it to the man, these would come to be known as Blaxploitation films. This class will historically contextualize and critically examine the Blaxploitation phenomenon of the 1970's. We will explore what led to the emergence of Blaxploitation, the peaks of its popularity, the controversies that surrounded it, its rapid demise, and its lasting influence. Blaxploitation was a brief, bombastic and highly polarizing era in the history of American film. Heralded by some as a revolution in representations of Black empowerment and by others as pandering to longstanding racial stereotypes. Indeed, it's influence on Black culture stretches beyond the 1970's and into cultural realms beyond the silver screen. While this is primarily a film course emphasizing close readings of canonical Blaxploitation cinema, we also will explore: Blaxploitation soundtracks (i.e., Curtis Mayfield and Isaac Hayes), Black Pulp Fiction novels that inspired the films (i.e., Ernest Tidyman and Sam Greenlee), the aesthetics of Blaxploitation promotion via the Black Film Promotional Material Collection located in the Julian Edison Department of Special Collections, and finally we will consider how Blaxploitation aesthetics influenced subsequent cultural movements like the 1990's renaissance in Black film, Hip-Hop and contemporary satire.
Credit 3 units.

FILM 3050 Music and Masculinity in the Movies of Martin Scorsese
This course considers the work of American filmmaker Martin Scorsese, with close attention to (1) how Scorsese uses music (and sound) to construct intense cinematic worlds and (2) how his film characters and plots represent various sorts of white American men. The consistent collision between Scorsese's interest in music as a driver of film style and content and his penchant for male-centered, frequently violent narratives makes him an ideal central figure for our study of white American masculinities at the movies over the last five decades. Films to be studied include Mean Streets, Taxi Driver, Raging Bull, Goodfellas, Cape Fear, The Departed, Shutter Island, and The Wolf of Wall Street. Required screenings.
Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Spring

FILM 3100 Video Production
An advanced course exploring the creative and technical aspects of video production. Students sharpen their knowledge of cameras, directing, lighting, sound recording, non-linear systems, and narrative structures. In addition to acquiring a theoretical understanding of the production process, students will gain practical experience by producing, outside of class time, a short project reflecting their visual and conceptual maturity. Prerequisite: L53 Film 230 (Moving Images and Sound) or permission of the instructor.
Credit 3 units. A&S IQ: HUM BU: BA, HUM EN: H
Typical periods offered: Spring

FILM 3110 Documentary Production
In parallel with an overview of various documentary genres, ranging from the personal, the poetic, the agitprop, and cinema verité, this course will offer students the opportunity to produce a short documentary piece on the topic of their choosing. Aesthetic and ethical issues will be explored by considering the overall methodology in terms of subjectivity, content, structure, and the possible usage of music and/or voice-over. For the sake of completing the project in time, it is recommended that students be familiar with the subject matter of their investigation, before taking the course. Prerequisite: L53 Film 230 (Moving Images and Sound) or permission of the instructor.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

FILM 3190 Documentary Film and Media
From movie screens to cell phones, moving images that document life have never been more ubiquitous. What do these images tell us about the relationship between representation and reality? How have film and media makers used moving images to represent major cultural, political, and social upheavals as well as communicated an understanding of everyday life? To answer these questions, this course will survey the rich, vibrant legacy of documentary filmmaking as well as demonstrate its ongoing artistic and cultural relevance to newer media. We will examine key modes of documentary film while contextualizing the historical development of these forms within aesthetic, industrial, and political factors. We will also consider ethical issues in filmic representation, especially in relation to the ethnographic tradition. In addition to studying the work of documentary pioneers, we will explore contemporary activist documentaries, as well as new industrial developments such as serialized online documentary. Required screenings. Tuesdays @ 4pm
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA, HUM EN: H
Typical periods offered: Fall, Spring

FILM 3200 British Cinema: A History
British cinema has gotten a bad rap. French film director François Truffaut once declared that cinema and Britain were incompatible terms since the English countryside, the subdued way of life, the stolid routine-are anti-dramatic. . . [even] the weather itself is anti-cinematic. Yet British films proudly rank among some of the most acclaimed and beloved in film history: Monty Python and the Holy Grail, A Hard Day's Night, Lawrence of Arabia, The Third Man, Zulu, The Ladykillers, A Night to Remember, Trainspotting, The King's Speech, and the James Bond franchise. Admittedly, British cinema has had its ups and downs, never quite knowing whether to position itself as a distinctive national cinema or as a rival to Hollywood. This uncertainty has fostered a rich diversity and complexity that this course will emphasize in a survey approach. We will give equal attention to the work of high-profile directors like Alfred Hitchcock and Michael Powell and to important genres in which the British seem to excel--like black comedy, imperialist adventure, kitchen sink drama, documentary, and the so-called heritage films that paved the way for television's Downton Abbey. Required Screenings.
Credit 3 units. A&S IQ: HUM BU: HUM, IS EN: H
Typical periods offered: Fall, Spring

FILM 3220 Contemporary East Asian Cinema
This course focuses on films made in Japan, Mainland China, Taiwan, Hong Kong and South Korea over the past three decades. Students will examine how the global/local geopolitics specific to the post-Cold War period, the passing of authoritarian regimes, the boom and bust of the Asian economy, and international film festivals have influenced the shaping of New East Asian cinemas across borders. REQUIRED SCREENING: [day, time].
Credit 3 units. A&S IQ: HUM, LCD BU: HUM, IS EN: H
Typical periods offered: Fall

FILM 3230 The Cinema of Eastern Europe in the Cold War Era
This course has two objectives. On the one hand, we will watch masterpieces of European cinema, awarded at international festivals and directed by legendary names such as Milos Forman, Emir Kusturica and Andrzej Wajda, and focus on their artistic genius. On the other hand, we will study the way in which the confrontational politics of the Cold War inform these films, with a special focus on the perplexing predicament of a divided and antagonized Europe. The readings for this class emphasize our dual exploration. We will work with texts dealing with both film history and its aesthetics and with broader analyses of the intellectual and political landscape of the Cold War context. Required Screenings.
Credit 3 units. A&S IQ: HUM, LCD BU: HUM, IS EN: H
Typical periods offered: Spring

FILM 3240 History of Chinese Cinemas: 1930s-1990s
This course offers an overview of Chinese cinemas, including those of Mainland China, Hong Kong, and Taiwan, over the twentieth century. We will study major trends such as the left-wing filmmaking in the 1930s, the Maoist revolutionary narratives, Taiwanese healthy realism, the New Cinemas of the three regions, and contemporary transnational productions. Major topics include urban modernity, gender formation, national and transnational cinemas within specific historical contexts. All films come with English subtitle. Required Screenings.
Credit 3 units. A&S IQ: HUM, LCD BU: HUM, IS EN: H
Typical periods offered: Spring

FILM 3250 French Film Culture
Called the seventh art, film has a long tradition of serious popular appreciation and academic study in France. This course will offer an overview of French cinema, including the origins of film (Lumière brothers, Méliès), the inventive silent period (which created such avant-garde classics as Un chien andalou), the poetic realism of the 30s, the difficulties of the war years, the post-war emphasis on historical/nationalist themes in the tradition of quality films, the French New Wave's attempt to create a more cinematic style, the effects of the political turmoil of May '68 on film culture, the art house reception of French films in the US, and the broader appeal of recent hyper-visual (cinéma du look) films, such as La Femme Nikita and Amélie. While the primary focus of the course will be on French cinema, we will also discuss the reciprocal influences between American and French film culture, both in terms of formal influences on filmmaking and theoretical approaches to film studies. French film terms will be introduced but no prior knowledge of the language is expected. REQUIRED SCREENING: [day, time].
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H
Typical periods offered: Fall, Spring

FILM 3260 Samurai, Rebels, and Bandits: The Japanese Period Film
Tales of heroism, crime, revolt, and political intrigue. Bloody battles, betrayal, madness, and flashing swords. This is the world of jidaigeki eiga, the Japanese period film. In this course, we will analyze the complex (and often flamboyant) narrative, visual, and thematic structures of films about the age of the samurai. We will discuss jidaigeki representations of violence and masculinity, self-sacrifice and rebellion, and the invention of tradition as well as critical uses of history. In addition to the historical content of the films, we will study the historical contexts that shaped jidaigeki film production and discuss relevant transformations in Japanese cinema and society. Period films have been shaped by and exert strong influences on Japanese theater, oral storytelling, popular literature, comics, and international film culture, all of which are helpful for understanding the films. As we track changes in jidaigeki style and subject matter, the course will introduce theories for interpreting narrative structure, genre repetition and innovation, intertextuality, and representations of the past. All readings will be in English. No knowledge of Japanese required. No prerequisites. Required Screenings Tuesdays @ 7 pm.
Credit 3 units. A&S IQ: HUM, LCD BU: HUM, IS EN: H
Typical periods offered: Fall

FILM 3270 Anime and Manga
This course examines the production and reception of Japanese animation and comics, with special emphasis on animation techniques and technology, industrial practices, cultural analysis, and fan cultures. Students will learn about the intertwined histories of anime and manga, and engage with contemporary examples. No prerequsites or Japanese language necessary. This course is appropriate for first year students.
Credit 3 units. Art: VC BU: IS EN: H
Typical periods offered: Spring

FILM 3280 History of German Cinema
This course explores the major developments of German cinema throughout the twentieth century. More specifically, this course will engage with issues relating to German film culture's negotiation of popular filmmaking and art cinema, of Hollywood conventions and European avant-garde sensibilities. Topics will include the political functions of German film during the Weimar, the Nazi, the postwar, and the postwall eras; the influence of American mass culture on German film; the role of German émigrés in the classical Hollywood studio system; and the place of German cinema in present-day Europe and in our contemporary age of globalization. Special attention will be given to the role of German cinema in building and questioning national identity, to the ways in which German feature films over the past hundred years have used or challenged mainstream conventions to recall the national past and envision alternative futures. Films by directors such as Murnau, Lang, Fassbinder, Herzog, Tykwer and many others. All readings and discussions in English. May not be taken for German major or minor credit. Required screenings. This course is appropriate for first year students.
Credit 3 units. BU: IS EN: H
Typical periods offered: Spring

FILM 3290 Italian Neorealism
This course explores the visual language of one of the most influential film movements of the twentieth century. We will concentrate on the origins of neorealism in Italian post-war cinema and history, and focus on the works of film-makers such as Roberto Rossellini, Vittorio De Sica and Luchino Visconti. We will also consider the longer-term influence of the movement both in Italy and elsewhere. Throughout this course, we will reflect on the possibilities of mimesis in cinema, on the social and political engagement of neorealist film, and on the factors that caused its decline.
Credit 3 units. A&S IQ: HUM BU: HUM, IS EN: H
Typical periods offered: Fall

FILM 3300 History of American Cinema
This course traces the history of the American cinema from the earliest screenings in vaudeville theaters through the birth of the feature film to movies in the age of video. The course will examine both the contributions of individual filmmakers as well as he determining contexts of modes of production, distribution, and exhibition. The course aims to provide an understanding of the continuing evolution of the American cinema, in its internal development, in its incorporation of new technologies, and in its responses to other national cinemas. Required screenings.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: CPSC, HUM BU: HUM EN: H
Typical periods offered: Spring

FILM 3310 The New Hollywood Cinema
This course will examine the history of film culture and the film industry in the United States since the end of the classical Hollywood studio system. It will pay special attention to the period of auteur-centered filmmaking in the 1970s. During this time, the end of the production code, the financial crisis of the industry, the unparalleled influence of European New Wave and Art films, and the introduction of the first generation of film school graduates (the so-called movie brats) all combined amidst the tumultuous cultural politics of such movements as the counterculture, civil rights, and second wave feminism to form a film-historical moment often called the Hollywood Renaissance. This brief period was soon followed by a newly reinvigorated Hollywood industry focused on the high-concept blockbuster. Such rapid transformations in the practice and nature of American film not only continue to influence commercial filmmaking today but also continue to shape our understanding of the role of authorship, genre, and ideology within Hollywood. The course will consider films of the New Hollywood in the context of tensions between radicalism and populism, progressivism and nihilism, entertainment and ideology, artistic and commercial success. Required screenings.
Credit 3 units. A&S IQ: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall

FILM 3330 Making Movies II: Intermediate Narrative Filmmaking
In Making Movies II, students advance their skills in filmmaking through a series of exercises and individual short films culminating in a final narrative project shot in high definition digital video and edited in Adobe CC and Premiere Pro. With faculty guidance, and working in groups, students collaborate in producing a narrative film that is a minimum of 10 minutes in length, following three-act structure and involving elements of motivation, conflict, and resolution. In addition to this structured approach to content, students are encouraged to achieve a unified aesthetic approach to picture and soundtrack that reinforces/enhances the meaning of their final projects. The course develops student skills through lectures, demonstrations, in-class screening of excerpts and critiques. Topics covered include idea development, preproduction planning, directing actors, composition, lighting, and editing. Students are required to assist other students in their productions and attend all classes. 3 credits. Admission by waitlist only. Prerequisite: Film 220 and Film 225 or 230.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

FILM 3360 Cinema and Ireland
Like many other anglophone and francophone countries, Ireland only even started to develop a robust national cinema in the 1970s. As in, for instance, Australia and New Zealand, growth had previously been blocked by the dominance of local screens by films from, on the one hand, the overbearing 'imperial' power, Britain, and, on the other, Hollywood, center of an even stronger cultural imperialism. Increased national self-assertion coincided with the weakening of the grip of those two cinemas in the post-classical period. A major focus of the class is on some of the key works of the film-makers who established themselves in the 1980s, notably Neil Jordan and Jim Sheridan. But, as the title indicates - not simply Irish Cinema - it deals with more than this. Like Ireland itself, Irish cinema is deeply marked by, and preoccupied with, the political and cultural struggles of the past, and recent cinema is illuminated by seeing it in the context of earlier films: Hollywood and British versions of Ireland, whether shot on location or in the studio, as well as the isolated earlier landmarks of an indigenous Irish cinema. We also look at the rich topic of the representation of Irish immigrants in Hollywood films. Required Screenings.
Credit 3 units. A&S IQ: LCD BU: IS EN: H
Typical periods offered: Spring

FILM 3370 Retro Game Design
Before they became retro, games played on platforms of the 1970s and 1980s were just games. But early game-console hardware was designed with very particular ideas of what made a game a game, and under extreme constraints of cost and technical viability. Creators designed for these constraints, and their work then influenced the design of later hardware and software. This is a course about the history, design, and technology of one retro game console, the 1977 Atari Video Computer System (also known as the Atari VCS or the Atari 2600). The first popular home console, the Atari VCS is a truly weird computer: It boasts 128 bytes of RAM, no video buffer, and a custom graphics and sound chip designed to interface with then-universal cathode ray tube televisions. Against all odds, creators made fun and successful games within these extreme constraints. Just as an artist benefits from learning the fundamentals of their craft, so a game designer or developer can benefit from returning to these early and crude hardware platforms. In this course, students will learn the technical and creative history of the Atari, and they will also learn the fundamentals of programming its unfamiliar hardware. Students will carry out programming exercises, mostly in the assembly language instructions required to operate this unusual computer. They will then make their own games for the Atari, which will be able to run on the actual, 45-year-old hardware.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM, VC BU: HUM EN: H
Typical periods offered: Fall

FILM 338 Global Game Industries
This course examines the history and practices of the video game industry from a global perspective. We will begin by charting the history of video games through corporate case studies that reflect industrial turning points. Next, we will review frameworks by which to understand the industry both historically and contemporarily. The final part of the course will be spent breaking down processes involved in the creation, distribution, and consumption of video games. Our analysis of the global video game industry will be based on game studies scholarship, trade press reports, and historical material. Lab meetings will provide the opportunity for engagement with documentaries, gameplay demonstrations, and guest speakers. By the end of the course, you will have gained a better sense of how to both study and participate in the increasingly global video game industry. Weekly requred screening/lab: Tuesdays @ 7pm. This course is appropriate for first-year students.
Credit 3 units. A&S IQ: HUM, LCD Art: VC BU: HUM, IS EN: H
Typical periods offered: Spring

FILM 3400 History of World Cinema
The course surveys the history of cinema as it developed in nations other than the United States. Beginning with the initially dominant film producing nations of Western Europe, this course will consider the development of various national cinemas in Europe, Asia, and third world countries. The course will seek to develop an understanding of each individual film both as an expression of a national culture as well as a possible response to international movements in other art forms. Throughout, the course will consider how various national cinemas

sought ways of dealing with the pervasiveness of Hollywood films, developing their own distinctive styles, which could in turn influence American cinema itself. Priority given to majors. REQUIRED SCREENING: [day, time].
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H
Typical periods offered: Fall

FILM 3410 Transnational Cinema(s): Film Flows in a Changing World
Across a century of extreme nationalism, Cold War imperialism, and increased globalization, moving image culture remains deeply tied to the evolution of global economics, shifting notions of local identity, and human migration. Recent changes in the dynamic of international economics and cultural flow have led to new critical approaches that reassess international cinema as being constructed by relationships that transcend national borders. This course examines multiple ways in which cinema works transnationally, focusing on recent theories of modernism, globalization, and borderless cultures. Exploring a range of contexts from American domination of the early international market, to the recent evolution of Chinese blockbuster action films, to contemporary Palestinian video art, this course looks at the way in which material developments, narrative and aesthetic conventions, and film professionals have circulated over the past century. We will also look at how new technologies of production, distribution, and exhibition challenge traditional notions of cultural borders. Required screenings and in-class textual analysis will be used to complement industrial studies of how transnational flows have come to define contemporary audio-visual media practices. Required Screenings.
Credit 3 units. A&S IQ: HUM, LCD BU: HUM, IS EN: H
Typical periods offered: Spring

FILM 3420 Introduction to Video Game Studies
This course will introduce students to multiple facets of video games as an art form, as a business, and as a part of American popular culture. The course will begin with a broad establishment of game studies and an investigation of the uniqueness of video games as a medium. Subsequent weeks will introduce different approaches to studying video games -- including historical, industrial, technological, cultural, theoretical, and aesthetic -- drawn from a variety of sources. Weekly lab sections will provide the opportunity for screenings -- including documentaries, news reports, television episodes, web series, and feature films -- and video game play. Students will complete a final research project on a video game of their choice and present on their projects in class. Required lab.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM, VC BU: HUM EN: H
Typical periods offered: Fall, Spring

FILM 3440 Childrens Television
How does contemporary television imagine children? How does the industry speak to them, with what aims, and using what types of representational strategies and modes of address? In turn, how do young people respond, both as viewers and, with the advent and increasing accessibility of new technologies, as media producers? This seminar will address these and other related questions while introducing students to the study of children's television in cultural and critical media studies. Throughout, we will address the theoretical question suggested by the course's title, a reference to the work of literary scholar Jacqueline Rose: is children's television possible?
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Spring

FILM 3450 Sexual Politics in Film Noir and Hard-Boiled Literature
Emerging in American films most forcefully during the 1940s, film noir is a cycle of films associated with a distinctive visual style and a cynical worldview. In this course, we will explore the sexual politics of film noir as a distinctive vision of American sexual relations every bit as identifiable as the form's stylized lighting and circuitous storytelling. We will explore how and why sexual paranoia and perversion seem to animate this genre and why these movies continue to influence neo-noir filmmaking into the 21st century, even as film noir's representation of gender and sexuality is inseparable from its literary antecedents, most notably, the so-called hard-boiled school of writing. We will read examples from this literature by Dashiell Hammett, James Cain, Raymond Chandler and Cornell Woolrich, and discuss these novels and short stories in the context of other artistic and cultural influences on gendered power relations and film noir. We will also explore the relationship of these films to censorship and to changing post-World War II cultural values. Films to be screened in complete prints or in excerpts will likely include many of the following: The Maltese Falcon, Double Indemnity, Murder My Sweet, Phantom Lady, Strangers on a Train, The Big Sleep, The Killers, Mildred Pierce, The High Wall, Sudden Fear, The Big Combo, Laura, The Glass Key, The Big Heat, Kiss Me Deadly, The Crimson Kimono, Touch of Evil, Alphaville, Chinatown, Taxi Driver, Devil in a Blue Dress, The Bad Lieutenant, and Memento. Required Screenings.
Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM BU: BA, HUM EN: H
Typical periods offered: Spring

FILM 3460 From Golden Age to Wasteland: US Television in the 1950s and 1960s
How did television become the dominant news and entertainment medium of the second half of the 20th Century? How did the medium come to define itself and American identities in the post-WWII era? In an era where various social movements began to lay claim to the cultural center, why did mad men eventually give way to magical women and fantastic families? This course examines the cultural, industrial, and aesthetic changes in U.S. television broadcasting during a time that was crucial to defining its relationship to the public as well as to Hollywood, the government, critics, and American commerce. The class explores the relationships and shifts that made television the U.S.'s most popular consensus medium but one that also would profit by the expression of alternative tastes, politics and identities. Required screenings.
Credit 3 units. A&S IQ: HUM BU: HUM EN: H
Typical periods offered: Fall

FILM 3490 Gender, Race, and Sexuality in Popular Media
This course is an introduction to methods in media and cultural studies. We will analyze intersections of media with race, gender, and sexuality by focusing on television and digital media examples. The course begins by exploring questions of representation in media then continues by interrogating how media are implicated in existing structures of inequality and differences of social and cultural power. We will end by discussing some ways that scholars have theorized media consumers as actively engaging with media texts, including scholarship on fan cultures and social media. Required screenings.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM, VC BU: BA, HUM EN: H
Typical periods offered: Fall, Spring

FILM 3500 History of Television
This course traces the history of electronic media as they have become the dominant source for entertainment and information in contemporary culture, starting with over-the-air broadcasting of radio and television through to cable and the narrowcasting achieved by digital technologies. While some attention will be paid to other national industries, the chief focus of the course will be on electronic media in the United States to determine, in part, the transformative role they

have played in the cultural life of the nation. The course will explore the relationship of the electronic media industries to the American film industry, determining how their interactions with the film industry helped mutually shape the productions of both film and electronic media. Required screenings.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Spring

FILM 3520 Introduction to Screenwriting
Writers will explore the various elements, structures and styles used in crafting a motion picture screenplay. They will experience this process as they conceive, develop and execute the first act of a feature-length script. Writers will create a screenplay story, present an outline for class discussion and analysis, then craft Act One. Writers will be encouraged to consult with the instructor at various stages: concept, outline, character and scene development, and dialogue execution. While the students fashion their screenwriting independently, the class will also explore the general elements of THEME, GENRE, and VOICE. A more specific examination of mechanics, the nuts and bolts of story construction, plotting, pacing, etc. will follow to support the ongoing writing process. In-class exercises will aid the writer in sharpening skills and discovering new approaches to form and content. Writers' work will be shared and discussed regularly in class. Screening of film scenes and sequences will provide students with concrete examples of how dramatic screenwriting evolves once it leaves the writer's hands.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

FILM 3530 Writing Episodic Television
This class will focus on all the factors that go into preparing and writing an episode for a network TV series (dramas only). Students begin with a pitch (verbally or in short outline form) for an idea for a show currently on a network schedule. Once the pitch is accepted, the student will then complete a beat sheet, and ultimately a spec script that can run from 62 to 75 pages. Two drafts of the script will be required. During the course of this process, students will also learn how to research their narrative premises by contacting legal, medical, and law enforcement experts in order to guarantee the accuracy of their scripts. In addition to learning the actual writing process, students will be expected to watch several television shows and to read books, scripts, and industry trade papers as they pertain to the craft and business of television writing. Finally, students will also meet agents, producers, directors, and other television industry professionals in order to gain their insights into the script writing process and to gain a more global view of the steps involved in bringing their ideas to the screen.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

FILM 3560 Television Culture and Cult TV: Critical Approaches to Fandom
Why do television series inspire passionate involvement on the part of some viewers? What are the differences among being a viewer, an audience member, and a fan? How can we make scholarly sense of cultural practices such as learning to speak Klingon or building a repli-car of the General Lee? Studies of fandom have attempted to answer such questions and continue to explore issues that are crucial to understanding contemporary television culture. The phenomenon of Cult TV offers fertile ground for examining the complex dynamics at play among fans, popular culture, the institutions of American media, and individual programs. In its exploration of cult television and fans, this course will engage with key issues in contemporary media such as the proliferation of new media technologies and the repurposing of existing media forms, the permeable boundaries between high and low or mass and oppositional culture, and the fragmentation and concentration of media markets. The class will combine close textual analysis with studies of fan practices to examine a variety of television programs, from canonical cult texts such as Star Trek and Doctor Who to quality fan favorites such as Designing Women and Cagney & Lacey to contemporary cult/quality hybrids such as Lost and Heroes. In mapping out this cultural territory, we will develop a set of critical perspectives on audience identities and activities and examine the continuing and conflicted imagination of fans by media producers, distributors, regulators, and critics. Required Screening. Prerequisite: Film Studies 220 or Film Studies 350 or consent of instructor.
Credit 3 units. A&S IQ: HUM Art: HUM BU: BA, HUM EN: H
Typical periods offered: Fall

FILM 3570 Quality Television and the Primetime Novel
Over the past four decades, the cultural status of television in the United States has been reconfigured and complicated with changes in industrial structures, audience formations, regulatory presumptions, and production techniques and strategies. This course examines these interrelated forces, particularly as they have fostered a set of programs and practices often hailed as Quality Television. The class will survey the institutional paradigms that gave rise to particular generations of programming celebrated as quality and analyze the systems of distinction and cultural value that make the label socially and industrially salient. We will critically investigate the role of audiences and the conceptions of viewer choice at play in these developments. In addition, the course will analyze the textual features that have come to signify narrative complexity and aesthetic sophistication. We will examine foundational historical examples of this phenomenon from The Mary Tyler Moore Show to Hill Street Blues and Cagney & Lacey to Northern Exposure as well as more contemporary broadcast and cable fiction such as LOST, The Wire, and Mad Men. In addition, students will be expected to watch a complete series, chosen in consultation with the instructor, as part of their final research project. REQUIRED SCREENING. Prerequisite: Film Studies 220 or Film Studies 350 or consent of instructor.
Credit 3 units. A&S IQ: HUM BU: ETH, HUM EN: H
Typical periods offered: Fall

FILM 3580 Combat Movie Music and Sound After Vietnam
This course considers the Hollywood combat movie genre after the Vietnam War (post 1975) by listening closely to how these always noisy films use music and sound effects to tell stories of American manhood and militarism. Centering on an elite group of prestige films--actions movies with a message for adult audiences--the course examines thirty-five years of Hollywood representations of World War II, the Vietnam War, the Gulf War, and post-9/11 wars against terrorism. Close analysis of how combat film directors and composers have used music and sound in conjunction with the cinematic image will be set within a larger context of ancillary texts (source materials, soundtrack recordings, published and unpublished scripts), media folios (press kits, reviews, editorials, newspaper and magazine stories and interviews), and scholarly writing from across the disciplines. Films to be screened include Apocalypse Now, Platoon, Hamburger Hill, Courage Under Fire, Saving Private Ryan, The Thin Red Line, We Were Soldiers, Flags of our Fathers, The Hurt Locker, and Act of Valor, as well as pre-1975 combat films starring John Wayne. The ability to read music is not required. Required Screenings. Prequisites: None
Credit 3 units. A&S IQ: HUM BU: HUM EN: H
Typical periods offered: Spring

FILM 3590 The American Musical Film
Film musicals were crucial to the success of the American film industry from the dawn of sound film in the late 1920s to the demise of the studio system in the late 1950s. This course examines the American film musical from a variety of aesthetic, critical, and historical perspectives, with particular attention to how the genre interacted with popular music and dance and the major political and social trends of the Thirties, Forties, and Fifties. REQUIRED SCREENING: [day, time].

Credit 3 units. A&S IQ: HUM BU: HUM EN: H
Typical periods offered: Fall

FILM 3600 The History of the Film Score
This course looks at the role of music in Hollywood films from the beginning of the sound era to the present. Larger themes include the importance of technology, industry structures shaping the nature of scores, notable film music composers, the relationship between music, gender and genre, music's role in the adaptation of literary texts to film, the power of directors to shape the content of film scores, and the importance of popular music as a driving economic and aesthetic force in film music history. Films to be screened include From Here to Eternity, Stagecoach, High Noon, The Night of the Hunter, Butch Cassidy and the Sundance Kid, Born on the Fourth of July, Casino, Jarhead and The Social Network. Required Screenings
Credit 3 units. A&S IQ: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Spring

FILM 3610 Film Sound
Although film critics and theorists tend to think of cinema as a visual art, this shorthand description of the medium overlooks the importance of film sound in cinematic storytelling. This course is intended to provide a general overview of the way in which film theorists have treated the issue of sound in the cinema. Among the issues addressed in the course are: the contribution sound technology and practice makes to film form; the various possible formal relationships between sound and image; the effects of sound technologies on notions of realism and verisimilitude; the importance of sound to particular genres, like the horror film; and lastly, the role of sound in film spectatorship. The course will also showcase the work of the most important sound stylists in film history, such as Fritz Lang, Orson Welles, Alfred Hitchcock, Robert Altman, and David Lynch. Required screenings.
Credit 3 units.
Typical periods offered: Spring

FILM 3620 Film Producing
Today, more than at any time in our history, our lives are being impacted by a steady diet of images fed to us through the electronic media. This course will examine all types of film in order to better understand how images are captured and manufactured and how they are used to influence our thoughts and feelings. Students who have already taken Drama 475 may not enroll in this course. Students must enroll for this course at the Performing Arts Department Office. Lab, materials fee: $20.00.
Credit 3 units.

FILM 3630 Video Post-Production
While post-production of the soundtrack has been around for years, post-production of the visual track has increasingly become a major phase in the video and movie-making process. It often allows filmmakers to enhance existing footage with potentially dazzling results. As in all our production courses, we will be concerned with developing strong content. The focus is not on special effects per se, but rather on how they may be used to enhance the message. Students find a non-profit organization of vital importance in need of exposure and produce a Public Service Announcement to be broadcast. Key post-production software like Commotion, AfterEffects and Motion are explored throughout the semester. Prereq: Film 230 (Moving Images and Sound) or consent of instructor. 3 units.
Credit 3 units. A&S IQ: HUM BU: HUM EN: H

FILM 3651 Women in American Media Culture
In this class we will critically examine and evaluate the cultural construction and representation of women, femininity, and feminism in contemporary American mass media and trace their development throughout the 20th century. We will focus on a variety of mass-produced commercial media texts, surveying radio, television, magazines, advertising, and popular music. Although gender is the primary identity construction examined in this course, we will also pay close attention to other aspects of identity defining American women, such as ethnicity, class, and sexuality. We will investigate representational issues in relation to their political repercussions, and draw from a broad range of academic literature, including feminist television criticism, film theory, cultural studies, communication theory, and popular music criticism. Students will be responsible for weekly response papers and two critical essays.
Credit 3 units.

FILM 3660 Women and Film
The aim of this course is primarily to familiarize students with the work of prominent women directors over the course of the twentieth century, from commercial blockbusters to the radical avant-garde. Approaching the films in chronological order, we will consider the specific historical and cultural context of each filmmaker's work. In addition we will be discussing the films in relation to specific gender and feminist issues such as the status of women's film genres, representations of men and women on screen and the gender politics of film production. Required screenings.
Credit 3 units. A&S IQ: HUM BU: HUM EN: H
Typical periods offered: Fall

FILM 3680 Contemporary Women Directors
Despite recent media attention to the gender gap in Hollywood, women still account for less than 10% of all directors, and only five women have ever been nominated for the Best Director Oscar. However, these abysmal statistics do not reflect the reality that female directors are producing some of the most innovative and exciting films of the 21st century. This course is intended to provide a general overview of the remarkable contributions of women directors to contemporary cinema (1990 to present). First, we will turn our attention to women in the commercial industry, examining topics such as female authorship, popular genres, and the gender politics of production cultures in Hollywood. Then, we will survey women directors working outside of the system in documentary, independent, and experimental filmmaking modes. Finally, we will adopt a transnational perspective to investigate the contributions of women directors to world cinema, contextualizing the films of women cinéastes from countries such as Hong Kong, Argentina, and Iran in relation to their national cinemas and international film festival networks. In addition, we will discuss the films of women directors in terms of feminist and gender issues and as texts that clarify critical issues in film analysis, interpretation, and criticism. Required screenings.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall

FILM 3700 American Horrors
Horror movies. Fright films. Scream marathons. Blood and gore fests. Why should we want to look at movies that aim to frighten us? What is the attraction of repulsion? Is there an aesthetics of ugliness? Except for some early prestige literary adaptations like Dr. Jekyll and Mr. Hyde, the horror film began as a low class genre, a notch above exploitation movies. In the 1970s-1980s, it became the dominant commercial genre by offering increasingly graphic images of violence and mayhem. The horror film had arrived: lavish budgets, big stars, and dazzling special effects in mainstream major studio films competed with low-budget, no frills productions that helped establish artistically ambitious and quirky filmmakers like George Romero and David Cronenberg. By

a chronological survey of the American horror film, this course will explore how differing notions of what is terrifying reflect changing cultural values and norms. Throughout, we will consider the difficult questions raised by horror's simple aim of scaring its audience. In addition to weekly screenings, work for the course will include analytical and theoretical essays on the horror film. Written analyses of films with a close attention to visual style will be required. Prerequisite: Film 220. Required screenings.
Credit 3 units. A&S IQ: HUM BU: HUM EN: H
Typical periods offered: Fall

FILM 3710 Making War
This course examines the cinematic representation of war. Using World War Two as a case study, students will examine a series of combat pictures, documentaries, and home front films from the 1940s to the present. Several key questions will guide the class discussion: How do war films respond to and shape the political worlds in which they are produced? How do these films confront the aftermath of war and the soldier's homecoming? Where is the line between the home front and the front line? More broadly, what does it mean to portray the violence and suffering that war inevitably brings? At the close of the semester, students will partake in an in-class symposium presenting their research on the cinematic treatment of other conflicts, from the Civil War to the War on Terror. Films include: The Boat, Saving Private Ryan, The Thin Red Line, Why We Fight, and Mrs. Miniver. Readings will include works by Susan Sontag, Kaja Silverman, and W.G. Sebald. Required screenings.
Credit 3 units. A&S IQ: HUM BU: BA, HUM EN: H
Typical periods offered: Fall

FILM 3750 Screening the Holocaust
The course will survey ways in which the story of the Holocaust is conveyed through film. Focusing on the individual and aesthetic pleasure, modern Western film seem to be an inappropriate genre to depict the German mass murdering of six million Jews. But since the broadcasting of the NBC series Holocaust in 1975, feature films have replaced documentaries and historiographies in educating the public about the traumas of the unprecedented genocide. With the continuing impact of the Holocaust on Jewish, American, and German identity and politics, Holocaust films are more scrutinized than any other genre. We will examine these aesthetic and philosophical controversies as well as the narrative and editing strategies filmmakers use to relate collective history and individual trauma. Special attention will be given to the complex cinematographic perspectives on human agency in a world of bureaucratically administered killing. In the course, we will try to close the gap between reading film theory and watching a Holocaust movie: we will analyze the properties of cinematic language, reconstruct the sociohistorical and psychological formation of memory and imagination, and even question our own evaluation of a film. Screenings include Shoah, The Wannsee Conference, Europa, Europa, Enemies, a Love Story, Jakob the Liar, Schindler's List, and Life Is Beautiful. Required screenings.
Credit 3 units. BU: BA

FILM 3760 French New Wave
French cinema from 1958-1968 offered La Nouvelle Vague or The New Wave, one of the most innovative, influential, and critically discussed movements in film history. The New Wave marked a major turning point in the relationship between film, thought, and politics in France, as well as a unique bridge between art cinema and pop-culture. Speaking for more than just the youth generation of its own country, it had a major influence on new approaches in subsequent European, American and Asian cinemas. This course offers a detailed look at the social values, artistic motivations, and aesthetic experiments embodied in the French New Wave through the films of Jean-Luc Godard, Agnès Varda, François Truffaut, Alain Resnais, Claude Chabrol, Eric Rohmer, and others, positioning their work within the larger social, political, and cultural environment of this period. As many of these directors collaborated as filmmakers and also were active as film critics and theorists, this class provides a unique insight into the overlapping between visual theory and practice, film and other media, culture and society. Weekly screening required.
Credit 3 units. A&S IQ: HUM BU: HUM, IS EN: H
Typical periods offered: Spring

FILM 3780 Topics in American Culture Studies: The History of Popular Culture in the United States
Credit 3 units.

FILM 3800 Taboo: Boundary and Transgression in American Cinema
Almost from the first public exhibition of motion pictures in the United States, concerns were expressed about the content of film. Denied the First Amendment protection of free speech by a 1915 Supreme Court decision, movies were repeatedly subject to various attempts at regulating content by government at federal, state and even municipal levels. Trying to stave off government control, Hollywood would eventually institute forms of self-regulation, first in the formation of the Production Code Administration and subsequently in the Ratings system. Control of content in American movies may be seen as paternalistic, a top-down attempt to impose moral norms and standards of behavior on a diverse audience. But it also reflects changing standards of acceptable public discourse, most particularly with regard to violence, sexuality, and race. That topics once barred from dramatic representation by the Production Code - miscegenation, non-normative sexuality and lower forms of sexuality, abortion, drug addiction - could eventually find a place in American movies speaks to changes in the culture at large. In trying to understand these cultural changes, this course will explore films that challenged taboos, films from the early teens that brought on the first attempts to control film content to films released under the Ratings system, which has exerted subtler forms of control over content. Required Screenings.
Credit 3 units. A&S IQ: HUM BU: ETH, HUM EN: H

FILM 3995 Film & Media Studies Coursework Completed Abroad
This course is for study abroad credits.
Credit 12 units.

FILM 3996 Film and Media Studies Elective: 300-Level
Credit 3 units. EN: H

FILM 4040 Cultural Analysis of Social Media Algorithms
Social media platforms like TikTok, X (previously Twitter), and Facebook use algorithms-a set of programmed rules that determine what, when, and how viewers engage with media online-to bolster profits, optimize the user experience, distinguish themselves from the competition, among other reasons. A quick search of the term algorithm on most search engines yields results as far reaching as 'how to' tutorials on Tik Tok's For You Page, guides on coding for beginners, and everything in between. Further, while most platforms' algorithms are proprietary and 'black boxed', the ways that we as users think about and perceive of them shapes at least a few things: (i) the content we get online; (ii) our relationship with technology, more broadly; and (iii) our politics and views that become emboldened and/or challenged online. This class will take up a cultural and media studies approach to algorithms to ask: what social, political, and economic factors influence the way that people engage with technology, and algorithms specifically? How do users differently respond to algorithms and what do those differences tell us about the changing relationship between users and technology? What is the relationship between polarization and online

personalization and how can media studies intervene in this area? Students will gain a better understanding of personalization algorithms and how culture intersects with the undercurrents of any technology, past, present, and future.
Credit 3 units. A&S IQ: HUM BU: HUM
Typical periods offered: Fall, Spring

FILM 4060 Media Fandom
This course explores the diverse ways individuals engage with, transform, and resist media texts through fandom. Students will examine the evolution of media fandom discourse and fan studies, tracing its development from early work on gender and sexuality to contemporary research addressing race, nationality, and transcultural fandoms. The course investigates the unique practices of a range of fan communities, including cult, mainstream, and genre-specific fandoms. Key topics include transformative works, the dynamics of industry-fan relationships, gatekeeping within fan communities, and the effects of fan activism. Assignments emphasize the development and application of ethical fan studies research practices. Through readings, case studies, and analysis of fan-created content, students will gain a deeper understanding of media fandom as a site of cultural production, negotiation, and identity formation.
Credit 3 units. A&S IQ: HUM BU: HUM
Typical periods offered: Fall

FILM 4061 Media Fandom
This course explores the diverse ways individuals engage with, transform, and resist media texts through fandom. Students will examine the evolution of media fandom discourse and fan studies, tracing its development from early work on gender and sexuality to contemporary research addressing race, nationality, and transcultural fandoms. The course investigates the unique practices of a range of fan communities, including cult, mainstream, and genre-specific fandoms. Key topics include transformative works, the dynamics of industry-fan relationships, gatekeeping within fan communities, and the effects of fan activism. Assignments emphasize the development and application of ethical fan studies research practices. Through readings, case studies, and analysis of fan-created content, students will gain a deeper understanding of media fandom as a site of cultural production, negotiation, and identity formation.
Credit 3 units.
Typical periods offered: Fall

FILM 4190 Theories of Mass Media
This course explores theories of the mass media with an emphasis on television as well as its convergences with other media and computer technologies. It starts by examining theories that posit the media as instruments of societal maintenance or transformation and then examines the ways in which various theorists have refined or rejected elements of these theories in a quest for both specificity and complexity. In particular, the course examines media and cultural studies' attempts to synthesize critical paradigms ranging from political economy to semiotics to feminism. The course concludes with an examination of the challenges and opportunities posed to theorizations of the mass media by contemporary circumstances such as media conglomeration, niche marketing and micro-casting, and global flows of information, capital, and people. Required screenings.
Credit 3 units. A&S IQ: HUM BU: BA, HUM EN: H
Typical periods offered: Fall

FILM 4200 Film Theory
This course is an introduction to both classical and contemporary film theory. Beginning with the earliest attempts to treat cinema as a new and unique art form, the course will initially review the various ways in which film theory attempted to define cinema in terms of its most essential properties. The course will then examine more contemporary developments within film theory, more specifically its attempt to incorporate the insights of other critical and analytical paradigms, such as semiotics, psychoanalysis, feminism, queer theory, and postmodernism. Throughout the course, we will consider questions regarding the ontology of cinema, its relation to spectators, and the various ways in which its formal properties create meaning. Readings for the course will include the major works of Sergei Eisenstein, Andre Bazin, Christian Metz, Laura Mulvey, and Fredric Jameson. Required screenings.
Credit 3 units. A&S IQ: HUM, WI Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

FILM 4210 Film Historiography
This course is a seminar on the writing of film history for advanced students. Through an engagement with the historiographical writings of scholars, such as Dominic LaCapra, Hayden White, and Michel Foucault, students will gain an understanding of various genres of film historical writing, an appreciation for the kinds of research that film historians do, and a familiarity with the ways in which film historians delimit their field of study, form research questions, and develop hypotheses. In addition to reading and classroom discussions, students will be expected to write a fairly lengthy paper (17-20 pages) that involves original historical research and the close examination of trade press, professional journals, fan magazines, and news articles. As preparatory assignments leading up to the final project, students will also prepare project descriptions, bibliographies, and outlines that will be shared and discussed in a workshop format.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall

FILM 4220 Film Stardom, Performance, and Fan Culture
This course focuses the Hollywood star system. We will explore stars in relation to celebrity and consumerism, especially how stardom is created by a system that seeks to create effects in film viewers whether conceived as audiences, fans, or spectators. We will examine the performance element of stardom and its relationship to genre, style, and changing film technology. Also of concern will be how stars and the discursive construction of stardom intersect with gender representation, race, ideology, sexuality, age, disability, nationality, and other points of theoretical interest to and historical inquiry in contemporary film studies. While emphasis will be placed on mainstream commercial U.S. cinema, students are encouraged to pursue questions beyond this framework within their own research. REQUIRED SCREENING: [day, time].
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA, HUM EN: H
Typical periods offered: Fall, Spring

FILM 4230 Histories of Media Convergence
Entertainment and communications forms combine and blend, and they have done so across millennia. However, the phenomenon of media convergence has taken on a special salience over the last one-and-a-half-centuries, as exemplified by the growing intermixture of film, radio, television, gaming, and the internet. In particular, critics, consumers, politicians, and producers used convergence as structuring principle in understanding, regulating, and planning for the future of media culture. This course engages with contemporary worries and enthusiasms about convergence by considering the specific conditions in which the phenomenon has been understood and practiced. Tracing a historical arc though the Twentieth Century, we will first examine convergences of radio and film, film and music publishing, television and film exhibition, and disparate corporate entities as basis for understanding more recent media combinations. Building on that foundation, the majority of the course will consist of case studies of media convergence since 1980, considering it in terms of industry, technology, regulation, and audiences. These case studies

will also provide students with a survey of and inquiry into questions of historiographic theory and method. Note: This course satisfies the history & historiography requirement for the FMS Graduate Certificate. Required Screenings.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall

FILM 4240 Broadcasting Equality: Radio, Television, and Social Change in Postwar America
The period between World War II and the 1970s was one of profound cultural, political, and demographic shifts that brought the problems of ethno-religious and racial prejudice to the forefront of U.S. national consciousness. Religious leaders, secular social activists, media industry professionals, and African American civil rights leaders often worked together to combat intolerance, bigotry, and inequality. What did these activists achieve in their attempts to deploy U.S. broadcast media in what they sometimes referred to as propaganda against prejudice? How did this activism relate to the institutions of broadcast media, including governmental agencies, national networks and local broadcasters? What was television and radio's impact on the Civil Rights Movement of the 1950s and 1960s? In addressing these questions, we will consider a wide range of media: public service programming as well as commercially produced series, specials, network news and documentaries produced between the 1940s and the 1970s. Programs considered will include A New World 'A Coming, Amos 'n Andy, ' American Bandstand, NBC White Papers: Sit In, Sanford and Son, Eyes on the Prize, and Soul Train, among many others. REQUIRED SCREENING
Credit 3 units. A&S IQ: HUM, SC BU: HUM EN: H
Typical periods offered: Spring

FILM 4250 Seminar in Video Games: Video Games, Gender and Sexuality
This seminar considers different topics that illuminate the relationship of video games to culture. Topics vary by semester. The course may have a variety of analytical frames: gender and sexuality, interactivity and reception, narrative and aesthetic theory, industrial or technological history. Prerequisite is graduate status or completion of a 300-level FMS or WGSS course and permission of the instructor. Credit 3 units. REQUIRED LAB/SCREENING TIME weekly.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

FILM 4260 Media Archives: Political and Technological Interventions
Media archives structure our knowledge of film and TV's past. They help determine what survives of today's media productions into the future. While that gatekeeping work might seem opaque from the outside, an array of archivists and curators, both professional and amateur, are reevaluating what gets saved to make the historical record more inclusive and complete. This course will introduce you to the debates and new technologies that are transforming moving image archiving. It mixes readings and discussions of scholarly works and professional white papers with hands-on activities to show how the seemingly apolitical labor of archivists, like cataloging and reference, reflects ideologies of professionalism, gender, class, and race. While introducing you to the current best practices in digitizing media for long-term preservation, it will also ask you to analyze how those professional standards came into being. This class is made possible by WashU Libraries Film & Media Archive's (FMA) collections and legacy technologies, as well as its staff's time and expertise. As such, we will focus on areas of moving image archiving that the FMA specializes in including nontheatrical film, the 16mm film format, social justice documentaries, and Black media production. In this course, you will gain: a knowledge of archival practices an introduction to the concepts of archival power and efforts to democratize the preservation of our shared cultural heritage an overview of moving image archiving profession including the range of institutions, collections, and jobs in the field an understanding of legacy media formats and playback technologies hands-on experience repairing and digitizing film and video and an introduction to digital preservation strategies and open-source tools
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM
Typical periods offered: Spring

FILM 4283 Nationalism and Public Fantasy in Bollywood Cinema
Nationalism, Benedict Anderson has famously argued, can best be understood by aligning it alongside the large cultural systems that preceded it--out of which, as well as against which, it came into being. Using India as a case study, we will examine the extent to which popular Hindi film exerted, diverted, and contorted the many impulses toward nationalism preying upon the purveyed by the country that annually produces the most films in the world. Within months of the cinematograph's debut, the Lumiere brothers' invention arrived in Bombay in 1896 inaugurating an ongoing romance between film and India, one that saw the rise of the anti-colonial movement, the nationalist movement, Independence, Partition, and the almost daily recreation of modern India, that place that Salman Rushdie has called 'a broken creature spilling pieces of itself into the street.' In a country where full literacy is still a distant dream, we will examine the extent to which popular film is Anderson's 'cultural system' par excellence that deploys and addresses the social, cultural, and political myths of the modern nation. Focusing on Hindi blockbusters largely from the Golden Fifties, the Angry Seventies, and the Saccharine Nineties, we will explore how Bollywood movies construct and critique the grand narratives of Indian nationalism; ask what fantasies and illusions they elicit and project; and interrogate their relationship to India's preoccupations with its emerging modernity. In addition to scheduled class times, students will be expected to attend screenings on Wednesdays from 4:00 pm to 8:00 pm.
Credit 3 units.

FILM 4290 Mass Culture and Modern Media: Fantasylands: Cinema, Spectatorship, and the Spatial Imagination
This course provides an introduction to cultural theories that are pertinent to the study of cinema, mass culture, and modernity. Rotating topics will highlight different aspects of cinema's relationship to popular culture, urbanism, modern technology, capitalism, and mass media. Students will encounter key theorists for understanding modern life and subjectivity, such as Marx, Freud, Foucault, Benjamin, and Raymond Williams. In addition, the course introduces core readings in the history and cultural theory of early cinema, which may include work by Miriam Hansen, Anne Friedberg, Tom Gunning, Charles Musser, Giuliana Bruno, Jacqueline Stewart, and others. Topics may include cinema and modernity, cinema and mass culture, cinema and leisure, cinema and urbanism, and cinema and consumer culture.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: CPSC, HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

FILM 4302 Clown Princes
Dying is easy, comedy is hard, runs an old theatrical adage. Nevertheless, some of the most popular actors in American film have chosen the hard path by typecasting themselves in comedy, playing repeated variations on the same character. Comedian comedy, representing films that showcase the distinctive skills of great clown-actors, is the central concern of this course. We will analyze how individual comedians rework performance traditions through the distinctive concerns of their time and culture to create idiosyncratic comic personae. We will look at films starring Charles Chaplin, Buster

Keaton, Harold Lloyd, Laurel and Hardy, the Marx Brothers, Jack Benny, Peter Sellers, Jim Carey and Eddie Murphy. Work for the course will require reading in comic theory and analytical essays. Required screenings.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Spring

FILM 4310 Renegades and Radicals: The Japanese New Wave
In 1960, the major studio Shochiku promoted a new crop of directors as the Japanese New Wave in response to declining theater attendance, a booming youth culture, and the international success of the French Nouvelle Vague. This course provides an introduction to those iconoclastic filmmakers, who went on to break with major studios and revolutionize oppositional filmmaking in Japan. We will analyze the challenging politics and aesthetics of these confrontational films for what they tell us about Japan's modern history and cinema. The films provoke as well as entertain, providing trenchant (sometimes absurd) commentaries on postwar Japanese society and its transformations. Themes include: the legacy of WWII and Japanese imperialism; the student movement; juvenile delinquency; sexual liberation; and Tokyo subcultures. Directors include: Oshima Nagisa, Shinoda Masahiro, Terayama Shuji, Masumura Yasuzo, Suzuki Seijun, Matsumoto Toshio, and others. No knowledge of Japanese necessary. Credit 3 units. Mandatory weekly screening:
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H
Typical periods offered: Spring

FILM 4320 Global Art Cinema
How do art films tell stories? The dominant storytelling genre of the contemporary festival circuit, the art film has since World War Two combined realist and modernist impulses. Influenced by Italian neorealism, art films grant priority to characters from working class, sexual, and other exploited and imperiled minorities. Drawing on the fine arts, literature and music, art films also experiment with modernist themes and formal principles, such as subjectivity, duration, serial structure, denotative ambiguity and reflexivity. This course explores art cinema from a variety of national contexts, analyzing storytelling techniques and themes that challenge the economical and diverting forms associated with mainstream commercial filmmaking. Required Screenings.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H
Typical periods offered: Fall, Spring

FILM 4340 Topics in Film Studies: Hollywood On Hollywood
Credit 3 units. EN: H UColl: ACF

FILM 4430 Memory, Tears, and Longing: East Asian Melodrama Film
Excessive emotion, unreasonable sacrifice, hidden truth, untimely knowledge, and forbidden desire-the power of melodrama and its moving representations have fueled the popularity of hundreds, if not thousands, of books, plays, and films. Melodrama has variously been defined as a genre, a logic, an affect, and a mode, applied to diverse media, divergent cultural traditions, and different historical contexts. The course provides a survey of East Asian melodrama films-as well as films that challenge conventional definitions of melodrama-by pairing Japanese, Korean, and Chinese-language productions with key critical texts in melodrama studies. We will see classics such as Tokyo Story, Two Stage Sisters, and The Housemaid. We will examine melodrama's complex ties to modernity, tradition, and cultural transformation in East Asia; special emphasis will be placed on representations of the family, historical change, gender, and sexuality. In addition to historical background and film studies concepts, we will also consider a range of approaches for thinking about the aesthetics and politics of emotion. No prerequisites. No prior knowledge of East Asian culture or language necessary. Mandatory weekly scheduled screening.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall

FILM 4440 Topics in Chinese Language Cinema
Variable topics associated with the shaping of Chinese-language cinema, whether originating from the PRC, Hong-Kong, or Taiwan. This course may take up themes, directors, film genres, special subjects (such as independent film), formal elements (such as cinematography or sound), or issues (the relationship of film to literature, specific cultural movements or political events). Required Screenings.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Spring

FILM 4450 Horror in Japanese Media
Elements of the macabre and horrific have been present in Japanese culture and media since time immemorial. The 11th-century work The Tale of Genji, for example, features an elite lady's living ghost killing off her main rivals for the prince's affections. Tales of ghosts, demons, and the supernatural entities known as yokai continued to appear in collections of Buddhist didactic and folktale literature of the following centuries, finding renewed popularity in the 17th-19th centuries in the form of kaidan or strange tales which were enjoyed as printed works, parlor games, and stage plays. Some of the very first films made at the turn of the 20th century in Japan were about the popular ghosts of yore. Building on this long legacy of fearsome creatures in popular media of times now past, this course will consider selections of Japanese horror media (film, literature, anime, manga, and video games) from the mid-20th to early 21st centuries, highlighting the intertextuality that different media within the horror genre has and how the horror genre itself even bleeds into other genres. Analyzing major figures and themes in each work, this course will explore how Japanese horror -the strange realm home to ghosts with a grudge, misunderstood monsters, and merciless murderers-can function not only as thrilling entertainment but can also reflect Japanese societal and cultural anxieties present in the real world, ranging from the problems that technology may create in a changing world to the threats posed by shifts in traditional family dynamics. Although this course will focus on horror media in the Japanese context, understanding how horror can function to highlight such anxieties will prepare students to consider the deeper possibilities of horror media in their own respective cultural contexts. All readings will be in English, and visual media will be in Japanese with English subtitles. Required Screenings
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Spring

FILM 4460 The Israeli-Palestinian Conflict Through Cinema
The Israeli-Palestinian conflict is often considered the longest-running national conflict in the world. The dispute, which started in the early 20th century, attracts much attention more than a hundred year later, stirring intense passions and generating controversial headlines. This course explores the Israeli-Palestinian conflict though Palestinian and Israeli cinema. We examine the ways in which cinema depicts the conflict in the Middle East, starting from the British Mandate to the present day. Adopting a relational history reading, the course examines the treatment, the influences, and the representation of major historical and political events in the region - Israeli independence/Palestinian Nakba (1948), the Six-Day War/Arab Naksa (1967), the Yum Kippur war (1973), the Lebanon War I (1982), the Palestinian uprising Intifada I (1987), the Oslo accords (1993), Intifada II (2000) - in both Israeli and Palestinian films. The course examines the social and historical processes which shape Palestinian and Israeli cinematic narratives, self-representation, the representation of the Other, the relationship to the

land, diaspora, national narratives, collective memory, and trauma. This course offers a dialectical cinematic and historic journey from national films to transnational modernist and experimental films, from the collective to the individual, and from hope to despair. Required Screenings:
Credit 3 units. Arch: HUM Art: HUM EN: H
Typical periods offered: Spring

FILM 4500 American Film Genres
By close examination of three or four specific types of film narratives, this course will explore how genre has functioned in the Hollywood mode of production. Students will gain an understanding of genre both as a critical construct as well as a form created by practical economic concerns, a means of creating extratextual communication between film artist/producers and audience/consumers. Genres for study will be chosen from the western, the gangster film, the horror movie, the musical, screwball comedy, science fiction, the family melodrama, the woman's film, and others. In addition to film showings, there will be readings in genre theory as well as genre analyses of individual films. Required screenings
Credit 3 units. A&S IQ: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall

FILM 4510 American Television Genres
Questions of genre are central to any exploration of television's texts, whether they are being analyzed as craft, commerce, or cultural phenomenon. Genre has been used by critics and historians to ascribe social functions to groups of programs and to diagnose cultural preoccupations, while genre has been used industrially to manage expectations among audiences, advertisers, programmers, producers, and creative professionals. Investigating genres ranging from the soap opera to the western, workplace situation comedies to sports, and game shows to cop shows, this course will explore the role of genre in the production, distribution, and reception of American television. Students will gain a critical understanding of genre theory and key arguments about the form and function of television texts and will develop a set of tools for analysis of televisual narrative and style, the social uses and meanings of genre, the institutional practices and presumptions of the American television industry, and the persistence of textual forms and audience formations in the face of structural changes such as deregulation, media convergence, and globalization. Required Screenings.
Credit 3 units. A&S IQ: HUM BU: BA, HUM EN: H
Typical periods offered: Fall

FILM 4520 Advanced Screenwriting
This course is intended for students who have already taken Film Studies 352, Introduction to Screenwriting. Building on past writing experiences, students will explore the demands of writing feature-length screenplays, adaptations, and experimental forms. Particular attention will be paid to the task of rewriting.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Spring

FILM 4530 Experimental Design for Immersive Media
The term metaverse (originally coined by novelist Neal Stephenson) has recently come into vogue to describe a loose constellation of emerging technologies related to immersive media-particularly virtual, augmented, and mixed reality. In this course, we will explore new forms of creative practice enabled by this ecosystem. Students will analyze a variety of immersive experiences, ranging from 360 films and animations to interactive room scale experiences to multisensory installations, to understand the creative opportunities and challenges offered by these media. Students will then develop their own creative proposals and prototype an XR experience using a combination of 360 camera systems, digital production software, head-mounted displays, and physical and spatial computing elements.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM, VC BU: HUM EN: H
Typical periods offered: Fall

FILM 4540 American Film Melodrama and the Gothic
American film melodrama has been considered both the genre of suffering protagonists, incredible coincidences, and weeping spectators as well as a mode of action, suspense, and in-the-nick-of-time rescues. In this course, we will examine American film melodrama as a dialectic of sentiment and sensation which draws heavily on Gothic tropes of terror, live burial, and haunted internal states. We will trace the origins of film melodrama and the cinematic Gothic to their literary antecedents, the horrors of the French Revolution, and classical and sensational stage melodramas of the nineteenth century. In addition to the 1940s Gothic woman's film cycle, we will excavate the Gothic in the maternal melodrama, the suspense thriller, film noir, domestic melodrama, the slasher film, and the supernatural horror film. Required screenings.
Credit 3 units. A&S IQ: HUM BU: HUM EN: H
Typical periods offered: Spring

FILM 4550 History and Cinema
Credit 3 units.

FILM 4560 Soundtrack Studies: Music, Voices, Noise
This course considers the interaction of film, sound, and music from the silent era to the present by screening representative films from around the world and exploring current directions in scholarship from the disciplines of film studies and musicology. Topics to be discussed include: historical and critical understandings of the sound track, major film sound theorists (such as Michel Chion), technological shifts (such as synchronized sound, Dolby, and digital surround sound), the uses of Richard Wagner (both his music and his ideas), the relationship between a film genre (noir) and sound and music and the relationship between a musical genre (opera) and film, and the juxtaposition of popular and classical, Western and non-Western musical styles in art cinema. Films to be screened include Meek's Cutoff, Blow Out, Days of Heaven, Sous le toits de Paris, Love Me Tonight, Casablanca, Alien, Apocalypse Now, La cérémonie, Le Cercle rouge, The Pillow Book, The Scent of Green Papaya, and The Bourne Ultimatum. The course is in seminar format. Readings from recent scholarly work on film sound and music will inform class discussions of the films to be screened. Close analysis of how music, sound, and image interact in film making and the film experience lies at the heart of the course. The ability to read music is not required. A primary goal of the course will be the development of specific listening skills that are useful when working in this area. Targeted writing assignments will ask students to write about film sound and music from a variety of critical and historical perspectives. Pre-requisites: graduate status or completion of The History of the Film Score (FMS 360 / AMCS 360 / MUS 328) and permission of the instructor. REQUIRED SCREENING:
Credit 3 units. A&S IQ: HUM BU: HUM EN: H
Typical periods offered: Fall

FILM 4570 From Vitaphone to Youtube: Popular Music and the Moving Image
This course considers American popular music as represented in audiovisual media from 1926 to the present. The relationship between the popular music industry (a commercial sphere oriented primarily towards the selling of sheet music and audio recordings) and audiovisual technologies (various screens and formats encountered in changing social and commercial contexts) will be explored along

two complementary tracks: popular music performers as presented in performance-centered media and popular music as a narrative topic or resource in feature films. Three related analytical frames will shape our discussions: industrial and technological history (the material conditions for the making and distribution of popular music and moving images) the question of liveness in recorded audiovisual media aesthetics of various popular music styles as translated into audiovisual forms and contexts The course is in seminar format. The ability to read music is not required but students with music reading or transcription skills will be encouraged to draw upon these tools. Pre-requisites: graduate status or completion of a 300-level FMS or Music course and permission of the instructor

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

Typical periods offered: Fall, Spring

FILM 4580 Major Film Directors

What does the film director do? In the earliest movies, film directors modeled themselves on their theatrical counterparts: they chiefly focused on how to stage an action in a confined space for a stationary camera that represented an ideal member of the audience. As the camera began to be used to direct audience attention, first through cutting, then through actual movement, the film director evolved from a stager of events to a narrator. By analyzing the work of one or more major film directors, this course will explore the art of film direction. We will learn how film directors may use the camera to narrate a scene, to provide their own distinctive view of the actions playing out on the movie screen. May be repeated for credit with permission of the instructor. REQUIRED SCREENING: [day, time].

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

Typical periods offered: Fall, Spring

FILM 4600 Taboo: Contesting Race, Sexuality and Violence in American Cinema

Pushing the envelope or going too far? What is the boundary between films that challenge us and films that offend us? This is a course about films that crossed that boundary, most often by presenting images of race, sexuality and violence, images that could attract audiences as much as they offended moral guardians and courted legal sanctions. Because they were denied the First Amendment protection of free speech by a 1915 Supreme Court decision, movies more than any prior art form were repeatedly subject to various attempts at regulating content by government at federal, state, and even municipal levels. Trying to stave off government control, Hollywood instituted forms of self-regulation, first in a rigid regime of censorship and subsequently in the Ratings system still in use. Because taboo content often means commercial success, Hollywood could nonetheless produce films that pushed the envelope and occasionally crossed over into more transgressive territory. While control of content is a top-down attempt to impose moral norms and standards of behavior on a diverse audience, it also reflects changing standards of acceptable public discourse. That topics once barred from dramatic representation by the Production Code - miscegenation, homosexuality and lower forms of sexuality, abortion, drug addiction - could eventually find a place in American movies speaks to changes in the culture at large. In trying to understand these cultural changes, this course will explore films that challenged taboos, defied censorship, and caused outrage, ranging from films in the early 20th Century that brought on the first attempts to control film content through to films released under the Ratings system, which has exerted subtler forms of control. REQUIRED SCREENING:

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

Typical periods offered: Fall

FILM 4650 Theory and Practice of Experimental Film

Filmmaker Stan Brakhage famously wrote the following: Imagine an eye unruled by man-made laws of perspective, an eye unprejudiced by compositional logic, an eye which does not respond to the name of everything but which must know each object encountered in life through an adventure of perception. In this course, we will embark upon our own adventures of perception, examining and producing works of art that challenge our preconceptions of what cinema is or can be. From city symphonies to pop collages, portraiture to handcrafted animation, and ethnography to gender studies, we will explore the multifaceted and transformative avant-garde cinema through the work of its greatest practitioners, contextualize films in relation to aesthetic aspirations (e.g., formalism, opposition, reflexivity, transcendence) and movements in art and cultural theory (e.g., Dadaism, Abstract Expressionism, Pop, Performance Art, Minimalism), and acquire the digital production skills needed to make our own experimental videos. Each week, we will mix the classic with the contemporary to demonstrate the ongoing vitality of -- and make our own contributions to -- this often misunderstood cinematic tradition. Required screenings.

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

Typical periods offered: Fall

FILM 4750 Screening the Holocaust

This course surveys the history of Holocaust representation on film, examining a wide range of documentary and fictional works from 1945 to the present day. Discussions will consider a number of key questions, including: What challenges does the Holocaust pose to cinematic representation, and how have filmmakers grappled with them? How have directors worked within and against notions of the Holocaust as unrepresentable, and how have they confronted the challenge of its association with a limited set of highly iconic images? What are the more general ethical and political dimensions of representing the Holocaust onscreen -- its victims as well as its perpetrators, the systematic genocidal violence that characterized it, and the sheer absence of so many dead? We will also probe the changing significance of cinematic representation of the Holocaust, exploring the medium's increasingly memorial function for audiences ever further removed from the historical moment of its occurrence. Screenings may include The Last Stage; Distant Journey; Night and Fog; Judgment at Nuremberg; Shoah; Europa, Europa; Schindler's List; Train of Life; The Specialist; Photographer; A Film Unfinished. Critical readings by figures such as Giorgio Agamben, Jean Amery, Shoshana Felman, Geoffrey Hartman, Marianne Hirsch, Sidra Israhi, Dominick LaCapra, Alison Landsberg, Berel Lang, Michael Rothberg, and James Young. Required screenings

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

FILM 4780 Topics in Transmedia Franchises

This variable topics course for advanced undergraduate and graduate students is an interdisciplinary seminar on transmedia franchises. In particular, it is recommended for those seeking to understand transmedia storytelling as an artistic, industrial, and cultural practice. As such, this course will bring into conversation various methodologies and perspectives, including film and media scholarship as well as other fields of study in the humanities and social sciences. The goal of this interdisciplinary approach is to illuminate how transmedia franchises have developed since the early 20th century to become the dominant product of the American -- and, increasingly, global -- cultural industries. Foci of this course may include such topics as individual franchises; global transmedia history; the franchise strategies of individual cultural industries (e.g., the Japanese media mix); or representation within franchise texts, production cultures, and fan communities. This course serves as a capstone for Film & Media Studies majors. Weekly or bi-weekly screenings or hands-on media labs are required.

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

Typical periods offered: Spring

FILM 4790 Seminar In Interdisciplinary Approaches to Culture and Film

This variable topics course is an interdisciplinary seminar on film/media designed for advanced undergraduate and graduate students. In particular, it is recommended for those seeking to understand film/media as a lived experience that takes place within cultural frameworks. As such, this course will bring into conversation various methodologies and perspectives, including film/media scholarship, as well as ones drawn from other fields of study in the humanities, sciences, or social sciences. The goal of this interdisciplinary approach is to illuminate how film/media both elicits and represents human response. The foci of this course may include such topics as violence and film/media, the body and film/media, the cognitive impact of film/media viewing, the relationship of environment to experiencing film/media, or the relationship of culturally specific events or trends to film/media production and reception. This course serves as a capstone for Film & Media Studies majors. Weekly or biweekly screenings or hands-on media labs required.

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

Typical periods offered: Fall, Spring

FILM 4850 Visualizing Orientalism: Art, Cinema and the Imaginary East 1850-2000

This seminar examines film and modern art within the framework of Orientalism Reading foundational texts by Said, and incorporating theory and historical discourse concerned with race, nationalism, and colonialism, we explore artistic practice in European photography, painting, and decorative arts from 1850 to recent times and European and Hollywood Film. We study how power and desire have been inscribed in Western visual culture across the bodies of nations and peoples through conventions such as the harem, the odalisque, the desert, and the mysteries of ancient Egypt. To that end, we will look at artists such as Delacroix, Ingres, Gérôme, Beardsley, and Matisse and will screen films such as "The Sheik," "The Mummy," "Salome," "Cleopatra," "Pepe le Moko," "Naked Lunch," "Shanghai Gesture," "Thief of Bagdad," "Princess Tam Tam," and "The Sheltering Sky." Subjects include the representaion of gender, sexuality, desire, race, and identity as well as the cultural impact of stereotype and exotic spectacle. Students will study methods of visual analysis in film studies and art history. All students must attend film screenings.

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

Typical periods offered: Fall

FILM 4950 Special Projects

This course is intended for juniors and seniors who wish to register for internships. Students must receive Program approval prior to beginning the internship. Please consult the Program guidelines governing internships. Credit variable, maximum 3 units.

Credit 3 units.

Typical periods offered: Fall, Spring

FILM 4995 Film & Media Studies Course Work Completed Abroad

This course is for study abroad credits.

Credit 12 units.

FILM 4996 Film and Media Studies Elective: 400-Level

Credit 3 units. EN: H

FILM 4999 Study for Honors

This course is intended for majors pursuing honors in Film and Media Studies. In order to enroll for this course, students must apply in advance for honors and be approved by a faculty committee. Please consult the Program guidelines for application deadlines and other requirements.

Credit 3 units.

Typical periods offered: Fall, Spring

Film and Media Studies Major

Program Requirements

- **Total Units Required:** 30
- **Grade Requirement:** A grade of C– or higher is required for a course to count toward the major.

Required Courses

Code	Title	Units
FILM 2220	Introduction to Film Studies	3
FILM 2250	Making Movies	3
or FILM 3520	Introduction to Screenwriting	
FILM 3300	History of American Cinema	3
FILM 3400	History of World Cinema	3
FILM 3500	History of Electronic Media	3
FILM 4200	Film Theory	3
Total Units		**18**

Elective Courses

In addition to these required courses, students must take 12 credits in advanced electives (3000 level or higher). All students must take one 3-credit elective that focuses on a national cinema other than that of the United States. In addition, all students must take one 3-credit critical studies elective at the 4000 level or above. A 4000-level elective in a national cinema may satisfy both of these elective requirements, but a total of 12 credits in electives is still required. Electives in critical studies may be drawn from courses on individual directors, specific genres, limited historical periods, individual crafts (e.g., acting), and so on. Students with an interest in production may count two production and/or screenwriting courses toward the major within these 12 elective credits.

Additional Information

A total of 6 Film & Media Studies–approved credits can be applied toward this program from study abroad work at the 3000 level or higher: 3 credits can be applied to the national cinema elective, and the other 3 credits would count toward the remaining 9 credits of advanced electives.

The program allows Film & Media Studies–approved transfer credits from other universities for advanced electives.

Senior Honors (FILM 4999) is intended for majors pursuing honors in Film and Media Studies. In order to enroll for this course, students must apply in advance for honors, possess a minimum cumulative grade point average of 3.65, and be approved by a faculty committee.

Contact:	Pat Harris
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Email:	fms@wustl.edu
Website:	https://fms.wustl.edu/

Film and Media Studies Major, Film and Media Production Specialization

Program Requirements

- **Total Units Required:** 36
- **Grade Requirement:** A grade of C- or higher is required for a course to count toward the major.

Required Courses

Code	Title	Units
FILM 2200	Introduction to Film Studies	3
FILM 2250	Making Movies	3
FILM 3300	History of American Cinema	3
FILM 3400	History of World Cinema	3
FILM 3500	History of Electronic Media	3
FILM 3520	Introduction of Screenwriting	3
FILM 4200	Film Theory	3
Total Units		**21**

Elective Courses

The specialization in film and media production provides majors in Film and Media Studies with the opportunity to enhance their skills in and knowledge of various forms of moving image media creative production. The student must also complete 15 credit units of electives consisting of the following:

1. One 3-credit critical studies course in a national or regional (non-U.S.) cinema at the 3000 or 4000 level (required of all majors)
2. One 3-credit critical studies course at the 4000 level (screenwriting or production does not count toward this requirement)
3. 9 units total credit or three 3-credit electives in digital or film production or screenwriting (3 credits may be for courses at the 2000 level or above; 6 credits must be for courses at the 3000 level or above)

Courses taken in overseas study are eligible to be used to satisfy the above C category for up to a total of 6 credit units with permission of the Film and Media Studies overseas advisor. Courses offered by another academic department or school at Washington University may be accepted in the above C category for up to 6 credit units with the prior permission of the student's Film and Media Studies advisor. A minimum of C- must be earned for any course to count toward the 36 credit units required for the film and media production specialization.

A total of 6 Film & Media Studies–approved units can be applied for credit toward this program from study abroad work. If the course was production-based, 3 units can be applied toward the production electives at the 2000 level or higher. If the course was not production-based, 3 units can be applied to the national cinema elective, and the other 3 units would count toward the remaining 12 units of advanced electives.

The program allows Film & Media Studies–approved transfer credits from other universities for advanced electives.

Additional Information

Senior Honors (FILM 4999) is intended for majors pursuing honors in Film and Media Studies. In order to enroll for this course, students must apply in advance for honors, possess a minimum cumulative grade point average of 3.65, and be approved by a faculty committee.

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Film and Media Studies Minor

Program Requirements

- **Total Units Required:** 15
- **Grade Requirement:** A grade of C- or higher is required for a course to count toward the minor.

Required Courses

Code	Title	Units
FILM 2200	Introduction to Film Studies	3
FILM 3300	History of American Cinema	3
FILM 3400	History of World Cinema	3
FILM 3500	History of Electronic Media	3
Total Units		**12**

Elective Courses

In addition to the required courses, students must also take a 3-credit advanced elective course (3000 level or above) to complete the minor.

A total of 3 Film & Media Studies–approved units can be applied for credit toward this program from study abroad work at the 3000 level or higher, which will satisfy the advanced elective requirement.

The program allows Film & Media Studies–approved transfer credits from other universities for advanced electives.

Additional Information

Elective courses change every academic year, so please visit the Program in Film and Media Studies website for current course listings.

Internships and independent study do not count toward any Film and Media Studies minor.

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Global Film and Media Studies Minor

Program Requirements

- **Total Units Required:** 15
- **Grade Requirement:** A minimum grade of C- is required for all courses to count toward the minor; pass/no pass grades do not count toward the minor.

Required Courses

Code	Title	Units
FILM 2200	Introduction to Film Studies	3
FILM 3400	History of World Cinema	3
Total Units		**6**

Elective Courses

A. Two courses (3 credits each) at the 3000 or 4000 level dealing with national or regional cinemas, such as the following:

Code	Title	Units
FILM 3200	British Cinema: A History	3
FILM 3211	Contemporary Chinese Popular Culture	3
FILM 3250	French Film Culture	3
FILM 4300	Topics in Chinese Media Culture: China and the Screen: From the Early 20th Century to the Present	3
FILM 4310	Renegades and Radicals: The Japanese New Wave	3
FILM 4430	Memory, Tears, and Longing: East Asian Melodrama Film	3
FILM 4790	Seminar in Interdisciplinary Approaches to Culture and Film: (In)Visible Media: Connection and Crisis in Contemporary Japan	3
FILM 5430	Topics in Chinese Media Culture: Charting Identity in the Digital Age	3

B. One course (3 credits) at the 3000 level or higher that analyzes film or moving image media from different countries or parts of the world. Options in this category include the following:

Code	Title	Units
FILM 3190	Documentary Film and Media	3
FILM 3420	Introduction to Video Game Studies	3
FILM 3680	Contemporary Women Directors	3
FILM 4200	Film Theory	3
FILM 4230	Histories of Media Convergence	3
FILM 4320	Global Art Cinema	3
FILM 4430	Memory, Tears, and Longing: East Asian Melodrama Film	3
FILM 4650	Theory and Practice of Experimental Film	3
FILM 4780	Topics in Transmedia Franchises	3
FILM 5007	The 007 Saga: James Bond and the Modern Media Franchise	3

Note: With the permission of the director of undergraduate studies, one course (3 credits) on media/film taken in another department or program at the 3000 or 4000 level may count toward the global media studies minor. Students should consult with their Film and Media Studies advisor or the Film and Media Studies director of undergraduate studies before enrolling in a course offered outside of the program that they hope to count toward this minor.

A total of 6 Film & Media Studies–approved units can be applied for credit toward this program from study abroad work at the 3000 level or higher, which could satisfy the national cinema advanced elective requirements.

The program allows Film & Media Studies–approved transfer credits from other universities for advanced electives.

Additional Information

Elective courses change every academic year, so please visit the Program in Film and Media Studies website for current course listings.

A grade of C- or higher is required for a course to count toward the minor.

Internships and independent study do not count toward any Film and Media Studies minor.

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Global Studies

Students in Global Studies develop a broad understanding of the world while exploring the diversity and richness of other cultures. The complex relationship between globalization and local differences is a hallmark of the contemporary era. Globalization increases the movement of people, goods, capital, technology, and ideas throughout the globe. At the same time, strong attachments to local languages, cultures, and societies remain. Global Studies students seek to understand globalization and the relationship between the global and the local.

The Global Studies major is unique, emphasizing the interdisciplinary study of the cultural, economic, ecological, historical, social, and political processes that contribute to interdependence or globalization. Global Studies courses span the humanities and social sciences, and they encourage both contemporary and historical points of view. In addition, Global Studies challenges students to master a modern language and to understand the cultural contexts in which the language is spoken. It encourages the exploration of contemporary foreign affairs through speakers, conferences, and faculty panels, and it provides an introduction to international careers. Global Studies also provides robust support for foreign study and independent research. Through this approach, students explore the effect of global and local factors on historical events, current affairs, and public policy. They develop analytical skills, cross-cultural awareness and sensitivity, proficiency in another language, and overall abilities to be productive and ethical global citizens.

There are six concentrations available to Global Studies majors: (1) Global Studies with a concentration in development; (2) Global Studies with a concentration in Eurasian Studies; (3) Global Studies with a concentration in European Studies; (4) Global Studies with a concentration in Global Asias; (5) Global Studies with a concentration in Global Cultural Studies; and (6) Global Studies with a concentration in International Affairs.

Contact:	Toni Loomis
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Faculty

Director

Tabea Linhard
Professor
PhD, Duke University
(Romance Languages and Literatures; Comparative Literature [by courtesy])

Director of Undergraduate Studies

Seth Graebner
Associate Professor
PhD, Harvard University
(Romance Languages and Literatures; Global Studies)

Program Faculty

Cindy Brantmeier
Professor
PhD, Indiana University
(Applied Linguistics; Global Studies)

Eric Fournier
Senior Lecturer
PhD, University of Georgia
(Center for Teaching and Learning; Global Studies)

Linling Gao-Miles
Senior Lecturer
PhD, Nagoya University, Japan
(Global Studies)

Amy Heath-Carpentier
Academic Coordinator; Lecturer in Global Studies
PhD, California Institute of Integral Studies
(Global Studies)

Steven Hirsch
Professor of Practice
PhD, George Washington University
(Global Studies)

Kristina Kleutghen
David W. Mesker Associate Professor
PhD, Harvard University
(Art History and Archaeology)

Steven B. Miles
Professor
PhD, University of Washington
(History)

Mikhail Palatnik
Senior Lecturer
MA equivalent, University of Chernovtsy
MA, Washington University
(Russian Language)

Peng Peng
Assistant Professor
PhD, Duke University
(Political Science; Global Studies)

Elizabeth Reynolds
Lecturer
PhD, Columbia University
(Global Studies)

Nicole Svobodny
Teaching Professor
PhD, Columbia University
(Global Studies; Russian Literature)

Lori Watt
Associate Professor
PhD, Columbia University
(History; Global Studies)

Affiliated Faculty

Lingchei Letty Chen
Associate Professor
PhD, Columbia University
(East Asian Languages and Cultures)

Geoff Childs
Professor
PhD, Indiana University
(Anthropology)

Chris Eng
Assistant Professor
PhD, City University of New York
(English)

Sarah Koellner
Assistant Professor
PhD, Vanderbilt University
(German)

Ji-Eun Lee
Associate Professor of Korean Language and Literature
PhD, Harvard University
(East Asian Languages and Cultures)

Zhao Ma
Associate Professor of Modern Chinese History and Culture
PhD, Johns Hopkins University
(East Asian Languages and Cultures)

Jennifer Moore
Head of Data Services
MLIS, University of Illinois
(Olin Libraries)

Jose'-Maria Munoz
Senior Research Scholar
PhD, Northwestern University
(Global Studies)

Sunita Parikh
Associate Professor
PhD, University of Chicago
(Political Science)

Igancio Sanchez Prado
Jarvis Thurston and Mona Van Duyn Professor in the Humanities
PhD, University of Pittsburgh
(Latin American Studies)

Anne Schult
Assistant Professor
PhD, New York University
(History)

Lynne Tatlock
Hortense and Tobias Lewin Distinguished University Professor in the Humanities
PhD, Indiana University
(Germanic Languages and Literatures; Comparative Literature)

Marjan Wardaki
Assistant Professor
PhD, University of California, Los Angeles
(History)

Hayrettin Yücesoy
Associate Professor
PhD, University of Chicago
(Arabic and Islamic Studies [JIMES])

Emeritus Faculty

Andrew Sobel
Professor
PhD, University of Michigan
(Global Studies; Political Science [by courtesy])

James V. Wertsch
David R. Francis Distinguished Professor
PhD, University of Chicago
(Anthropology; Global Studies)

Majors

- Global Studies Major, Development Concentration (p. 564)
- Global Studies Major, Eurasian Studies Concentration (p. 573)
- Global Studies Major, European Studies Concentration (p. 576)
- Global Studies Major, Global Asias Concentration (p. 581)
- Global Studies Major, Global Cultural Studies Concentration (p. 587)
- Global Studies Major, International Affairs Concentration (p. 598)

Minors

There are no minor programs in Global Studies.

Courses

GLOBAL 1102 First-Year Seminar: The Vietnam Wars
US-centric historical treatments of the Vietnam War tend to obscure the perspectives and lived experiences of Vietnamese and Southeast Asians. Equally problematic they tend to foster a historical interpretation that ignores the diversity of anti-colonial and anti-imperialist struggles and glosses over the wider regional dimensions of the war(s). To address these weaknesses, this course adopts a Vietnamese and Southeast Asian Studies approach. It highlights the belief systems, values, agency, and experiences of northern and southern Vietnamese, rural and urban Cambodians and Laotians,

and Thais. It analyzes anti-colonial regional networks, the rise of Indochinese nationalist and communist movements, wars for national liberation, processes of decolonization, the rise and fall of the Khmer Rouge, and memories and meanings of the Vietnam Wars for Southeast Asians. Course is for first-year, non-transfer students only.
Credit 3 units. A&S IQ: LCD, SSC Art: SSC BU: BA, IS
Typical periods offered: Fall

GLOBAL 1103 First-Year Sem: Bridging London: An Interdisciplinary Exploration of One of the World's Great Cities
This course provides a multi-disciplinary perspective on the past, present, and future of London. Topics include the historic roots of the city, the development of the British urban system, transportation and the shaping of the city; social, political, and economic dynamics of the Greater London Area; urban growth, decline, and revitalization; suburbanization; and the challenges facing the city in the 21st Century.
Credit 3 units. A&S IQ: SSC Art: SSC BU: IS EN: S
Typical periods offered: Fall

GLOBAL 1104 First-Year Seminar: Chinatown: Migration, Identity, and Space
Chinatown, as a cultural symbol and a spatial entity, links various topics and studies in this course. Our survey starts with a historical and geographical glimpse of Chinatowns and ethnoburbs in the U.S. through real-life stories of their residents. We then expand our horizon to global Chinatowns with selected case studies of Chinatowns in Japan, Southeast Asia, Europe, and Australia. Our historical and ethnographic inquiries also investigate the ways in which Chinese food has been adapted to each local culture and society. Through the lens of Chinatown, this seminar looks into migration and settlement while tackling questions about representations of identity and culture as well as spatial constructions by immigrant communities. In doing so, we reconsider popular narratives about Chinatowns or ethnic enclaves in general. The assignments include ethnographic surveys of Chinese businesses.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H
Typical periods offered: Fall, Spring

GLOBAL 1106 Ampersand: Geographies of Globalization and Development
This course provides an overview to the geographies of globalization and development in the world today. We begin by engaging with a variety of theoretical perspectives, definitions, and debates in order to establish the foundations upon which students can conceptualize and understand existing patterns of inequality, social injustice and environmental conflicts. In order to further highlight the different ways in which development and globalization interventions are experienced and contested, in the second half of the course we will focus our considerations towards specific contemporary issues at the forefront of globalization and development debates, including migration and refugees, urbanization, sustainable development, tourism, and alter-globalization social movements. This course is restricted to first-year students in the Global Citizenship Program.
Credit 3 units. A&S IQ: SSC, SC Art: SSC BU: IS EN: S
Typical periods offered: Spring

GLOBAL 1107 Ampersand: Global Migration and Transnational Cultures in Modern Times
This Ampersand seminar explores global migrations, citizenship and identity, and transnational and cross-cultural dynamics through an interdisciplinary lens. We examine themes and patterns of human migration and address questions about the cultural implications of movement across borders. The course begins with an overview of global migrations supported by specific case studies, then shifts to investigating cultural change and reproduction, with particular attention to diasporic food cultures. While nation-states are entangled in our inquiries, our primary focus is on movement and mobility, exploring agency and subjectivity among individual migrants and migrant communities, and examining interrelations and connections within a transnational and global context. This course is restricted to first-year students in the Global Citizenship Program.
Credit 3 units. A&S IQ: HUM, LCD, SC BU: HUM
Typical periods offered: Spring

GLOBAL 1109 First-Year Seminar: Mapping the World: Introduction to Human Geography
What is human geography and why is it important? This course addresses these questions by introducing students to the fundamentals of the discipline of human geography. A geographic perspective emphasizes the spatial aspects of a variety of human and natural phenomena. This course first provides a broad understanding of the major concepts of human geography, including place, space, scale and landscape. It then utilizes these concepts to explore the distribution, diffusion and interaction of social and cultural processes across local, regional, national and global scales. Topics include language, religion, migration, population, natural resources, economic development, agriculture, and urbanization. In addition to providing a general understanding of geographic concepts, this course seeks to engender a greater appreciation of the importance of geographic perspectives in an increasingly interconnected and globalized world. No prerequisites. NOT AVAILABLE TO STUDENTS WHO ARE ENROLLED IN OR WHO HAVE TAKEN L61 116. Course is for first-year, non-transfer students only.
Credit 3 units. A&S IQ: SSC Art: SSC BU: IS, SCI
Typical periods offered: Fall, Spring

GLOBAL 1503 Workshop for the Global Citizenship Program
This yearlong workshop, which is restricted to and required of participants in the Global Citizenship Program (GCP), is a companion to the core GCP fall course. The first semester of the workshop asks students to reflect critically on their own relationship to the concept of Global Citizenship. Through popular education and creative-based methods, students will explore their situated knowledges, worldviews, positionalities, and biases. The course engages with social, environmental, and epistemic justice themes through a decolonizing lens to question and reimagine how to embody critical global citizenship. By the end of the workshop, students will have tools to support their analysis and intentional engagement with the global-local community.
Credit 1 unit.
Typical periods offered: Spring

GLOBAL 1504 Workshop for the Global Citizenship Program
This workshop, which is restricted to and required of participants in the Global Citizenship Program, is a continuation of the Fall L61 FYP 1503 workshop. The spring Global Citizenship Workshop is praxis-oriented and asks students to apply and further reflect on the concepts learned during the Fall. Students are required to volunteer in the community for at least 10 hours per month. Each workshop session will provide a space for collective sharing about our experiences in the community and offer tools for meaningful engagement, social change, community building, and collective care. Towards to end of this journey, students will have gained important frameworks to understand the global and its relationship to our local realities, meaningful life experiences collaborating across differences, and powerful tools for future community engagement. An optional trip at the end of the semester, after exams, will provide further opportunities for hands-on learning and interaction with organizations and people involved in the themes of the course.
Credit 1 unit.

Typical periods offered: Spring

GLOBAL 1996 Elective: 1000-Level
This course is used for transcribing GLOBAL 1000-level elective units.
Credit 3 units. EN: H
Typical periods offered: Fall, Spring, Summer

GLOBAL 2000 Crossing Borders: An Introduction to Institutions and Concepts in Global Studies
This course provides an overview of the emergence of international governing institutions, the ideologies that shaped them, and concepts helpful for understanding them. Identifying the systems that have emerged to govern modern human societies at the national and international levels provides the means to consider how human beings are categorized within those systems, as citizens, subjects, asylum seekers, refugees, and the stateless. We engage a few classic works -- including The Communist Manifesto, Imagined Communities, and Orientalism -- and consider how they have transformed knowledge. The goal is for students to gain an empirical grasp of world institutions and a critical vocabulary that will provide the means for an informed engagement with international issues across different world regions and academic approaches.
Credit 3 units. A&S IQ: LCD, SSC, SC Art: SSC BU: IS
Typical periods offered: Fall

GLOBAL 2009 Introduction to European Studies
This course provides an introduction to the study of contemporary Europe through an historical examination of the moments of crisis, and their political and cultural aftermath, that shaped modern Europe and continue to define it today. These crises will include: the revolutions of 1848, the advent of 19th-century nationalisms, the Great War, the Spanish Civil War, the rise and defeat of state fascism, the Cold War, the formation of the EEC and Union, May 1968, and the return of right-wing politics. After the study of these traditions, the final portion of the semester will consider contemporary Europe since 1991, considering such subjects as Green politics, internal migration and immigration, and the culture of the European Union.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H
Typical periods offered: Spring

GLOBAL 2010 Global Studies Class Mentor
Classroom instructional assistance through mentoring activities assigned by an instructor. Limited to advanced undergraduate Global Studies majors. Permission of instructor required.
Credit 1 unit.
Typical periods offered: Fall, Spring

GLOBAL 2100 Sophomore Seminar: The Public Servant and Other Heroes: A History of Japan Through Film
An examination of key turning points in the history of Japan from the mid-19th century to the present, this course uses film, in addition to written materials, to gain an understanding of political and social transformation over time. We focus in particular on the role of public servants in facilitating and, at times, obstructing change. Students will view and discuss eleven films screened in Japanese with English subtitles, including The Twilight Samurai, To Live, and Shin Godzilla. In-person attendance at screenings is required. Through written and visual materials, students will learn about the history of Japan, consider the value of public service, and evaluate the utility of film for engaging the past.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: BA, HUM, IS EN: H
Typical periods offered: Fall, Spring

GLOBAL 2996 Elective: 2000-Level
This course is used for transcribing 2000-level GLOBAL elective units.
Credit 3 units. EN: H
Typical periods offered: Fall, Spring, Summer

GLOBAL 2998 Global Studies Directed Research
CONTACT MRS. TONI LOOMIS FOR APPROPRIATE SECTION NUMBER AND CORRESPONDING FACULTY. The student works directly with a Global Studies faculty member (mentor) to establish a research project and expectations for the outcome of the semester (readings; paper; etc.). Approvals of the mentor and the student's major advisor are required before enrolling in the course. Only one independent study can count as a 400-level elective towards the Global Studies major.
Credit 0 units.
Typical periods offered: Fall, Spring

GLOBAL 3006 Global Health and Language
Long before COVID-19, scholars across the globe postulated that language in health care is one of the most significant, and yet underexplored, social determinants of health in underserved linguistic diverse communities. This new course attempts to harmonize work across the disciplines of Global Public Health and Applied Linguistics by analyzing studies that examine language acquisition and language use across contexts with populations that experience serious health disparities- immigrants, refugees, indigenous peoples, racial and ethnic minority groups- and the course offers corresponding implications for health equity. Broadly speaking, this course addresses global health literacy issues, in both spoken and written communications, and its relationship to public health. As part of the seminar, students will apply the theory and research they learn to help meet the local language health needs of a changing population of refugees and immigrants in St. Louis community.
Credit 3 units. A&S IQ: LCD, SSC, SC Art: SSC BU: BA, ETH, IS
Typical periods offered: Fall, Spring

GLOBAL 3008 Topics in Global Studies:
Topics course on Global Studies. Subject matter varies by semester; consult current semester listings for topic.
Credit 3 units. A&S IQ: LCD EN: H
Typical periods offered: Fall, Spring

GLOBAL 3020 Global Futures
In this core Global Studies (GS) course, students will develop a broad understanding of our interconnected world by exploring a series of global issues that may include but are not limited to: border crossing and forced migration, climate change, human rights, inequality, or war and conflict. We will study these issues and their interrelated qualities from a variety of perspectives and intellectual frameworks. Students will situate major developments in a historical and cultural perspective and identify and understand discipline-specific methodologies as well as the benefits and challenges of a transdisciplinary approach. Throughout the semester students will attain a shared, critical vocabulary and theoretical expertise that will enable them to bring together the range of approaches - quantitative, qualitative, mixed - used in other GS courses. Students will also hone argumentation and communication skills for their post-graduation careers, and different forms of community engagement in global contexts. This course is required for all GS majors matriculating in Fall 2023.
Credit 3 units. A&S IQ: LCD, SSC Art: SSC BU: BA, ETH, IS
Typical periods offered: Fall, Spring

GLOBAL 3176 Chinese Economy in World History
From the Belt and Road Initiative to high-tech surveillance, China is at the center of contemporary discussions about the future of the global economy. This course will expose students to a historical understanding of how China not only became part of the world economy, but in fact defined its development in major ways. Over the course of the semester, students will explore a variety of subjects, from the Great Divergence between Europe and China in the eighteenth century to the rise of Maoist socialism in mid-twentieth century, to China's transition to capitalism and involvement in Africa in the twenty-first century. Examining the past two hundred fifty years of Chinese and global economic history, the students will gain a deep understanding of how China became the world's second largest economy, and what that means for the future.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Spring

GLOBAL 3183 Learning to Use GIS in Development, Area Studies and International Affairs
In this course you will be introduced to the concept of spatial thinking, which will help you determine why and when to use GIS to address a spatial problem relevant to Global Studies. The course will be organized into four sections based on 1) area studies, focused on demographic inquiry; 2) development, focused on site selection; 3) global cultural studies, focused on data creation and editing; and 4) international affairs, focused on digital elevation, density and basic spatial statistics. The class will explore some tools available for visualizing and analyzing data, but our main tool will be ArcGIS. The aim of this course is that you learn concepts and develop a skillset that you can apply to other projects.
Credit 3 units. A&S IQ: NSM, AN BU: IS, SCI
Typical periods offered: Fall

GLOBAL 3248 Intercultural Communication
Intercultural communication and cross-cultural communication are interchangeable terms in referring to the field of studies covered in this course. We will start with a critical examination of Geert Hofstede's cultural dimensions theory and then explore theories of verbal and non-verbal cues, space and time, tastes and smells, and shame and politeness from multidisciplinary angles and by using varied case studies in intercultural settings. Finally, we will tackle intercultural dynamics through the lens of foods as well as the people who produce and consume them. The readings cover case studies of different world regions across various cultural, linguistic, and ethnic groups. This course aims to provide analytical tools to understand and navigate cultural difference and to develop critical skills of intercultural competence.
Credit 3 units. A&S IQ: LCD, SSC Art: SSC BU: BA
Typical periods offered: Fall

GLOBAL 3284 Gateway to Development
Introduction to theory and practice of development, economic growth, and dependency, with particular reference to the Third World and its relations with the advanced industrial world. Socialist and capitalist models of development; role and contribution of multinational enterprise and foreign trade.
Credit 3 units. BU: IS
Typical periods offered: Spring

GLOBAL 3511 Global Surveillance Culture
Surveillance in its most basic definition is often understood as watching someone from above and has proven to be one of the most effective ways of exercising power in political communities since the Middle Ages. If it is true, as the surveillance scholar David Lyon writes, that cultures of surveillance develop differently depending on their political economies and post-authoritarian or colonial past, a focus on the global circulation of surveillance imaginaries then raises the question of how such local differences are narrated, visualized or imagined. In this course, we will focus on the narrated differences within artistic and cultural expressions from Europe, Asia, Africa, North and South America to explore how local surveillance practices shape, disrupt or create global imaginaries. Surveillance and the linkages between its diverging cultures, as one might argue, then become a part of the globalization processes themselves. Against this backdrop, a focus on the global imaginaries of surveillance promises a unique inquiry into how local attitudes towards information collection, beliefs in (mass) monitoring, or values and desires associated with social media surveillance translate, shape, and intervene with the global. In final projects students will have the opportunity to work on a (digital) humanities project that explores the themes of Sharing is Caring, Counter-Surveillance, and (In)Visibility in Surveillance Capitalism.
Credit 3 units. A&S IQ: LCD, SSC Art: SSC
Typical periods offered: Spring

GLOBAL 3512 Model Minority: The Asian American Experience
Through multidisciplinary inquiries, this course provides a lens into the complexity and heterogeneity among Asian Americans. It situates Asian American experiences in the broader American ethno-racial and social-political contexts as well as considering transnational dimensions. From a brief historical survey of Asian immigration and exclusion to analysis of the contemporary landscape of Asian America, this course explores Asian American cultures and identities, intermarriage and religious practices, and Asian Americans in popular culture, higher education, and professional fields while facilitating discussion of new forms of invisibility and marginalization in the contemporary era.
Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM BU: HUM, IS EN: H
Typical periods offered: Fall, Spring

GLOBAL 3566 Andean History: Culture and Politics
Since pre-Columbian times, the central Andean mountain system, combining highlands, coastal and jungle areas, has been the locus of multiethnic polities. Within this highly variegated geographical and cultural-historical space, emerged the Inca Empire, the Viceroyalty of Peru - Spain's core South American colony, and the central Andean republics of Ecuador, Peru, and Bolivia. Taking a chronological and thematic approach, this course will examine pre-Columbian Andean societies, Inca rule, Andean transformations under Spanish colonialism, post-independence nation-state formation, state-Indian relations, reform and revolutionary movements, and neoliberal policies and the rise of new social movements and ethnic politics. This course focuses primarily on the development of popular and elite political cultures, and the nature and complexity of local, regional, and national power relations.
Credit 3 units. A&S IQ: LCD, SSC Art: SSC BU: IS
Typical periods offered: Fall, Spring

GLOBAL 3602 Borders, Checkpoints, and the Frontiers of Literature
Borders are some of the most strange, dangerous, and changeable places in the world. They help define not only where we are, but also who we are. This course will read literature from and about border regions around the world: the Mexican-American frontera, the Indian and Pakistani Partition line, the German Iron Curtain, the African colonial borders, and the Israeli-Palestinian divisions. Even if we live far from any international boundary, the notion of the border shapes our thinking about the world. Literature is a place where borders are vividly imagined, marked, and debated in ways that both affect preexisting frontiers and help draw new ones on the ground. We will read all texts in English.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H
Typical periods offered: Spring

GLOBAL 3641 Anarchism: History, Theory, and Praxis
This course analyzes the genesis, historical evolution, and current iterations of global anarchism. It examines anarchist beliefs, ethics, aims, countercultural expressions, organizations, emancipatory practices, and intersectional modes of struggle in different temporal, geographic, and cultural contexts. Special attention will be given to anarchism in the global South, anarcho-feminism, anarcho-indigenism, green anarchism, anarcho-pacifism, and the cross-fertilization and relations between anarchists and the Marxist Left.
Credit 3 units. A&S IQ: LCD, SSC Art: SSC BU: BA
Typical periods offered: Spring

GLOBAL 3740 Russian Literature At the Borders: Multiculturalism and Ethnic Conflict
In this course we explore Russian literary works (from the nineteenth century to the present day) that address issues of multiculturalism and ethnic conflict. The course is structured as a virtual tour of culturally significant places. Our readings take us to Ukraine/Belarus, the Caucasus, Siberia, and Central Asia. Some of the topics we discuss include national narratives and metaphor, authority and rebellion, migration and mobility, empire, orientalism, religious identities, gender roles, memory, and the poetics of place. Materials include poetry, drama, novels, short stories, critical articles, and oral history.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H
Typical periods offered: Spring

GLOBAL 3750 Topics in Russian Literature and Culture (WI)
he words "Russian Literature" might conjure up long, sprawling, "loose and baggy monsters." However, the short story is arguably the most significant genre in the Russian literary tradition. In this course we do close readings of some of the greatest Russian short stories, mostly from the 19th and 20th centuries. Authors might include Pushkin, Lermontov, Gogol, Dostoevsky, Tolstoy, Turgenev, Chekhov, Gippius, Teffi, Tsvetaeva, Platonov, Bunin, Nabokov, and others. Some of the questions we explore: Is a short story (rasskaz) just a shorter piece of fiction or does it aim to do something very different from a novel? How did the Russians develop-and maybe change-the genre? In what ways are these stories connected to the place and time in which they were written? We will read one or two short stories a week. This is a Writing Intensive course. No knowledge of Russian is required. All readings are in English translation.
Credit 3 units. A&S IQ: HUM, LCD, WI Arch: HUM Art: HUM BU: HUM, IS EN: H
Typical periods offered: Fall, Spring

GLOBAL 3822 From Mcdonald's to K-Pop: New Movements in East Asia
This course introduces contemporary East Asian cultures and societies from transregional and transnational perspectives through the lens of consumer and popular cultures. We employ McDonald's as the first case study to look into East Asian responses to Western cultural products and ideas. For K-pop, we examine its emergence and transregional reception and impact across different regions in East Asia as well as in the US. Beginning with these two subjects, our investigation extends to other examples of transnational cultural phenomena originating in or being adapted to the East Asian context. In doing so, our discussions also reflect on key topics in the study of East Asian cultures such as face, filial piety, and social networks.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H
Typical periods offered: Spring

GLOBAL 3832 Global Tibet: Culture and Society On the Roof of the World
Far from the imagined land of snows closed off to the rest of the world, Tibet always had dynamic interactions with Inner Asia, South Asia, and China. With an expansive view on Tibetan history, this course traces these interactions from the sixteenth to the twenty-first century through a variety of topics, ranging from the power of the Dalai Lamas to the spread of Tibetan Buddhism across the world, to the effects of global warming on the third pole. Students will be exposed to religious texts, memoirs, and novels to trace the lives of women saints and Tibetan communists as well as exiled nationalists, and watch documentaries and films to interrogate Tibet's place in China and the Tibetan diaspora's experience in India and the United States. Using Tibet as a lens, students will learn to question larger problems of religion versus secularism, cultural preservation versus globalization, and national identity versus colonization, subjects that continue to matter to Tibet and the world today.
Credit 3 units. A&S IQ: HUM, LCD BU: HUM EN: H
Typical periods offered: Fall

GLOBAL 3860 Empire in East Asia: Theory and History (WI)
An introduction to how historians and anthropologists incorporate theoretical insights into their work, this course first reverse engineers the main arguments in several insightful books and articles on empire in Asia, arguments which are informed by a range of theorists. Retaining our theoretical knowledge, we then focus on the more empirical aspects of the Japanese empire in Asia, including settler colonialism, the colonial economy, representations of colonialism and the long-term ramifications of empire. We conclude with a general assessment of the history of empire. In these ways, this course seeks to equip students with a knowledge of empire in East Asia in the late 19th and 20th centuries while simultaneously investigating the nature of that knowledge.
Credit 3 units. A&S IQ: HUM, LCD, WI BU: HUM, IS EN: H
Typical periods offered: Spring

GLOBAL 3866 Interrogating Crime and Punishment
Whether read as psychological thriller, spiritual journey, or social polemic, Dostoevsky's 1866 novel CRIME AND PUNISHMENT has inspired diverse artistic responses around the world. From the nineteenth century to the present day, writers and filmmakers have revisited (and often subverted) questions that Dostoevsky's novel poses: What internal and external forces cause someone to step over into crime? What are the implications of a confession? To what extent can the legal system provide a just punishment? Are forgiveness and redemption possible, or even relevant? What role does grace--or luck--play in the entire process? This course begins with our close reading of Dostoevsky's novel and then moves on to short stories, novels, literary essays, and movies that engage in dialogue with the Russian predecessor. A central concern of our intertextual approach is to explore the interplay between specific socio-historical contexts and universal questions. All readings are in English. No prerequisites.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: BA, HUM EN: H
Typical periods offered: Spring

GLOBAL 3890 Furies and Die-Hards: Women in Rebellion and War
Women in Rebellion and War juxtaposes contemporary social science perspectives on women and war with the history and testimonies of Irish women during the Irish revolutionary period (1898-1922), the Irish Civil War (1922-1923), and the Free State. Under English rule from the twelfth century Norman invasions to the establishment of the Irish Free State and the partition of Northern Ireland in 1922, Ireland presents a compelling, historical laboratory to deliberate on the relationship between gender and political conflict. Intentionally transdisciplinary, the course draws from across disciplinary discourses and highlights perspectives across race, gender, class, ethnicity, religion, and

sexuality. Topics include: political organizing, nationalism, rebellion, radicalization, militarism, terrorism, pacifism, and peacebuilding. Rooted in Cynthia Enloe's enduring question Where are the women? and drawing on sociologist Louise Ryan's landmark essay by the same name, we inquire how and why Irish nationalist women, who were integral to building the revolutionary movement, became Furies and Die-hards in the eyes of their compatriots when the Free State was established (Bishop Doorley, 1925; President Cosgrave, 1923). Taking advantage of the plethora of archival resources now available through the Irish Decade of Centenaries program, the course incorporates the voices of Irish women through their diaries, military records, letters, interviews, speeches, newspapers, and memoirs.
Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM BU: BA, HUM, IS EN: H
Typical periods offered: Spring

GLOBAL 3926 Remembrance of Things Past in Modern Turkish Literature and Film
How does literature examine and enable us to understand issues and complex situations such as displacement, violence, human rights abuses? Asserting that literature provides unique insight into global events and personal histories, this course focuses on modern Turkish literature and film of the 20th and 21st centuries as it addresses both the local and the global. With roots in both the multi-ethnic and multi-lingual folk tradition and in the Western notion of progress, the literature of modern Turkey (1923-) has from its inception been concerned with crisis, loss, Turkey's troubled past/s, and melancholy in the aftermath of the fall of the Ottoman Empire. In this course, we will bring to the fore the entanglement of literary, cultural, and political currents from the 1940s to the present. We will initially focus on Turkey in the eyes other cultures, considering its internationally recognized cultural scene, the politics of East and West divide, and current cosmopolitan moves. We will then move our gaze to the past and focus on the problems of modernity following the transition from the Ottoman Empire to the Turkish Republic. We will engage with a wide selection of genres, from a novel to a memoir, short stories, poetry, and films that trace the effects of cultural and political turmoil, coups d'états, censorship, and human rights abuses in modern Turkey today. In a broad sense, we will consider how literature and film can create response to various social and political events, disrupting the status quo. Our discussion of the particular situation and themes of modern Turkish literature and film will be informed by readings in culture studies. The course will include texts by such writers as the Turkish novelist Yashar Kemal, best known for his Robin Hood tale, the novel Memed, My Hawk; the Nobel-prize winning Turkish novelist Orhan Pamuk; the essayist and novelist Latife Tekin, who made her mark in the post 1980 Turkish and international literary scene by engaging magical realism in the vein of Gabriel Garcia Márquez; and the renowned novelist and human rights activist Aslı Erdogan, among others. Films to be considered are The Edge of Heaven by the Golden Globe winner Turkish-German director Fatih Akın, Distant by the Palme d'Or winner Nuri Bilge Ceylan; and Mustang, an internationally co-produced film by Turkish-French director Deniz Gamze Ergüven.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM, IS EN: H
Typical periods offered: Spring

GLOBAL 3996 Elective: 3000-Level
This course is used for transcribing 3000-level elective units.
Credit 3 units. EN: H
Typical periods offered: Fall, Spring, Summer

GLOBAL 3999 Independent Study
Prerequisite: Permission of the director of the Global Studies program.
Credit 3 units.
Typical periods offered: Fall, Spring

GLOBAL 4007 Global Studies Research Methods Proseminar and Assistantship
Global Studies research explores thorny historical and contemporary questions around the world, such as the climate crisis, public health challenges, uneven development, the strife for racial justice, precarious labor, curtailed rights and liberties, and technological revolutions. In this course, students attend a weekly Proseminar and complete a Research Assistantship (around 5 hours per week). The Proseminar orients students to the practice of research, including the fundamentals of research design, methodologies, and methods. In addition, students are matched with a Faculty Mentor for a Research Assistantship. Ideally, students should apply for and enroll in this course in their sophomore or junior year. Apply at: https://globalstudies.wustl.edu/research-team-application. The deadline for submitting an application is May 1 for the next fall semester and December 1 for the next spring semester.
Credit 3 units. A&S IQ: SSC Art: SSC
Typical periods offered: Fall, Spring

GLOBAL 4036 Children of Immigrants: Identity and Acculturation
This seminar takes an interdisciplinary approach to children of immigrants as an analytical subject. Our case studies span from 1.5- and second-generation Americans to those who grew up in immigrant families in Canada, Australia, Europe, and Japan. We will ground the experience of these young people in the large context of the immigration history and policies of the country to which their family migrated and explore different sorts of narratives about their identities and belonging. Our discussions shed light on the extent to which the young people share common experiences such as strategies of identity negotiation, as well as the ways in which their experiences differ and for what reasons. Students are required to conduct an individual research project among a selected group of children of immigrants.
Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall

GLOBAL 4200 Islam, Immigrants, and the Future of European Culture
Coming from Turkey, North and West Africa, Pakistan, and elsewhere, Muslim immigrants in Europe are changing what it means to be a European. In the process, they have brought questions of cultural identity into the international media. Examining literature, the press, and secondary studies, this writing-intensive course will study the ways in which national governments and institutions have chosen to deal with the arrival of large numbers of Muslims as permanent residents. We will consider what the various controversies and prejudices surrounding their presence mean for the future of European culture. Such issues as citizenship, assimilation, the right to cultural difference, and the use of cultural and religious symbols will be among our major interests. No foreign language background is assumed. Priority will be given to IAS majors for this WI course.
Credit 3 units. A&S IQ: HUM, LCD, WI BU: HUM EN: H
Typical periods offered: Spring

GLOBAL 4201 International Relations of Latin America
This course examines Latin American foreign relations in the world from the 1820s to the present with a primary emphasis on the period since 1945. Focusing on inter-state and transnational relations, it seeks to historically contextualize and analyze long term patterns and trends between Latin American states and between Latin America and the United States, Europe, and the global South. Given Latin America's shared experience with imperialism and more recently with neo-imperialism, special attention will be paid to the ways Latin America has sought to manage and/or resist foreign domination, especially U.S. hegemonic pretensions. To this end it will analyze patterns of inter-American conflict and cooperation. When, why, and

under what conditions Latin America articulated an independent foreign policy, forged anti-imperialist blocs, embraced U.S. sponsored diplomatic efforts and military alliances, and pursued Latin American unity and solidarity will be closely examined. To better understand the continuities, discontinuities, contradictions, and complexities of Latin American foreign policy, this course will also assess the influence of changing regional and national political cultures from both a theoretical and a historical perspective. In doing so, it explores how elite culture, the balance of domestic social forces, ideological and economic development, and shared cultural identities and meanings informed national political cultures and how these in turn shaped Latin American foreign policies.

Credit 3 units. A&S IQ: LCD, SSC Art: SSC

Typical periods offered: Spring

GLOBAL 4204 International Relations of Latin America (WI)

How should we understand Latin American international relations since the early republican era? Standard Western-centric IR studies emphasize Latin America's marginal position in the world system and its historical subordination to either European and/or U.S. hegemony. This course challenges this one-sided approach and reductionist characterization. Adopting a global historical perspective, one that privileges a Latin American-centric view, this course will examine the ways Latin America generated its own ideas, articulated its own concerns, and acted in its own interests in international affairs. Special attention will be paid to how Latin America sought to resist foreign domination and/or hegemony and maintain its relative autonomy. It will also analyze when, why, and under what conditions Latin America forged anti-imperialist blocs, pursued regional integration, and engaged in transnational solidarity. To provide a more nuanced understanding of Latin American international relations, this course will historically contextualize and analyze the influence of changes in the international state system, national and sub-national political cultures, the balance of domestic forces, and non-state actors.

Credit 3 units. A&S IQ: LCD, SSC, WI Art: SSC

Typical periods offered: Spring

GLOBAL 4220 Europe, Questions of Identity and Unity

Nation states and their cultures have been changed by globalization. Within this process, continentalisation has played an important role. The European Union is only half a century old, but continental unity has been discussed and demanded by European writers and thinkers for hundreds of years. We will read essays on Europe (its identity, its cultural diversity and its cultural roots, contemporary problems, and future goals) by writers like Coleridge, Madame de Staël, Novalis, Chateaubriand, Heine, Nerval, Hugo, Thomas Mann, Ernst Jünger, T.S. Eliot, Klaus Mann, de Madariaga, Kundera, Enzensberger, Frischmuth, and Drakulic; we will discuss studies re-inventing Europe by philosophers like the Abbé de Saint-Pierre, Kant, Hegel, Nietzsche, and Ortega y Gasset; we will deal with the mythological figure of Europa and her resurrections in the world of art; we will study the Nazarene painters of the early 19th century in Rome and will discuss portraits of Bonaparte by French painters of the time. CompLit students will meet with the instructor for an additional two hours per month.

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

Typical periods offered: Fall

GLOBAL 4350 War and Peace

What happens when wars end? This course examines social experiences around violent conflict and its aftermath. How does the portrayal and memory of war shape future possibilities, whether in terms of social policy or ideas about civic inclusion? How does martial conflict shape social policies? We examine war and the social experiences of those adjacent to geopolitical conflict through the experiences of survivors, policy makers, soldiers and families, and international relief agencies. Our emphasis is in understanding the social implications of war. What are the social consequences of martial conflict? How is war represented to those not directly involved? How is war and its aftermath witnessed? How is its commemoration and remembrance constitutive for future action?

Credit 3 units. A&S IQ: SSC Art: SSC BU: BA

Typical periods offered: Fall, Spring

GLOBAL 4414 Gender Analysis for International Affairs

In this transdisciplinary course, gender is not a synonym for women, as Terrell Carver reminds us; rather, students take gender seriously as both an analytical category and a lived experience, examining how masculinities, femininities, gender identities, and sexualities shape international affairs. Traversing from the macro to the micro level, the course functions as a learning community in which students are exposed to diverse voices from around the world, and students conduct gender analyses in case studies and simulations. Throughout, the class will be mindful of 1) how gender functions in tandem with other aspects of identity, such as race, religion, class, sexuality, and more (intersectionality) and 2) how multidimensional identities morph historically, regionally, and culturally. Students build a gender analysis toolkit and practice what Cynthia Enloe describes as feminist curiosity, exploring the relationship between gender and power in international affairs.

Credit 3 units. A&S IQ: LCD, SSC, SC Art: SSC BU: BA, IS

Typical periods offered: Fall

GLOBAL 4611 Latin American Populism and Neo-Populism

Over the past 100 years populism, in its diverse forms, has dominated Latin American politics. This course examines case studies of classical populism (Aprismo, Cardenismo, Peronismo, Varguismo, etc.) and neopopulism (Fujimorismo, Chavismo, Moralesismo, neo-Peronismo). In doing so, it explores new theories of populism and analyzes populist discourses, leadership styles, gender and racial politics, mobilizational tactics, transnational networks, and foreign policies.

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

Typical periods offered: Fall

GLOBAL 4622 Labor and Labor Movements in Global History

This course examines the connections between work, types of workers, workers' movements, labor ideologies, and labor politics from a global historical perspective. It analyzes working-class formation, state-labor relations, patterns of racialized and gendered work, and transnational and transcontinental labor activism in the context of global capitalism. Special attention will be given to experiments in workers' control, workers' responses to precarity, and the emergence of platform and digital workers as part of the global working class.

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

Typical periods offered: Fall, Spring

GLOBAL 4633 20th-Century Latin American Revolutions

Latin America has been described as one of the most revolutionary regions of the world in the twentieth century. It experienced four major social revolutions and gave rise to many consequential guerrilla movements. This course uses theories of revolution and a social science historical approach to elucidate the causes, processes, outcomes, and implications of revolutions in Mexico (1910), Bolivia (1952), Cuba (1959), and Nicaragua (1979). It also analyzes late 20th century revolutionary guerrilla movements in El Salvador and Peru. Why peasants, university students, and women formed key social bases of support for revolutionary movements and how revolutions were institutionalized and consolidated will receive special attention.

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

Typical periods offered: Fall

GLOBAL 4644 The Indochina Wars
The Vietnam wars of the twentieth century were more accurately Indochinese wars. They were intimately intertwined with broader Indochinese anti-colonial and anti-imperialist struggles, civil wars, and socialist and communist revolutions. This course will probe deeply into the causes, processes, and outcomes of the Indochina wars and will highlight the roles of regional states (Vietnam, Cambodia, Laos, Thailand) and non-state actors (e.g. social, cultural, and anti-imperialist networks and movements). It will elucidate the influence of imperial powers (France, Japan, US, China) while prioritizing the agency, experience, perceptions, and understandings of Vietnamese, Laotian, Cambodian, and Thai peoples. The articulation of ethnic, gender, class, religious, and national identities, the Cambodian genocide, and the postwar development of Southeast Asia in the 21st century will also receive analytical treatment.
Credit 3 units. A&S IQ: HUM, LCD, SC BU: HUM
Typical periods offered: Spring

GLOBAL 4820 War, Migration, and Human Rights
In this course we will explore the recent history of displacement and human rights; this includes the origins of laws that still govern the lives of refugees and asylum seekers. While migration has been a constant in history, we will center our inquiries on more recent events, beginning in the 1930s and up to the present day. We will pay close attention to several conflicts that led not only to global displacements, but that also raised important questions about human rights. These conflicts include, but are not limited to: the Spanish Civil War, World War II, and the Vietnam War. While most of our more contemporary sources will involve migration to the United States from Latin America, we will also address the present flow of people across visible and invisible borders in other parts of the world. We will work our way through complex arguments about extremely contentious and timely topics and make use of primary sources and secondary literature, fiction, memoirs, film and other media. The last section of the class will center on different research and writing methods.
Credit 3 units. A&S IQ: HUM, LCD, SC, WI Arch: HUM Art: HUM BU: BA, HUM, IS
Typical periods offered: Spring

GLOBAL 4868 Russia and the West: Creating and Representing Identity
What does the West look like through Russia's eyes, and what does Russia look like through the eyes of the West? And to what extent does this relationship matter to the rest of the world? In this course, students will examine American/European/Russian philosophical and polemical essays, literary texts (novels, poetry, short stories), films, dance/vocal/theatrical performances, architecture, travelogues, autobiographies, visual arts, propaganda, and primary historical documents- from the early 19th century to the Cold War to the present day. Our focus is on how group identity (national, ideological, coalitional, and so forth) intersects with various types of personal or individual identity. This is a discussion-based course and active participation (speaking and listening) each class-day is expected. There will be two short writing assignments and weekly online Canvas discussion and collaboration. Students will research a topic of their choice, culminating in an in-class presentation and final paper or project. No prerequisites. All interested students are welcome.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Spring

GLOBAL 4869 Reading War and Peace
What is it like to enter into a fictional world for a semester? In this course we read Leo Tolstoy's War and Peace in its entirety. Set during the Napoleonic wars (1805-1812), War and Peace takes the reader on a panoramic journey from the battlefield to the hay field, from the war room to the ballroom. It is a vivid portrayal of 19th-century Russian society as well as a penetrating examination of the causes and consequences of violence and the nature of love and family dynamics. In our discussions, we explore philosophies of history, issues of social injustice and gender inequality, the psychology of human suffering and joy, questions of literary form and genre, and the very experience of reading a long work of fiction. We begin with a selection of Tolstoy's early works that laid the foundation for War and Peace and conclude with a few of Tolstoy's late works that had an enormous influence on, among others, Mahatma Gandhi. Primary texts are supplemented with literary theory and film. All readings are in English.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Spring

GLOBAL 4897 Global Asias
This course engages a new methodological approach to Asia that expands beyond the spatial concept of the region as a set of political entities occupying a specific part of the world. Global Asias seeks to open up avenues of inquiry to accommodate the study of flows of people, ideas, and practices across Asia and throughout the world. It provides the opportunity to consider Asian communities as they manifest themselves in different places and different ways. We begin with a survey of past attempts to define, understand, and manage Asia, which resulted in an area studies approach. We then engage transnational and interdisciplinary efforts, and conclude by considering the possibility that Global Asias can challenge and perhaps unseat the reigning epistemologies that exist today.
Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM BU: HUM, IS EN: H
Typical periods offered: Fall

GLOBAL 4942 Independent Study
Prerequisite: junior or senior standing. CONTACT MRS. TONI LOOMIS FOR APPROPRIATE SECTION NUMBER AND CORRESPONDING FACULTY. The student works directly with a Global Studies faculty member (mentor) to establish a research project and expectations for the outcome of the semester (readings; paper; etc.). Approvals of the mentor and the student's major advisor are required before enrolling in the course. Only one independent study can count as a 400 level elective towards the Global Studies major.
Credit 3 units.
Typical periods offered: Fall, Spring

GLOBAL 4985 Preparation for Global Studies Honors Thesis
Required for GS senior thesis writers, this course addresses the methods and mechanics of research and writing in GS, concurrently with independent work with the thesis adviser. The seminar provides structure, guidance, and response to your work. Students will already have identified a thesis topic; in the seminar, they will identify a research question and develop a thesis proposal. In workshop format, students will examine one another's research questions, hypotheses, and methods of analysis. In additional sessions, students will learn the basics of several models of electronically assisted research, and they will develop and refine presentation skills through the presentations of their proposals and results at various stages of progress. Prerequisites: 1) a GPA of 3.65 at the time of application to the thesis program; 2) the identification of a thesis adviser; and 3) the approval of the GS Honors Program Director. Attendance is required.
Credit 3 units.
Typical periods offered: Fall

GLOBAL 4986 Global Studies Senior Honors Thesis
Second semester of the Global Studies Senior Honors Thesis. Enroll in the section number that is unique to your thesis advisor. While this course earns you 3 credits, those may not be counted toward the GS major requirements. The course involves intensive research leading to the completion of your GS honors thesis conducted under the supervision and guidance of a faculty sponsor.
Credit 3 units.
Typical periods offered: Spring

GLOBAL 4996 Elective: 4000-Level
This course is used for transcribing 4000-level GLOBAL elective units.
Credit 3 units. EN: H
Typical periods offered: Fall, Spring, Summer

Global Studies Major, Development Concentration

Program Requirements

- **Total Units Required:** 36

All societies change over time, sometimes for better and sometimes for worse. In this concentration, students explore different conceptions of development and consider why some societies develop while others languish. What accounts for disparities in longevity, wealth, and access to food and health care? How can we explain differences in extreme poverty, malnutrition, and treatable disease? Students consider how societies move from being heavily rural to having higher levels of urbanization. What explains differences in political, civil, and economic liberties? What accounts for differences in gender rights and opportunities? What are the implications of climate change and environmental distress?

Concentration Objectives

The Global Studies concentration in development offers an interdisciplinary approach to examine why some societies develop politically, socially, and economically while others languish. Students can explore disparities in wealth, political freedoms, gender rights, urbanization, access to basic resources like food and health care, environmental conditions, and social justice.

General Requirements

One semester of language must be completed before declaring the major.

- Students must complete a minimum of 36 units in Global Studies, including at least three courses focused on a world area.
- Students must complete at least 24 units at the 3000 level or above, including courses across a minimum of three academic disciplines.
- Students must complete at least 6 units at the 4000 level, no more than 3 of which may be directed research or independent study.
- In addition to the 36 units, students must complete a four-semester sequence of courses in one modern language appropriate to their concentration.

These requirements may be fulfilled only with college-level course work undertaken during a student's undergraduate enrollment. Courses must be taken for a grade, and a student must receive a grade of C+ or higher in all courses.

This concentration requires 36 units of coursework:

- 3 units of core coursework: GLOBAL 3020 Global Futures
- 3 units of Research Methods coursework (any level)
- 6 units of introductory coursework (1000-2000 level) from two different academic disciplines
- 9 units of advanced coursework from the Core Courses list (3000-4000 level)
- 12 units of advanced coursework (3000-4000 level)
- 3 units of additional coursework (any level)

Africa, East Asia, Eurasia, Europe, Latin America, the Middle East, South Asia, and North America are considered world areas for the development concentration. A student must complete two courses in one of these world areas and one course in another world area.

Note: A single course may satisfy more than one of the distribution requirements (i.e., disciplinary or world area). Some of these requirements may be completed while abroad.

Introductory Courses

Students choose two courses from the following list, for a total of 6 units:

Code	Title	Units
AFAS 1105	First-Year Seminar: Imagining and Creating Africa: Youth, Culture, and Change	3
AFAS 2550	Introduction to Africana Studies	3
ANTHRO 1101	First-Year Seminar: Past Tense, Future Imperfect: The Rise & Fall of Societies & Global Civilization	3
ANTHRO 1520	Introduction to Cultural Anthropology	3
BEYOND 1014	Environmental Racism and the Health of Everyone	3
BEYOND 1106	Gender, Youth, and Global Health	3
BIOL 2150	Introduction to Environmental Biology	3
CAPS-GIS 2000	Introduction to GIS	3
CHINA 2100	Sophomore Seminar: U.S.-China Relations: Perceptions and Realities	3
CHINA 2270	Chinese Civilization	3
COMPLITTHT 2109	Modern Political Thought: Text & Traditions	3
ECON 1501	Introduction to Microeconomics	3

ECON 1502	Introduction to Macroeconomics	3
EEPS 1110	Introduction To Global Climate Change In the 21st Century	3
EEPS 2010	Earth and the Environment	4
EEPS 2020	Introduction to Earth, Environmental, and Planetary Science	3
EEPS 2190	Energy and the Environment	3
ENST 1150	Environmental Issues	3
ENST 2500	Sophomore Seminar in Sustainability and the Environment	3
FYP 1117	Migration Policies and Colonialism: Refugee Resettlement and Integration	3
FYP 1119	Mediterranean Migration: Dynamics and Consequences on the EU and MENA	3
FYP 1133	Legacies of the Silk Road	3
GLOBAL 1101	Migration in the Global World	3
GLOBAL 1102	First-Year Seminar: The Vietnam Wars	3
GLOBAL 1103	First-Year Sem: Bridging London: An Interdisciplinary Exploration of One of the World's Great Cities	3
GLOBAL 1104	First-Year Seminar: Chinatown: Migration, Identity, and Space	3
GLOBAL 1105	East Asia in the World	3
GLOBAL 1106	Geographies of Globalization and Development	3
GLOBAL 1107	Global Migration and Transnational Cultures in Modern Times	3
GLOBAL 1109	First-Year Seminar: Mapping the World: Introduction to Human Geography	3
GLOBAL 2000	Crossing Borders: An Introduction to Institutions and Concepts in Global Studies	3
GLOBAL 2009	Introduction to European Studies	3
GLOBAL 2100	Sophomore Seminar: The Public Servant and Other Heroes: A History of Japan through Film	3
HISTORY 1020	Introduction to Modern European History	3
HISTORY 1120	First-Year Seminar: Race and Ethnicity in Latin America: Myths, Realities and Identities	3
HISTORY 1124	First-Year Seminar: The Meaning of Pakistan: History, Culture, Art	3
HISTORY 1146	Introduction to World History: The Second World War in World History	3
HISTORY 1151	Health and Disease in World History	3
HISTORY 1500	Silver, Slaves and the State: Globalization in the 18th Century	3
HISTORY 2158	Outcasts and Outlaws: The History of Othering in Modern Europe	3
JAPAN 2260	Japanese Civilization	3
JIMES 2081	Introduction to Jewish Civilization: History and Identity	3
JIMES 2100	Introduction to Islamic Civilization	3
JIMES 2630	Democracies & Dictatorships in the Middle East	3
JIMES 2910	Recism and Antiracism	3
KOREA 2230	Korean Civilization	3
LATAM 1000	Latin America: Nation, Ethnicity and Social Conflict	3
MEC 2900	Microeconomics	3
MEC 2920	Global Economy	3
PHIL 1000	Logic and Critical Analysis	3
PHIL 1060	Present Moral Problems	3
PHIL 2060	Biomedical Ethics	3
PHIL 2080	Introduction to Environmental Ethics	3
PHYSICS 1671	Physics and Society	3
POLSCI 1100	Introduction to Comparative Politics	3
POLSCI 1200	International Politics	3
POLSCI 1300	Introduction to Political Theory	3
POLSCI 2000	Introduction to Environmental Policy	3
POLSCI 2102	Introduction to Migration Policy and Politics	3
PSYCH 1000	Introduction to Psychology	3
PSYCH 2210	First-Year Seminar: Introduction to Memory Studies	3
RELPOL 2020	Islamophobia & U.S. Politics	3
SDS 1600	Introduction to Statistics	3
SDS 2020	Elementary Probability and Statistics	3
SOC 1006	Social Problems and Social Issues	3
SOC 2010	The Roots of Ferguson: Understanding Racial Inequality in the Contemporary U.S.	3
SOC 2030	Social Movements	3
SOC 2040	Social Inequality in America	3
URST 1100	First-Year Seminar: Introduction to Urban Studies	3
WGSS 1500	Introduction to Women, Gender, and Sexuality Studies	3
WGSS 2070	Sexuality and the State: Introduction to Sexuality Studies	3
WGSS 2101	Sophomore Seminar: Globalization and its Discontents	3

Core Courses

Students choose three courses from the following list, for a total of 9 units:

Code	Title	Units
ANTHRO 3283	Introduction to Global Health	3
ANTHRO 3391	Economies as Cultural Systems	3
ANTHRO 3612	Population and Society	3
ANTHRO 4022	Transnational Reproductive Health Issues: Meanings, Technologies, Practices	3
ANTHRO 4517	Anthropology and Development	3
ECON 3350	Environmental Policy	3
ECON 3373	International Economics	3
GLOBAL 3020	Global Futures	3
GLOBAL 3176	Chinese Economy in World History	3
GLOBAL 4201	International Relations of Latin America	3
GLOBAL 4204	International Relations of Latin America (WI)	3
GLOBAL 4414	Gender Analysis for International Affairs	3
GLOBAL 4622	Labor and Labor Movements in Global History	3
HISTORY 3147	The Wheels of Commerce: From the Industrial Revolution to Global Capitalism	3
HISTORY 3148	The First World War and the Making of Modern Europe	3
HISTORY 3294	History of Global Capitalism: From Slavery to Neoliberalism	3
HISTORY 3296	Environment and Empire	3
HISTORY 3404	The Creation of Capitalism	3
POLSCI 3171	Conflict and Security in International Relations	3
POLSCI 3171	International Conflict Management & Resolution	3
POLSCI 3173	International Political Economy	3
POLSCI 3328	Energy Politics	3
POLSCI 3399	Political Violence	3
POLSCI 4306	Global Justice	3
POLSCI 4792	Globalization and National Politics	3
SOC 3000	Social Theory	3
SOC 4170	Global Structures and Problems	3
WGSS 4153	Decolonization to Globalization: How to End an Empire	3

Research Methods Courses

Students choose one course from the following list, for a total of 3 units:

Code	Title	Units
AFAS 4402	Intersectionality	3
ANTHRO 4123	Argumentation Through Ethnography	3
ANTHRO 4481	Writing Culture	3
ANTHRO 4517	Anthropology and Development	3
ANTHRO 4803	Advanced GIS Modeling and Landscape Analysis	3
APL 4111	Linguistics and Language Learning	3
ARCH 3404	Community Building	3
CAPS-ECON 4090	Econometric Techniques	3
CAPS-GIS 2000	Introduction to GIS	3
CAPS-GIS 3000	Advanced GIS	3
CAPS-GIS 3005	Digital Cartography	3
CAPS-GIS 4010	Spatial Data Modeling and Design	3
CAPS-IA 5000	Process and Design of Research (U85)	3
CAPS-IA 5380	Alternative Analytic Techniques for International Affairs (U85)	3
CAPS-NPM 4050	Social Entrepreneurship (only if offered in person)	3
CFH 4000	Merle Kling Undergraduate Honors Fellowship Seminar	3
COMPLITTHT 3203	Worldwide Translation: Language, Culture, Technology	3
CSE 1301	Introduction to Computer Science	3
DAT 1200	Managerial Statistics I	3
DAT 1201	Managerial Statistics II	3
ECON 3150	Introduction to Econometrics	3
ENST 3710	Applications in GIS	3
GLOBAL 3248	Intercultural Communication	3
GLOBAL 4007	Global Studies Research Methods Proseminar and Assistantship	3
GLOBAL 4414	Gender Analysis for International Affairs	3
HISTORY 3007	Historical Methods-African History	3
HISTORY 3008	Historical Methods-Latin American History	3
HISTORY 3009	Historical Methods-Middle Eastern History	3
HISTORY 3314	Historical Methods-European History	3
HISTORY 3315	Historical Methods-Transregional History	3
PHIL 3130	Philosophy of Science	3
POLSCI 2400	Data Science for Politics	3
POLSCI 3015	Computational Modeling in the Social Sciences	3
POLSCI 3621	Politics and the Theory of Games	3
POLSCI 3630	Quantitative Political Methodology	3
POLSCI 4043	Public Policy Analysis, Assessment and Practical Wisdom	3
POLSCI 4905	Research Design and Methods	3
PSYCH 3000	Introduction to Psychological Statistics	3
SDS 1600	Introduction to Statistics	3
SDS 2020	Elementary Probability and Statistics	3
SDS 3020	Elementary to Intermediate Statistics and Data Analysis	3
SDS 4210	Statistical Computation	3
SOC 3040	Statistics for Sociology	3
Civic Scholars Program*		max. 3
Mellon Mays Fellows Program*		max. 3

* Global Studies allows students to use one course from either the Civic Scholars Program or the Mellon Mays Fellows Program as their Research Methods course. **Note:** Both of these are multi-semester programs, and Civic Scholars courses are offered at 2 units per course.

Advanced Courses

Students choose five courses from current, relevant, internationally focused course offerings in the following departments.* All courses must be approved by the student's Global Studies advisor in order to count for the major. Visit the concentration webpage and concentration course list for the full list of options.

African and African-American Studies

- Islam, Culture and Society in West Africa (AFAS 3062)
- Topics on Africa: African Urban Futures (AFAS 3070)
- Culture, Politics and Society in Francophone Africa (AAS 3113)
- Capitalism, Socialism and Labor: The Political Economy of 20th Century Africa (AFAS 3117)
- African Immigration to the United States of America (AFAS 3120)
- African Civilization: 1800 to the Present (AFAS 3130)
- African Civilization to 1800 (AFAS 3160)
- Emerging Africa: Language, Identity and Social Change (AFAS 3385)
- Language and Society in Africa: The Polics of Identity and Empowerment (AFAS 3680)
- Terror and Violence in the Black Atlantic (AFAS 3880)
- Gender, Sexuality and Change in Africa (AFAS 4090)
- Engineering Authority: Design, Architecture and Power in Africa (AFAS 4100)
- Black Decolonial Thought (AFAS 4104)
- Topics in African History: Power and Rebellion in 20th Century Africa (AFAS 4170)
- Sufism and Islamic Brotherhood in Africa (AFAS 4213)
- Advanced African History Seminar (AFAS 4290)

Anthropology

- Anthropology of Refugees, Asylum and Forced Migration (ANTHRO 3038)
- Africa: Peoples and Cultures (ANTHRO 3045)
- Topics in Anthropology: Global Mental Health (ANTHRO 3103)
- Politics and Religion in Contemporary Society (ANTHRO 3157)
- Archaeology of China: Food and People (ANTHRO 3163)
- Culture and Health (ANTHRO 3170)
- Gender, Culture, and Madness (ANTHRO 3201)
- Food, Culture, and Power (ANTHRO 3215)
- Health, Healing and Ethics: Intro to Medical Anthropology (ANTHRO 3310)
- Women and Islam (ANTHRO 3313)
- Economies as Cultural Systems (ANTHRO 3391)
- Global Energy and the American Dream (ANTHRO 3472)
- Anthropology of Human Rights (ANTHRO 3521)
- Environmental Inequality: Toxicity, Health, and Justice (ANTHRO 3602)
- Culture and Environment (ANTHRO 3610)
- Population and Society (ANTHRO 3612)
- Anthropology of Human Birth (ANTHRO 3621)
- Meltdown: The Archaeology of Climate Change (ANTHRO 3796)
- Transnational Reproductive Health Issues: Meanings, Technologies, Practices (ANTHRO 4022)
- Culture, Illness and Healing in Asia (ANTHRO 4033)
- Topics in Anthropology: Ethnographies of Care (ANTHRO 4100)
- The AIDS Epidemic: Inequalities, Ethnography and Ethics (ANTHRO 4134)
- Anthropology of Food (ANTHRO 4215)
- Political Ecology (ANTHRO 4282)
- Sex, Gender, and Power (ANTHRO 4365)
- Europe's New Diversities (ANTHRO 4366)
- Anthropology and Development (ANTHRO 4517)
- Biomarkers: Measuring Population Health, Reproductive, and Social Endocrinology (ANTHRO 4598)
- Out of the Wild: Domestication and Socioeconomic Diversity in Africa (ANTHRO 4771)
- Social Theory and Anthropology (ANTHRO 4772)

Applied Linguistics

- Second Language Acquisition and Technology (APL 4023)
- Linguistics and Language Learning (APL 4111)
- Reading Across Languages and Cultures: Theory, Research and Practice (APL 4692)

Arabic

- Topics in Modern Arabic Literature in Translation: The Syrian Revolution: Literature, Art, Ideology (ARAB 4130)

Architecture

- Community Building (A46 Arch 307X)

Art History

- Globalization and Contemporary Art (ARTARCH 4726)

Biology and Biomedical Sciences

- Intro to Ecology (BIOL 3810)
- Community Ecology (BIOL 4196)

Chinese

- Historical Landscape and National Identity in Modern China (CHINA 3160)
- Contemporary Chinese Popular Culture (CHINA 3210)
- Topics in Chinese Lit & Culture: Chinese Cities in the Global Context (CHINA 3300)
- US-China Relations: from 1949 to the Present (CHINA 3500)

Classics

- Money, Exchange and Power: Economy and Society in the Ancient Mediterranean World (CLASSICS 4760)

Earth, Environmental, and Planetary Sciences

- Topics in Environmental Sustainability (EEPS 3080)

East Asian Languages and Cultures

- Topics in Early Modern Korea: Guns, Tobacco, and Sweet Potato: A History of Material Culture EALC 3250)
- US-China Relations from Conflict to Engagement, 1949-2016 (EALC 3600)
- US-China Relations, 2017-present (EALC 3610)
- Nature, Technology and Medicine in Korea (EALC 4200)
- Culture and Politics in the People's Republic of China: New Approaches (EALC 4240)
- Urban Culture in Modern China (EALC 4510)

Economics

- Intro to Econometrics (ECON 3150)
- Labor and the Economy (ECON 3345)
- Environmental Policy (ECON 3350)
- International Economics (ECON 3373)
- American Economic History (ECON 3640)
- Economic Realities of the American Dream (ECON 3840)
- Intermediate Microeconomic Theory (ECON 4001)
- Intermediate Macroeconomic Theory (ECON 4002)
- Applied Econometrics (ECON 4151)
- Open Economy Macroeconomics (ECON 4220)
- Behavioral Economics (ECON 4310)
- Public Finance (ECON 4325)
- Urban Economics (ECON 4360)
- Economics of Education (ECON 4390)
- Topics in Growth and Development (ECON 4520)
- Advanced Topics in Modern Economic Growth (ECON 4521)

Education

- Education, Childhood, Adolescence and Society (EDUC 3050)
- Sociology of Education (EDUC 4430)

Environmental Studies

- Environmental Modernism (ENST 3034)
- Community Based Conservation: Madagascar Sustainability Initiative (ENST 3060)
- Environmental Issues: Writing (ENST 3340)
- Sustainable Cities (ENST 3530)
- Environmental Justice (ENST 3540)
- Urban Ecology (ENST 3610)
- Applications in GIS (ENST 3710)
- Intro to Environmental Law (ENST 4510)
- IPCC: Governance, Policy and Science (ENST 4527)
- Advanced GIS (ENST 4710)
- International Climate Negotiation Seminar (ENST 4820)
- Interdisciplinary Environmental Clinic (ENST 5830)

Film and Media Studies

- Transnational Cinema(s): Film Flows in a Changing World (FILM 3410)

Finance (Business School)

- International Finance (B52 Finance 443)

Germanic Languages and Literatures

- Topics in Holocaust Studies: Children in the Shadow of the Swastika (GERMAN 3060)

Global Studies

- Global Health and Language (GLOBAL 3006)
- Topics in Global Studies: Modern Indian Literature (GLOBAL 3008)
- Topics in Global Studies: Understanding Today's Russia (GLOBAL 3008)
- Global Futures (GLOBAL 3020)
- Chinese Economy in World History (GLOBAL 3176)
- Intercultural Communication (GLOBAL 3248)
- Global Surveillance Culture (GLOBAL 3511)
- "Model Minority": The Asian American Experience (GLOBAL 3512)
- Andean History: Culture and Politics (GLOBAL 3566)
- Borders, Checkpoints, and the Frontiers of Literature (GLOBAL 3602)
- Anarchism: History, Theory and Praxis (GLOBAL 3641)
- Russian Literature and Empire OR Russian Literature at the Borders: Multiculturalism and Ethnic Conflict (GLOBAL 3740)

- Topics in Russian Lit and Culture: Madmen or Visionaries? (WI) (GLOBAL 3750)
- Topics in Russian Lit and Culture: The Short Story (WI) (GLOBAL 3750)
- Topics in Russian Lit and Culture: The Soviet Experiment through Novels and Novellas (GLOBAL 3750)
- Nabokov and Others: Emigration, Literature, Identity (GLOBAL 3790)
- Nabokov in Europe and America (GLOBAL 3790)
- From McDonald's to K-Pop: New Movements in Asia (GLOBAL 3822)
- Empire in East Asia: Theory and History (WI) (GLOBAL 3860)
- Interrogating "Crime and Punishment" (GLOBAL 3866)
- Furies and Die-Hards: Women in Rebellion and War (GLOBAL 3890)
- Children of Immigrants: Identity and Acculturation (GLOBAL 4036)
- International Relations of Latin America (GLOBAL 4201)
- International Relations of Latin America (WI) (GLOBAL 4204)
- Islam, Immigration and the Future of European Culture (GLOBAL 4220)
- Gender Analysis in International Affairs (GLOBAL 4414)
- Latin American Populism and Neo-Populism (GLOBAL 4611)
- Labor and Labor Movements in Global History (GLOBAL 4622)
- 20th Century Latin American Revolutions (GLOBAL 4633)
- The Indochina Wars (GLOBAL 4644)
- Russia and the West: Creating and Representing Identity (GLOBAL 4868)
- Reading War and Peace (GLOBAL 4869)
- Global Asias (GLOBAL 4897)

Hindi

- Religion and Culture in South and Southeast Asia (HINDI 3050)

History

- Historical Methods (in appropriate modern, non-U.S. region)
- Historical Methods: Decolonization in the 20th Century (HISTORY 3006)
- Historical Methods: African History (HISTORY 3007)
- Historical Methods: Latin American History (HISTORY 3008)
- Historical Methods: Middle Eastern Politics (HISTORY 3009)
- Hot Peace: US – Russia Relations Since the Cold War (HISTORY 3018)
- The Global War on Terrorism (HISTORY 3030)
- Jews in French History and Culture (HISTORY 3034)
- Islamic History: 600-1200 (HISTORY 3039)
- Early Modern China (HISTORY 3047)
- Chinese Diaspora: A Social History of Global Migration (HISTORY 3049)
- Modern Latin America (HISTORY 3070)
- 19th Century China: Violence and Transformation (HISTORY 3085)
- The Holocaust: History and Memory of the Nazi Genocide (HISTORY 3087)
- Vienna, Prague, Budapest: Politics, Culture and Identity in Central Europe (HISTORY 3092)
- Becoming "Modern": Emancipation, Antisemitism and Nationalism in Modern Jewish History (HISTORY 3093)
- The World Is Not Enough: Europe's Global Empires, 1400-1750 (HISTORY 3103)
- War, Genocide and Gender in Modern Europe (HISTORY 3104)
- Riots and Revolution: A History of Modern France: 1789 to the Present (HISTORY 3109)
- Modern Germany (HISTORY 3111)
- Europe in the 20th Century: Unruly Populations (HISTORY 3116)
- Gender, Sexuality and Communism in 20th Century Europe (HISTORY 3131)
- Révolution with an Accent: The Haitian and French Revolution, 1770-1805 (HISTORY 3135)
- Socialist and Secular? A Social History of the Soviet Union (HISTORY 3137)
- 20th Century Russian History (HISTORY 3138)
- All Measures Short of War (HISTORY 3139)
- The First World War and the Making of Modern Europe (HISTORY 3148)
- The Middle East in the 20th Century (HISTORY 3150)
- Heroes and Saints in India: Religion, Myth, History (HISTORY 3174)
- Between Sand and Sea: History, Environment, and Politics in the Arabian Peninsula (HISTORY 3183)
- US Immigration in Historical Perspective (HISTORY 3184)
- Religion and Politics in South Asia (HISTORY 3214)
- Topics in South Asian Religions: Hinduism and the Hindu Right (HISTORY 3277)
- The Late Ottoman Middle East (HISTORY 3284)
- A History of Modern China (HISTORY 3287)
- Economic History of China: From the Silver Age to Reform and Opening, 1600-Today (HISTORY 3289)
- History of Global Capitalism: From Slavery to Neoliberalism (HISTORY 3294)
- Modern South Asia (HISTORY 3295)
- Environment and Empire (HISTORY 3296)
- Modern Mexico (HISTORY 3313)
- Historical Methods: European History (HISTORY 3314)
- Historical Methods: Transregional History (HISTORY 3315)
- Japan since 1868 (HISTORY 3322)
- Intro to Colonial Latin America until 1825 (HISTORY 3323)
- Race, Ethnicity, and Migration: A Transatlantic History (HISTORY 3514)
- Science and Society Since 1800 (HISTORY 3608)
- Experts, Administrators and Soldiers: Governance and Development in Post-Colonial Africa (HISTORY 3665)

- Medicine, Healing and Experimentation in the Contours of Black History (HISTORY 3672)
- The Cold War, 1945-1991 (HISTORY 3682)
- The US War in Iraq, 2003-2011 (HISTORY 3683)
- Unruly Populations: Biopolitics in 20th-Century Europe (HISTORY 3715)
- Secular and Religious: A Global History (HISTORY 3922)
- Imperialism and Sexuality: India, South Asia and the World (HISTORY 3951)
- Technology, Empire, and Science in China (HISTORY 4017)
- Beyond the Harem: Women, Gender and Revolution in the Modern Middle East (HISTORY 4038)
- Advanced Seminar in History: Mexican Agriculture: Land, Politics and Development (HISTORY 4052)
- Advanced Seminar in History: Medicine, Disease and Empire (HISTORY 4057)
- Humanitarianism and Human Rights (HISTORY 4092)
- Advanced Seminar: Gender, Race and Class in South Africa, 1800-Present (HISTORY 4115)
- Advanced Seminar: Historical Perspectives on Human Rights and Globalization (HISTORY 4116)
- Advanced Seminar: Inventing India (HISTORY 4150)
- Palestine, Israel and the Arab-Israeli Conflict (HISTORY 4275)
- Advanced Seminar: Partition: The Making of India and Pakistan (HISTORY 4804)
- Colonial Cities and the Making of Modernity (HISTORY 4871)
- Advanced Seminar: The US in Vietnam: Origins, Developments and Consequences (HISTORY 4886)

Interdisciplinary Studies

- Global Burden of Disease: Methods and Applications (L97 GS 4004)
- Sustainability Exchange: Community and University Practicums (I50 INTER D 405)

International Affairs (CAPS)

- GIS in International Affairs (U85 IA 420)
- National Security Decision-Making (U85 IA 5310)
- American Foreign Policy (U85 IA 535)
- Gender Analysis in International Affairs (U85 IA 5414)
- Inside the Intelligence Community (U85 5630)

International Studies (CAPS)

- Digitizing Development (U43 IS 319)
- Cultures and Societies in East Asia (U43 IS 336)
- Global Human Rights (U43 IS 366)
- Sustainable Development and Conservation: Madagascar (U43 IS 4140)

Italian

- Special Topics in Italian Literature and Culture (ITAL 3500)
- Topics: Global Italy: Race, Gender, Migration and Citizenship (ITAL 3500)

Jewish, Islamic, and Middle Eastern Studies

- Antisemitism: History, Causes, Consequences (JIMES 3036)
- The Jews of North Africa (JIMES 3183)
- Religion and Nationalism in the Middle East and South Asia (JIMES 3233)
- Israeli Culture and Society (JIMES 3500)
- The Anthropological and Sociological Study of Muslim Societies (JIMES 3540)
- Topics in Islam: Islam and Human Rights (JIMES 3623)
- Topics in Islam: Islam and the West (JIMES 3623)
- Topics in Islam: Islam in the Indian Ocean (JIMES 3623)
- Topics in Islam: Religious Authority in Modern Islam (JIMES 3623)
- Topics in Near Eastern Cultures: Arabs in Israel: Politics, Society & Citizenship (JIMES 3730)
- Topics in Near Eastern Cultures: Democracies and Dictatorships in the Middle East (JIMES 3730)
- Topics in Near Eastern Cultures: Freedom in the Middle East (JIMES 3730)
- Topics in Near Eastern Cultures: Migrations in the Judeo-Islamic World: Displacement, Tolerance & Community Building (JIMES 3730)
- History of Slavery in the Middle East (JIMES 3770)
- The History and Politics of Middle East Studies: Orientalism (JIMES 3820)
- Topics in JIMES: Education in Divided Societies – the Israeli Case (JIMES 3902)
- Topics in JIMES: Social Policy in Israel (JIMES 3902)
- Diaspora in Jewish and Islamic Experience (JIMES 4005)
- Race and Ethnicity in the Middle East and North Africa (JIMES 4043)
- Topics in Islam: Readings in Islamic Political Thought and Practice (JIMES 4450)
- History of Political Thought in the Middle East (JIMES 4461)

Korean

- Topics in Korean Lit and Culture: An Uneasy Coexistence: North and South Korea in the Modern World (KOREAN 3550)

Latin American Studies

- Survey of Brazilian Cultures: Race, Nation and Society (LATAM 3020)
- Survey of Mexican Cultures (LATAM 3030)
- Survey of Yucatecan Cultures (LATAM 3056)
- Survey of Southern Cone Cultures: Argentina, Chile, and Uruguay (LATAM 3060)

- Cultures of Health in Latin America (LATAM 3160)
- Humans and Others in Latin America: Natures, Cultures, Environments (LATAM 3200)
- Medical Traditions in Yucatan and Health Systems in Mexico (LATAM 3256)
- Film and Revolution in Latin America (LATAM 3410)
- Contemporary Latin American Cinema: Market Economy, Social Injustice, New Technologies (LATAM 3420)
- Gender and Modernity in Latin America (LATAM 4120)
- Media Cultures in Latin America (LATAM 4190)
- Modernity, Culture and the State in Mexico (LATAM 4200)
- The Binational Condition. The Mexico-US Relationship in Mexican History and Culture (LATAM 4210)
- Constructing the (Racial) Other: Race and Ethnicity in Latin America from the Colonial Caste System to US Latinos (LATAM 4280)
- Citizenship in the Hot Seat. Migration and Borders in Latin America (LATAM 4290)
- Cities, Race and Development in Latin America (LATAM 4651)

Management (Business School)

- Introduction to Global Business (B53 MGT 308)
- Sustainable Development and Conservation Through Entrepreneurial Collaboration: Madagascar (B53 MGT 401M)

Nonprofit Management (CAPS)

- Social Entrepreneurship (U76 NPM 450)

Philosophy

- Social and Political Philosophy (PHIL 3200)
- Issues in Applied Ethics: The Philosophy of Food (PHIL 3220)
- Advanced Social and Political Philosophy (PHIL 4321)

Political Science

- Politics in Bureaucracies (POLSCI 3009)
- It's U.S. Against Them (POLSCI 3017)
- Topics in International Politics: Human Migration (POLSCI 3043)
- Topics in International Politics: International Organizations (POLSCI 3043)
- Topics in International Politics: US Law and Foreign Relations (POLSCI 3043)
- The Politics of Privacy in the Digital Age (POLSCI 3048)
- Civil War and Peace (POLSCI 3095)
- Politics of the European Union (POLSCI 3096)
- Topics in Politics: Climate Politics (POLSCI 3103)
- Money in Politics (POLSCI 3110)
- Topics in Politics: Conflict and Security in International Relations (POLSCI 3171)
- Topics in Politics: International Conflict Management & Resolution (POLSCI 3171)
- Democracy: Causes & Consequences (POLSCI 3180)
- Topics in Politics: Social and Political Movements (POLSCI 3189)
- Topics in International Politics: International Organizations (POLSCI 3242)
- African Politics (POLSCI 3270)
- Latin American Politics (POLSCI 3283)
- Topics in International Political Economy: Political Economy of Inequality and Redistribution (POLSCI 3288)
- Topics in Politics: Modern South Asian Politics (POLSCI 3292)
- Terrorism & Counterterrorism (POLSCI 3300)
- Theories of Social Justice (POLSCI 3313)
- Topics in Politics: Human Rights (POLSCI 3321)
- Environmental and Energy Issues (POLSCI 3328)
- Topics in Politics: International Peacekeeping Operations (POLSCI 3350)
- Interchangeables, Influentials, and Essentials (POLSCI 3363)
- Topics in Politics: Political Violence (POLSCI 3390)
- History of Political Thought II: Legitimacy, Equality, and the Social Contract (POLSCI 3392)
- Topics in Politics: Environmental Justice (POLSCI 3400)
- Understanding Political Protest and Violence (POLSCI 3565)
- Game Theory and Strategies of Conflict (POLSCI 3620)
- Politics of International Trade (POLSCI 3690)
- Topics in International Politics: Ethnic Conflict: Causes and Remedies (POLSCI 3720)
- Globalization, Urbanization and the Environment (POLSCI 3760)
- Topics in Politics: Israeli Politics (POLSCI 3781)
- Topics in Comparative Politics: Terrorism and Political Violence (POLSCI 3784)
- Power, Justice and the City (POLSCI 3890)
- History of Political Thought III: Liberty, Democracy and Revolution (POLSCI 3930)
- Public Policy Analysis, Assessment and Practical Wisdom (POLSCI 4043)
- Forced Displacement and the Politics of Seeking Refuge (POLSCI 4046)
- Fascism and the Far Right in Europe (POLSCI 4103)
- Immigration, Identity and the Internet (POLSCI 4115)
- Contemporary Issues in Latin America (POLSCI 4231)
- Presidents, Legislators and Economic Policy in Latin America (POLSCI 4231)
- Comparative Political Parties (POLSCI 4250)
- Topics in Politics: Data Science and Policy (POLSCI 4271)
- Political Intolerance in World Politics (POLSCI 4280)
- Global Justice (POLSCI 4306)
- Topics in Comparative Politics: Latin American Politics through Film (POLSCI 4331)
- Comparative Political Economy (POLSCI 4553)
- Topics in International Politics: Politics of War (POLSCI 4752)

- Topics in International Politics: Territory and Group Conflict (POLSCI 4752)
- The Psychology of War (POLSCI 4755)
- Psychology of War (POLSCI 4756)

Psychological and Brain Sciences

- Prejudice, Stereotyping, and Discrimination (PSYCH 3095)

Religion and Politics

- Islam, Gender, Sexuality (RELPOL 3070)
- Religion and the State: Global Mission, Global Empire (RELPOL 4305)

Russian

- Russian Theatre, Drama and Performance: From Swan Lake to Punk Prayer (RUSS 3320)
- The 19th Century Russian Novel (RUSS 3500)
- Dostoevsky's Novels (RUSS 3721)

Social Administration (Social Work)

- Social Entrepreneurship (S50 SWSA 5060)

Sociology

- Social Theory (SOC 3000)
- Getting Paid: A Sociological Investigation of Wages and Salaries (SOC 3120)
- Sociology of Immigration (SOC 3150)
- Gender in Society (SOC 3190)
- Global Racial Systems (SOC 4831)

Spanish

- Debating Cultures (SPAN 32xx; consult advisor)
- Latin American Literatures and Cultures (SPAN 3430)
- Spanish for the Social Sciences (SPAN 3550)
- Researching Cultures (SPAN 36xx; consult advisor)

Sustainability (CAPS)

- International Development and Sustainability (U19 Sust 344)

Women, Gender, and Sexuality Studies

- Sex Trafficking (WGSS 3256)
- Caste: Sexuality, Race and Globalization (WGSS 3555)
- Gender Violence (WGSS 3685)
- Decolonization to Globalization: How to End an Empire (WGSS 4153)
- Transnational Feminisms (WGSS 4245)

* Students may submit a request to add a course by following the instructions for the Petition Process.

Additional Requirements and Information

Study Abroad

- We strongly encourage students to study abroad. For those who do not study abroad and receive credit toward the Global Studies General Requirements, an additional 3-unit course at the 3000 or 4000 level is required.
- We strongly prefer students to select a study abroad location and regional specialization consistent with their chosen language of study (e.g., if a student wishes to study in Latin America, they must satisfy their language requirement with either Portuguese or Spanish).
- Students may receive a maximum of 6 credits from a single semester, 12 credits from a year, or 3 credits from a summer term of study abroad.
- Study abroad credit only counts at the 3000 level.
- Students may apply no more than 12 total credits to the Global Studies major from study abroad, the School of Continuing & Professional Studies, summer school at other U.S. universities, or any combination thereof.
- To receive credit for a summer course completed at another institution, a student should fill out the Approval for Non-WashU Course Credit form with Arts & Sciences to take the course for "general credit" and then petition to have the course count as an elective toward their Global Studies major.
- Students may not receive credit for January Intensive Term (J-Term) study abroad programs; these programs are too short in duration.

Latin Honors

- Students must graduate with an overall grade point average of 3.65 or higher to qualify for Latin Honors.
- Students must submit an intent form and be accepted for candidacy.
- Students should enroll in GLOBAL 4985 during the fall of senior year and in GLOBAL 4986 during the spring of senior year (under the corresponding section number of the faculty member overseeing the student's thesis).

Language Requirement

All Global Studies majors must satisfy a language requirement that entails both the successful completion of four semesters of a modern language for a letter grade and placement into the third year of that language.

Available modern languages include Arabic, Chinese, French, German, Hebrew, Hindi, Italian, Japanese, Korean, Persian, Portuguese, Russian, Spanish, and Swahili.

Please see the FAQs on the Global Studies website for more information.

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Website:	https://globalstudies.wustl.edu

Global Studies Major, Eurasian Studies Concentration

Program Requirements

- **Total Units Required:** 36

This concentration focuses on the social, cultural, and economic interconnections among the peoples of Eurasia. We define Eurasia as the vast landmass stretching east to west from China to Europe and north to south from Siberia into the Caucasus, the Crimean Peninsula, Central Asia, and the Himalayas. Ancient trade routes that crisscrossed the interior spaces of Europe and Asia, known collectively as the Silk Road, served as a globalizing thoroughfare for the movement of peoples, cultural practices, religious values, and commodities. Recent infrastructural improvements in these areas — as well as international economic, environmental, and political concerns — have once again opened up transnational economic networks and cross-cultural exchange along these "new silk roads."

Concentration Objectives

For the Eurasian Studies concentration, students draw from a variety of disciplines to study not only specific geographical regions but also vital intersections and interrelationships among regions and peoples.

General Requirements

One semester of language must be completed before declaring the major.

- Students must complete a minimum of 36 units in Global Studies, including at least three courses focused on a world area.
- Students must complete at least 24 units at the 3000 level or above, including courses across a minimum of three academic disciplines.
- Students must complete at least 6 units at the 4000 level, no more than 3 of which may be directed research or independent study.
- In addition to the 36 units, students must complete a four-semester sequence of courses in one modern language appropriate to their concentration.

These requirements may be fulfilled only with college-level course work undertaken during a student's undergraduate enrollment. Courses must be taken for a grade, and a student must receive a grade of C+ or higher in all courses.

This concentration requires 36 units of coursework:

- 3 units of core coursework: GLOBAL 3020 Global Futures
- 6 units of introductory coursework (1000-2000 level)
- 27 units of advanced Eurasian studies coursework (3000-4000 level) dealing with three different regions (e.g., Eastern, Western, and Central Eurasia) or with a transregional focus
- Students must fulfill the standard Global Studies language requirement with Arabic, Chinese, Hebrew, Hindi, Persian, Russian, or another Eurasian language as determined in consultation with their Global Studies advisor.
- The study abroad location must be in a country relevant to this concentration area. Otherwise, the student will not meet the study abroad requirement and will need to complete an additional 3000- or 4000-level course on campus.

Note: A single course may satisfy more than one of the distribution requirements (i.e., disciplinary or regional). Some of these requirements may be completed while abroad.

Advanced Courses

Students choose nine courses from current, relevant, internationally focused course offerings in the following areas of study.* All courses must be approved by the student's Global Studies advisor in order to count for the major. Visit the concentration webpage and concentration course list for the full list of options.

Code	Title	Units
Anthropology		
ANTHRO 3053	Nomadic Strategies and Extreme Ecologies	3
ANTHRO 3285	Warriors, Merchants, Monks, and Courtesans: Ancient Narratives of Globalization in Google Earth	3
ANTHRO 3617	Past and Present Cultural Environments	3
ANTHRO 3740	Social Landscapes in Global View	3
ANTHRO 3775	Ancient Eurasia and the New Silk Roads	3
ANTHRO 4033	Culture, Illness, and Healing in Asia	3
ANTHRO 4761	The Pleistocene Peopling of Eurasia	3
ANTHRO 4803	Advanced GIS Modeling and Landscape Analysis	3
Applied Linguistics		
APL 4023	Second-Language Acquisition and Technology	3
APL 4111	Linguistics and Language Learning	3
APL 4692	Reading Across Languages and Cultures: Theory, Research and Practice	3
Arabic		
ARAB 3070	Iraqi Literature	3

Art History		
ARTARCH 3160	Early Chinese Art: From Human Sacrifice to the Silk Road	3
ARTARCH 4735	1968 and Its Legacy	3
Chinese		
CHINA 3410	Early and Imperial Chinese Literature	3
CHINA 3420	Modern and Contemporary Chinese Literature	3
CHINA 4240	Culture and Politics in the People's Republic of China: New Approaches	3
Classics		
CLASSICS 3450	Greek History: The Dawn of Democracy	3
CLASSICS 3460	Greek History: The Age of Alexander	3
Comparative Literature		
COMPLITTHT 3203	Worldwide Translation: Language, Culture, Technology	3
East Asian Languages and Cultures		
EALC 3250	Topics in Early Modern Korea: Guns, Tobacco, and Sweet Potato: A History of Material Culture	3
EALC 3400	Writing New Horizons: Explorers, Envoys, and Other Encounters in Korean Travel Narratives	3
EALC 4710	Topics in Japanese Culture	3
Environmental Studies		
ENST 3710	Applications in GIS	3
Film and Media Studies		
FILM 4750	Screening the Holocaust	3
FILM 4850	Visualizing Orientalism: Art, Cinema and the Imaginary East 1850-2000	3
FILM 5507	The 007 Saga: James Bond and The Modern Media Franchise	3
Global Studies		
GLOBAL 3006	Global Health and Language	3
GLOBAL 3008	Topics in Global Studies	3
GLOBAL 3176	Chinese Economy in World History	3
GLOBAL 3248	Intercultural Communication	3
GLOBAL 3511	Global Surveillance Culture	3
GLOBAL 3512	"Model Minority": The Asian American Experience	3
GLOBAL 3602	Borders, Checkpoints, and the Frontiers of Literature	3
GLOBAL 3641	Anarchism: History, Theory, and Praxis	3
GLOBAL 3740	Russian Literature and Empire	3
GLOBAL 3740	Russian Literature at the Borders: Multiculturalism and Ethnic Conflict	3
GLOBAL 3750	Topics in Russian Literature and Culture (WI)	3
GLOBAL 3750	Topics in Russian Literature and Culture: Madmen or Visionaries? (WI)	3
GLOBAL 3750	Topics in Russian Literature and Culture: The Short Story (WI)	3
GLOBAL 3750	Topics in Russian Literature and Culture: The Soviet Experiment through Novels and Novellas	3
GLOBAL 379	Nabokov and Others: Emigration, Literature, Identity	3
GLOBAL 379	Nabokov in Europe and America	3
GLOBAL 3822	From McDonald's to K-pop: New Movements in East Asia	3
GLOBAL 3860	Empire in East Asia: Theory and History (WI)	3
GLOBAL 3866	Interrogating "Crime and Punishment"	3
GLOBAL 3890	Furies and Die-Hards: Women in Rebellion and War	3
GLOBAL 4007	Global Studies Research Methods Proseminar and Assistantship	3
GLOBAL 4007	Global Studies Research Methods Proseminar and Assistantship	3
GLOBAL 4036	Children of Immigrants: Identity and Acculturation	3
GLOBAL 4414	Gender Analysis for International Affairs	3
GLOBAL 4622	Labor and Labor Movements in Global History	3
GLOBAL 4644	The Indochina Wars	3
GLOBAL 4868	Russia and the West: Creating and Representing Identity	3
GLOBAL 4869	Reading War and Peace	3
GLOBAL 4897	Global Asias	3
Hindi		
HINDI 3090	Understanding Indian (Hindi/Urdu) Literature: Through Text and Images (Visual)	3
History		
HISTORY 3018	Hot Peace: U.S.-Russia Relations Since the Cold War	3
HISTORY 3030	The Global War on Terrorism	3
HISTORY 3039	Islamic History: 600-1200	3
HISTORY 3085	19th Century China: Violence and Transformation	3
HISTORY 3092	Vienna, Prague, Budapest: Politics, Culture and Identity in Central Europe	3
HISTORY 3093	Becoming "Modern": Emancipation, Antisemitism and Nationalism in Modern Jewish History	3
HISTORY 3104	War, Genocide and Gender in Modern Europe	3
HISTORY 3131	Gender, Sexuality and Communism in 20th-Century Europe	3
HISTORY 3137	Socialist and Secular? A Social History of the Soviet Union	3

HISTORY 3139	All Measures Short of War	3
HISTORY 3148	The First World War and the Making of Modern Europe	3
HISTORY 3214	Religion and Politics in South Asia	3
HISTORY 3277	Hinduism and the Hindu Right	3
HISTORY 3295	Modern South Asia	3
HISTORY 3315	Historical Methods-Transregional History	3
HISTORY 3351	Out of the Shtetl: Jewish Life in Central and Eastern Europe in the 19th and 20th Centuries	3
HISTORY 3458	Cultural Encounters: China and Eurasia Since the Middle Ages	3
HISTORY 3682	The Cold War, 1945-1991	3
HISTORY 3683	The U.S. War in Iraq, 2003-2011	3
HISTORY 3715	Unruly Populations: Biopolitics in 20th-Century Europe	3
HISTORY 3813	Between Sand and Sea: History, Environment, and Politics in the Arabian Peninsula	3
HISTORY 3951	Imperialism and Sexuality: India, South Asia and the World	3
HISTORY 4092	Humanitarianism and Human Rights	3
HISTORY 4150	Advanced Seminar: Inventing India	3
HISTORY 4154	Postcolonial South Asia: From Decolonization to Globalization	3
HISTORY 4275	Palestine, Israel, and the Arab-Israeli Conflict	3
Jewish, Islamic, and Middle Eastern Studies		
JIMES 3031	Topics in JIMES: Education in Divided Societies - the Israeli Case	3
JIMES 3036	Antisemitism: History, Causes, Consequences	3
JIMES 3520	Fantasy, Horror, Sci-Fi: Genre-Fiction in Arabic Literature	3
JIMES 3540	Anthropological and Sociological Study of Muslim Societies	3
JIMES 3623	Topics in Islam: Islam in the Indian Ocean	3
JIMES 3623	Topics in Islam: Religious Authority in Modern Islam	3
JIMES 3730	Topics in Near Eastern Cultures	3
JIMES 3730	Topics in Near Eastern Cultures: Arabs in Isreael: Politics, Society & Citizenship	3
JIMES 3730	Topics in Near Eastern Cultures: Of Dishes, Taste, and Class: History of Food in the Middle East	3
JIMES 3730	Topics in Near Eastern Cultures: Slavery in the Middle East	3
JIMES 4043	Race and Ethnicity in the Middle East and North Africa	3
JIMES 4450	Topics in Islam	3
JIMES 4450	Topics in Islam: Readings in Islamic Political Thought and Practice	3
JIMES 4461	History of Political Thought in the Middle East	3
Political Science		
POLSCI 3720	Topics in International Politics: Ethnic Conflict: Causes and Remedies	3
POLSCI 3930	History of Political Thought III: Liberty, Democracy, and Revolution	3
Psychological and Brain Sciences		
PSYCH 4130	Contemporary Topics in Social Psychology	3
Russian Language and Literature		
RUSS 3320	Russian Theater, Drama and Performance: From Swan Lake to Punk Prayer	3
RUSS 3500	The 19th-Century Russian Novel (WI)	3
RUSS 3721	Dostoevsky's Novels	3
Sociology		
SOC 3150	Sociology of Immigration	3
Women and Gender Studies		
WGSS 4153	Decolonization to Globalization: How to End an Empire	3

* Students may submit a request to add a course by following the instructions for the Petition Process.

Additional Requirements and Information

Study Abroad

- We strongly encourage students to study abroad. For those who do not study abroad and receive credit toward the Global Studies General Requirements, an additional 3-unit course at the 3000 or 4000 level is required.
- We strongly prefer students to select a study abroad location and regional specialization consistent with their chosen language of study (e.g., if a student wishes to study in Latin America, they must satisfy their language requirement with either Portuguese or Spanish).
- Students may receive a maximum of 6 credits from a single semester, 12 credits from a year, or 3 credits from a summer term of study abroad.
- Study abroad credit only counts at the 3000 level.
- Students may apply no more than 12 total credits to the Global Studies major from study abroad, the School of Continuing & Professional Studies, summer school at other U.S. universities, or any combination thereof.

- To receive credit for a summer course completed at another institution, a student should fill out the Approval for Non-WashU Course Credit form with Arts & Sciences to take the course for "general credit" and then petition to have the course count as an elective toward their Global Studies major.
- Students may not receive credit for January Intensive Term (J-Term) study abroad programs; these programs are too short in duration.

Latin Honors

- Students must graduate with an overall grade point average of 3.65 or higher to qualify for Latin Honors.
- Students must submit an intent form and be accepted for candidacy.
- Students should enroll in GLOBAL 4985 during the fall of senior year and in GLOBAL 4986 during the spring of senior year (under the corresponding section number of the faculty member overseeing the student's thesis).

Language Requirement

All Global Studies majors must satisfy a language requirement that entails both the successful completion of four semesters of a modern language for a letter grade and placement into the third year of that language.

Available modern languages include Arabic, Chinese, French, German, Hebrew, Hindi, Italian, Japanese, Korean, Persian, Portuguese, Russian, Spanish, and Swahili.

Please see the FAQs on the Global Studies website for more information.

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Global Studies Major, European Studies Concentration

Program Requirements

- **Total Units Required:** 36
- **Grade Requirement:** Student must receive a grade of C+ or higher in all courses

This concentration focuses on the new Europe and its historical and cultural contexts, attempting to understand the European contribution to world politics and cultural exchange. It involves the study of both traditional and new European cultural products (e.g., literature, film, visual art, electronic media) as well as of European institutions and contexts. This concentration will educate students interested in understanding Europe for its own sake but also help them to discover the ways in which the continent connects with other parts of the world. The concentration is committed to interdisciplinary approaches, and students may take courses in the traditional language-and-literature disciplines as well as in anthropology, art history, economics, film, history, music, philosophy, and political science.

Concentration Objectives

The European Studies concentration defines the geography of modern Europe to include the Atlantic world as well as its Eurasian and Mediterranean neighbors.

General Requirements

One semester of language must be completed before declaring the major.

- Students must complete a minimum of 36 units in Global Studies, including at least three courses focused on a world area.
- Students must complete at least 24 units at the 3000 level or above, including courses across a minimum of three academic disciplines.
- Students must complete at least 6 units at the 4000 level, no more than 3 of which may be directed research or independent study.
- In addition to the 36 units, students must complete a four-semester sequence of courses in one modern language appropriate to their concentration.

These requirements may be fulfilled only with college-level course work undertaken during a student's undergraduate enrollment. Courses must be taken for a grade, and a student must receive a grade of C+ or higher in all courses.

This concentration requires 36 units of coursework:

- 3 units of core coursework: GLOBAL 3020 Global Futures
- 3 units of introductory coursework (1000 or 2000 level)
- 3 units of European history coursework (3000 level or above from history department offerings on Europe [from 1750 forward])
- 3 units of non-European world area coursework (any level)
- 24 units of advanced European studies coursework (3000-4000 level; at least one course must focus on gender, race, or class)
- Students must fulfill the standard Global Studies language requirement with a European language consistent with their study abroad location (e.g., French, German, Italian, Portuguese, Spanish).

Note: A single course may satisfy more than one of the distribution requirements (i.e., disciplinary; race, gender, class; or world area). Some of these requirements may be completed while abroad.

Introductory Courses

Students choose one course from this list, for a total of 3 units:

Code	Title	Units
GLOBAL 2000	Crossing Borders	
GLOBAL 2009	Introduction to European Studies *preferred	
HISTORY 1020	Barbarity and Civilization: Introduction to Modern European History	
HISTORY 2158	FYS: Outcasts and Outlaws: The History of Othering in Modern Europe	

Non-European Area Courses

Students choose one course, for a total of 3 units. We consider world areas to be Africa, East Asia, Eurasia, Latin America, the Middle East, and South Asia. Courses that may be used to satisfy this requirement may include advanced area-specific courses or the following lower-level courses:

Code	Title	Units
ARTARCH 1510	Introduction to Asian Art	
CHINA 2270	Chinese Civilization	
GLOBAL 1104	Chinatown: Migration, Identity and Space	
GLOBAL 1105	East Asia in the World	
GLOBAL 2100	The Public Servant and Other Heroes: A History of Japan Through Film	
HISTORY 1124	The Meaning of Pakistan: History, Culture, Art	
JAPAN 2260	Japanese Civilization	
JIMES 2081	Introduction to Jewish Civilization	
JIMES 2100	Introduction to Islamic Civilization	
KOREA 2230	Korean Civilization	
LATAM 1000	Latin America: Nation, Ethnicity and Social Conflict	

Gender, Race, and Class Courses

Students pursuing this concentration are required to complete one upper-level course focused on gender, race, or class that is chosen from the following list:

Code	Title	Units
AFAS 3062	Islam, Culture and Society in West Africa	3
AFAS 3360	Zambaje: Afro-Indigenous Relations in Latin America	3
AFAS 4090	Gender, Sexuality and Change in Africa	3
ANTHRO 3313	Women and Islam	3
ANTHRO 4134	The AIDS Epidemic: Inequalities, Ethnography and Ethics	3
ANTHRO 4365	Sex, Gender, and Power	3
ANTHRO 4366	Europe's New Diversities	3
ARCH 307X	Community Building	3
CHINA 4390	Topics in Chinese Lit & History: Writing Women of the Late Imperial and Early Republican Periods	3
COMPLITTHT 3101	An Intellectual History of Sex and Gender	3
COMPLITTHT 3300	Topics in Comp Lit: The Asian Experience: Negotiating the In-Betweenness	3
COMPLITTHT 4492	Topics in Comp Lit: Writing from the Periphery: The Question of Chineseness	3
ELIT 3106	Topics in Asian American Literature: Gender and Sexuality in American Asian Lit	3
ELIT 3111	Topics in English & American Lit: Asian American Writings: Contesting American Constructions of the Alien Other	3
GLOBAL 3248	Intercultural Communication	3
GLOBAL 3512	"Model Minority": The Asian American Experience	3
GLOBAL 3840	Migration & Modernity: Human Mobility, Identity & State Formation in the Russian/ Soviet/Post-Soviet Context	3
GLOBAL 3880	Topics in Migration and Identity	3
GLOBAL 3890	Furies and Die-Hards: Women in Rebellion and War	3
GLOBAL 4036	Children of Immigrants: Identity and Acculturation	3
GLOBAL 4414	Gender Analysis in International Affairs	3
HEBREW 3090	Israeli Women Writers	3
HISTORY 3049	Chinese Diaspora: A Social History of Global Migration	3
HISTORY 3087	The Holocaust: History and Memory of the Nazi Genocide	3
HISTORY 3094	History of the Jews in Islamic Lands	3
HISTORY 3104	War, Genocide and Gender in Modern Europe	3
HISTORY 3131	Gender, Sexuality and Communism in 20th Century Europe	3
HISTORY 3146	Topics in European History: Modern European Women	3
HISTORY 3951	Imperialism and Sexuality: India, South Asia, and the World (WI)	3
HISTORY 4038	Beyond the Harem: Women, Gender and Revolution in the Modern Middle East	3
ITAL 3500	Topics in Italian Lit and Culture: Global Italy: Race, Gender, Migration and Citizenship	3
ITAL 4302	Divergent Voices: Italian Women Writers	3
JAPAN 3260	Topics in Modern Japanese Lit: Mirrors and Masks: Gender and Sexuality in Japanese Literature	3
JAPAN 4490	Modern Japanese Women Writers	3
JAPAN 4495	Modern Japanese Women Writers: Writing-Intensive Seminar	3
JIMES 3184	A Rainbow Thread: A History of Queer Identitites in Judaism and Islam	3

JIMES 4043	Race and Ethnicity in the Middle East and North Africa	3
KOREA 3550	Topics in Korean Lit & Culture: Sexing Korea: Gender & Sexuality in Korean Pop Culture	3
KOREA 4550	Topics in Korean Lit & Culture: Gender in Korean Literature and Film	3
LATAM 3020	Survey of Brazilian Cultures: Race, Nation and Society	3
LATAM 3060	Survey of Southern Cone Cultures: Argentina, Chile, and Uruguay	3
LATAM 4120	Gender and Modernity in Latin America	3
LATAM 4280	Constructing the (Racial) Other: Race and Ethnicity in Latin America from the Colonial Caste System to U.S. Latinos	3
RELPOL 3070	Islam, Gender, Sexuality	3
SOC 3190	Gender in Society	3
SOC 4170	Global Structures and Problems	3
SOC 4831	Global Racial Systems	3
SPAN 4500	Special Topics in Hispanic Literature and Culture: Spanish Women Writers from the Enlightenment to the Contemporary Period	3
SPAN 4500	Special Topics in Hispanic Literature and Culture: Women's Writing in Latin America	3
WGSS 3014	Queer Citizenship	3
WGSS 3041	Making Sex and Gender: Understanding the History of the Body	3
WGSS 3203	Bodies Out of Bounds: Feminist and Queer Disability Studies	3
WGSS 3256	Sex Trafficking	3
WGSS 3550	Trans* Studies	3
WGSS 3555	Caste: Sexuality, Race and Globalization	3
WGSS 3685	Gender Violence	3
WGSS 4085	Everyday Unruliness: Feminist and Queer Resistance	3
WGSS 4150	Feminist Literary and Cultural Theory	3
WGSS 4245	Transnational Feminisims	3

Advanced Courses

Students choose nine courses from current European-focused course offerings in the following departments.* All courses must be approved by the student's Global Studies advisor in order to count for the major. Visit the concentration webpage and concentration course list for the full list of options.

African and African American Studies

- Terror and Violence in the Black Atlantic (AFAS 3880)

Anthropology

- Anthropology of Refugees, Asylum and Forced Migration (ANTHRO 3038)
- Sex, Gender, and Power (ANTHRO 4365)
- Europe's New Diversities (ANTHRO 4366)
- Culture, Power, Knowledge (ANTHRO 4367)
- Writing Culture (ANTHRO 4481)
- Advanced GIS Modeling and Landscape Analysis (ANTHRO 4803)

Applied Linguistics

- Second Language Acquisition and Technology (APL 4023)
- Linguistics and Language Learning (APL 4111)
- Reading Across Languages and Cultures: Theory, Research and Practice (APL 4692)

Art History

- Topics in Art History (WI): Fauvism and Expressionism in Europe, c. 1905-1945 (ARTARCH 3000)
- Pleasure and Pain: European Fashion as (Art) History (ARTARCH 3380)
- The Modernist Project: Art in Europe and the US, 1905-1980 (ARTARCH 3500)
- Rococo to Revolution: Art in 18th Century Europe (ARTARCH 3520)
- Rejecting Reason: Dada and Surrealism in Europe and the United States (ARTARCH 3590)
- Modern Sculpture: Canova to Koons (ARTARCH 3637)
- The Century of Picasso (ARTARCH 4545)
- Gauguin Then and Now: Art, Myth and Controversy (ARTARCH 4575)
- The Impressionist Landscape: Style, Place and Global Legacies 1870-1920 (ARTARCH 4605)
- Impressionism and the Nation in France and Beyond: Painting and Photography 1860-1920 (ARTARCH 4610)
- 1968 and Its Legacy (ARTARCH 4735)
- Marking History: Painting and Sculpture After World War II in the US, France and Germany (ARTARCH 4879)

Classics

- Greek History: The Dawn of Democracy (CLASSICS 3450)

Comparative Literature

- Intro to Comparative Arts: the 20th Century (COMPLIT 3030)
- Intro to Comparative Arts: Cultural Constructs (COMPLIT 3030)
- Paris and New York: The Art of the City (COMPLIT 3320)
- Topics in Comparative Literature: Points of Intersection (COMPLIT 3320)
- Topics in Comparative Literature: Central European Modernisms (COMPLIT 3320)
- Intro to Comparative Literature (COMPLIT 4020)

- Topics in Lit and History: Constructing Strangeness: Witches, Ghosts & Vampires (1500-2000) (COMPLIT 4112)
- The Commedia dell'Arte (COMPLIT 4121)
- The Unmaking and Remaking of Europe: The Literature and History of the Great War of 1914-1918 (COMPLIT 4931)

Drama

- Seminar: Actors as Celebrities + Public Figures - 18th Century England + France (DRAMA 4305)

Economics

- Open Economy Macroeconomics (ECON 4220)

English Literature

- Introduction to Literary Theory (ELIT 3000)
- Topics in English & American Lit: International Modernism (ELIT 3107)
- Topics in English & American Lit: British Fiction 1900-1945 (ELIT 3111)
- Topics in English & American Lit: British & Anglophone Fiction 1945 – Present (ELIT 3113)
- Introduction to Postcolonial Literature (ELIT 3138)
- Modern British Literature (ELIT 3139)
- Topics in Lit: Drama Queens: Cleopatra in Elizabethan England (ELIT 3140)
- Topics in Lit: 20th Century Irish Poetry: Yeats and Heaney (ELIT 3173)
- The Victorian Period (ELIT 3157)
- Shakespeare (ELIT 3163)
- Topics in Irish Lit: Understanding Recent (Irish) Poetry (ELIT 4133)
- English Novel of the 19th Century (ELIT 4137)
- Topics in English Lit II: Sex and the City – Sexual Economies in Early Modern London (ELIT 4147)
- Frankenstein: Origins and Afterlives (ELIT 4155)

Environmental Studies

- IPCC: Governance, Policy and Science (ENST 4527)

Film and Media Studies

- British Cinema (FILM 3200)
- French Film Culture (FILM 3250)
- Screening the Holocaust (FILM 4750)

French

- French Culture and Civilization: The New Face of France (FRENCH 3015)
- Topics I: Sport et Societé (FRENCH 3210)
- Topics II: In Perspective: Graphic Novels (FRENCH 3220)
- Topics II: In Perspective: The French New World (FRENCH 3220)
- French Lit I: Dramatic Voices: Poets and Playwrights (FRENCH 3250)
- French Lit II: Narrative Voices: Fiction and Non-Fiction (FRENCH 3260)
- In-Depth: Science Fiction (FRENCH 3740)
- In-Depth: Medical Narratives, Narrative Medicine (FRENCH 3750)
- Cinema and Society (FRENCH 3760)
- The 19th Century French Novel: From Realism to Naturalism to Huysmans (FRENCH 4150)
- The French Islands: Isles and Exiles: Lit of the Francophone Tropics (FRENCH 4191)
- Tragedy and Farce in African Francophone Literature (FRENCH 4192)
- The 20th Century French Novel (FRENCH 4210)
- Topics in French Lit and History: Perspectives on Paris (FRENCH 4610)

German

- Topics in Holocaust Studies: Children in the Shadow of the Swastika (GERMAN 3060)
- German Literature and the Modern Era (GERMAN 3080)
- German Thought and the Modern Era (GERMAN 3081)
- Germany Today (GERMAN 4040)
- German Lit and Culture, 1750-1830 (GERMAN 4061)
- German Lit and Culture, 1830-1914 (GERMAN 4062)
- German Lit and Culture, 1914-Present (GERMAN 4063)
- Studies in Genre (GERMAN 4070)
- Topics in German Studies: Kafka and his Contemporaries (GERMAN 4080)
- Topics in German Studies: Telling Tales - The Magical, the Wondrous, and the Strange (1500-present) (GERMAN 4080)
- Topics in German Studies: The Book Was Better Than the Movie: Literary Adaptations in the Age of Multimedia (GERMAN 4080)
- Contemporary German Literature (GERMAN 4380)

Global Studies (*All* GS Home-based courses count for this concentration)

- Global Health and Language (GLOBAL 3006)
- Topics in Global Studies: Modern Indian Literature (GLOBAL 3008)
- Global Futures (GLOBAL 3020)
- Global Surveillance Culture (GLOBAL 3511)
- Borders, Checkpoints, and the Frontiers of Literature (GLOBAL 3602)
- Anarchism: History, Theory and Praxis (GLOBAL 3641)
- Russian Literature and Empire OR Russian Literature at the Borders: Multiculturalism and Ethnic Conflict (GLOBAL 3740)
- Topics in Russian and Culture: Madmen or Visionaries? (WI) (GLOBAL 3750)
- Topics in Russian and Culture: The Short Story (WI) (GLOBAL 3750)
- Topics in Russian Literature and Culture: The Soviet Experiment through Novels and Novellas (GLOBAL 3750)
- Nabokov and Others: Emigration, Literature, Identity (GLOBAL 3790)
- Nabokov in Europe and America (GLOBAL 3790)

- Migration & Modernity: Human Mobility, Identity & State Formation in the Russian/Soviet/Post-Soviet Context (GLOBAL 3840)
- Empire in East Asia: Theory and History (WI) (GLOBAL 3860)
- Interrogating "Crime and Punishment" (GLOBAL 3866)
- Topics in Migration and Identity (GLOBAL 3880)
- Furies and Die-Hards: Women in Rebellion and War (GLOBAL 3890)
- Global Studies Research Methods Proseminar and Assistantship (GLOBAL 4007)
- Islam, Immigrants and the Future of European Culture (GLOBAL 4200)
- Gender Analysis in International Affairs (GLOBAL 4414)
- Labor and Labor Movements in Global History (GLOBAL 4622)
- Russia and the West: Creating and Representing Identity (GLOBAL 4868)
- Reading War and Peace (GLOBAL 4869)

History

- Jews in French History and Culture (HISTORY 3034)
- The Holocaust: History and Memory (HISTORY 3087)
- Vienna, Prague, Budapest: Politics, Culture and Identity in Central Europe (HISTORY 3092)
- Becoming "Modern": Emancipation, Anti-Semitism and Nationalism in Modern Jewish History (HISTORY 3093)
- The World Is Not Enough: Europe's Global Empires, 1400-1750 (HISTORY 3103)
- War, Genocide and Gender in Modern Europe (HISTORY 3104)
- Riots and Revolution: A History of Modern France from 1789 to the Present (HISTORY 3109)
- Modern Germany (HISTORY 3111)
- Europe in the 20th Century: Unruly Populations (HISTORY 3116)
- Gender, Sexuality and Communism in 20th Century Europe (HISTORY 3131)
- Révolution with an Accent: The Haitian and French Revolutions, 1770-1805 (HISTORY 3135)
- Socialist and Secular? A Social History of the Soviet Union (HISTORY 3137)
- 20th Century Russian History (HISTORY 3138)
- Topics in European History: Modern European Women (HISTORY 3146)
- The First World War and the Making of Modern Europe (HISTORY 3148)
- Out of the Shtetl: Jewish Life in Central and Eastern Europe in the 19th and 20th Centuries (HISTORY 3351)
- Race, Ethnicity, and Migration: A Transatlantic History (HISTORY 3514)
- The Cold War: 1945-1991 (HISTORY 3682)
- European Population Politics, 1900-2000 (HISTORY 3715)
- Unruly Populations: Biopolitics in 20th-Century Europe (HISTORY 3715)
- The Fascist Challenge in Europe, 1919 – 1945 (HISTORY 4035)
- Humanitarianism and Human Rights (HISTORY 4092)
- Advanced Seminar in History: History of the Body (HISTORY 4889)

Interdisciplinary Project in the Humanities

- Introduction to Digital Humanities: Cultural Analysis in the Information Age (IPH 3121)
- The Traffic in Women and Contemporary European Cinema (IPH 3600)
- Imagining the City: Crime and Commerce in Early Modern London (IPH 4260)

Italian

- Italian Literature II (WI) (ITAL 3240)
- Topics in Film Studies: Cinema and Society in Contemporary Italy (ITAL 3320)
- Topics in Italian Lit and Culture: Global Italy: Race, Gender, Migration and Citizenship (ITAL 3500)
- Disease, Madness, and Death Italian Style (ITAL 4080)
- Divergent Voices: Italian Women Writers (ITAL 4302)
- Caffé, Cadavers, Comedy and Castrati: Italy in the Age of the Grand Tour (ITAL 4370)

Jewish, Islamic and Middle Eastern Studies

- Diaspora in Jewish and Islamic Experience (JIMES 4005)

Philosophy

- Kant and 19th Century Philosophy (PHIL 3290)
- Advanced Social and Political Philosophy (PHIL 4321)

Political Science

- Politics of the European Union (POLSCI 3096)
- Topics in Politics: Political Economy of Immigration (POLSCI 3189)
- Topics in Politics: Comparative Political Parties (POLSCI 3242)
- History of Political Thought (POLSCI 3391)
- History of Political Thought (POLSCI 3392)
- Understanding Political Protest and Violence (POLSCI 3565)
- Quantitative Political Methodology (POLSCI 3630)
- History of Political Thought (POLSCI 3930)
- Global Justice (POLSCI 4306)
- Research Design and Methods (POLSCI 4905)

Russian

- Russian Theatre, Drama and Performance: From Swan Lake to Punk Prayer (RUSS 3320)
- The 19th Century Russian Novel (RUSS 3500)
- Dostoevsky's Novels (RUSS 3721)

Sociology

- Statistics for Sociology (SOC 3040)
- Sociology of Immigration (SOC 3150)
- Gender in Society (SOC 3190)
- Global Racial Systems (SOC 4831)

Spanish

- Literary and Cultural Studies in Spanish (SPANISH 3410)
- Iberian Literatures and Cultures (SPANISH 3420)
- Special Topics in Hispanic Literature and Culture: Spanish Women Writers from the Enlightenment to the Contemporary Period (SPANISH 4500)

Women Gender and Sexuality Studies

- Making Sex and Gender: Understanding the History of the Body (WGSS 3041)
- Feminist Literary Theory and Cultural Theory (WGSS 4150)

* Students may submit a request to add a course by following the instructions for the Petition Process.

Additional Requirements and Information

Study Abroad

- We strongly encourage students to study abroad. For those who do not study abroad and receive credit toward the Global Studies General Requirements, an additional 3-unit course at the 3000 or 4000 level is required.
- We strongly prefer students to select a study abroad location and regional specialization consistent with their chosen language of study (e.g., if a student wishes to study in Latin America, they must satisfy their language requirement with either Portuguese or Spanish).
- Students may receive a maximum of 6 credits from a single semester, 12 credits from a year, or 3 credits from a summer term of study abroad.
- Study abroad credit only counts at the 3000 level.
- Students may apply no more than 12 total credits to the Global Studies major from study abroad, the School of Continuing & Professional Studies, summer school at other U.S. universities, or any combination thereof.
- To receive credit for a summer course completed at another institution, a student should fill out the Approval for Non-WashU Course Credit form with Arts & Sciences to take the course for "general credit" and then petition to have the course count as an elective toward their Global Studies major.
- Students may not receive credit for January Intensive Term (J-Term) study abroad programs; these programs are too short in duration.

Latin Honors

- Students must graduate with an overall grade point average of 3.65 or higher to qualify for Latin Honors.
- Students must submit an intent form and be accepted for candidacy.
- Students should enroll in GLOBAL 4985 during the fall of senior year and in GLOBAL 4986 during the spring of senior year (under the corresponding section number of the faculty member overseeing the student's thesis).

Language Requirement

All Global Studies majors must satisfy a language requirement that entails both the successful completion of four semesters of a modern language for a letter grade and placement into the third year of that language.

Available modern languages include Arabic, Chinese, French, German, Hebrew, Hindi, Italian, Japanese, Korean, Persian, Portuguese, Russian, Spanish, and Swahili.

Please see the FAQs on the Global Studies website for more information.

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Global Studies Major, Global Asias Concentration

Program Requirements

- **Total Units Required:** 36

Global Asias provides the means for students to study Asia transnationally and transculturally, thereby expanding the geographic concept of the region beyond a set of political entities occupying a specific world region. East Asia, South Asia, Southeast Asia, Central Asia, and the Asian diaspora are all part of this concentration, with the goal of recognizing that the flows of people, objects, ideas, and practices of Asia have spread across the region and around the globe.

Concentration Objectives

Drawing on a range of approaches, the Global Asias concentration provides the means to study Asia in its many manifestations — in the past and in the present — in our world today.

General Requirements

One semester of language must be completed before declaring the major.

- Students must complete a minimum of 36 units in Global Studies, including at least three courses focused on a world area.
- Students must complete at least 24 units at the 3000 level or above, including courses across a minimum of three academic disciplines.
- Students must complete at least 6 units at the 4000 level, no more than 3 of which may be directed research or independent study.
- In addition to the 36 units, students must complete a four-semester sequence of courses in one modern language appropriate to their concentration.

These requirements may be fulfilled only with college-level coursework undertaken during a student's undergraduate enrollment. Courses must be taken for a grade, and a student must receive a grade of C+ or higher in all courses.

This concentration requires 36 units of coursework:

- 3 units of introductory coursework (1000-2000 level)
- 3 units of core course: GLOBAL 3020 Global Futures
- 3 units of core coursework: GLOBAL 4897 Global Asias
- 6 units of multiethnic, diaspora, transnational, or transregional Asia-related coursework (at least 3 units at the 3000-4000 level)
- 21 units of advanced Global Asias coursework (3000-4000 level; at least one course must focus on premodern Asias [pre-1850])
- East Asia, North Asia, South Asia, Southeast Asia, Central Asia, and the Asian diaspora are the relevant areas for the Global Asias concentration. A student must complete one course in at least three of these areas or with a transregional focus.
- Students must fulfill the standard Global Studies language requirement with Arabic, Chinese, Hindi, Japanese, Korean, or Urdu. Russian may be considered upon petition if a student is a native speaker of one of the listed languages or has tested into the fourth year of one of the listed languages.
- The study abroad location must be in a country relevant to this concentration area. Otherwise, the student will not meet the study abroad requirement and will need to complete an additional 3000- or 4000-level course on campus.

Note: A single course may satisfy more than one of the distribution requirements (i.e., disciplinary or regional). Some of these requirements may be completed while abroad.

Introductory Courses

Students choose one course from this list, for a total of 3 units:

Code	Title	Units
AMCS 2003	Doctors and Terrorists: The Fictions of South Asian America	3
ARTARCH 1111	First Year Seminar: Beijing and the Forbidden City	3
ARTARCH 1510	Introduction to Asian Art	3
CHINA 2270	Chinese Civilization	3
GLOBAL 1102	First-Year Seminar: The Vietnam Wars	3
GLOBAL 1104	First-Year Seminar: Chinatown: Migration, Identity, and Space	3
GLOBAL 2000	Crossing Borders: An Introduction to Institutions and Concepts in Global Studies	3
HISTORY 1099	First-Year Seminar: Silk Roads and Empires	3
HISTORY 1124	First-Year Seminar: The Meaning of Pakistan: History, Culture, Art	3
JAPAN 2260	Japanese Civilization	3
JIMES 2100	Introduction to Islamic Civilization	3
KOREA 2230	Korean Civilization	3

Multiethnic, Diaspora, Transnational, or Transregional Asia-Related Courses

Students choose two courses from this list, for a total of 6 units; at least one course must be at the 3000 or 4000 level:

Code	Title	Units
AMCS 2003	Doctors and Terrorists: The Fictions of South Asian America	3
AMCS 2025	The Immigrant Experience	3
ANTHRO 3102	Topics in Anthropology: Vibrant Matter: Social Ecology of the Asia-Pacific	3
ANTHRO 3313	Women and Islam	3
ANTHRO 3775	Ancient Eurasia and the New Silk Roads	3
ANTHRO 4033	Culture, Illness, and Healing in Asia	3
ARTARCH 1109	FYS: Collecting Art/Excluding People: The Contradictions of Chinese Art in U.S. Museums	3
ARTARCH 4320	East, Meet West: Asia Encounters Europe	3
CHINA 3300	Topics in Chinese Lit & Culture: Screen Culture in the Sinophone World	3
CHINA 3500	U.S.-China Relations from 1949 to the Present	3
CHINA 4590	Topics in Chinese Lit & Culture: History and Fictionality in East Asian Cinema	3
COMPLIT 3300	Topics in Comp Literature: Finding China: From Sojourners to Settlers in Chinese Diaspora and Chinese American Literature	3
EALC 3340	Topics in East Asian Religions: The Lotus Sutra in East Asia: Buddhism, Art, Literature	3
EALC 3800	EALC Seminar: Kitchen, Studio, Factory: Making in East Asia	
ELIT 3106	Topics in Asian American Literature: Gender and Sexuality in American Asian Lit	3

ELIT 3111	Topics in English Literature: Asian American Fictions: Space, Place, and the Makings of Asian America	3
FILM 4430	Memory, Tears, and Longing: East Asian Melodrama Film	3
FYP 1119	Mediterranean Migration: Dynamics and Consequences on the EU and MENA	3
FYP 1133	Legacies of the Silk Road	3
GLOBAL 1101	Migration in the Global World	3
GLOBAL 1102	First-Year Seminar: The Vietnam Wars	3
GLOBAL 1104	First-Year Seminar: Chinatown: Migration, Identity, and Space	3
GLOBAL 1105	East Asia in the World	3
GLOBAL 1106	Geographies of Globalization and Development	3
GLOBAL 1107	Global Migration and Transnational Cultures in Modern Times	3
GLOBAL 1109	First-Year Seminar: Mapping the World: Introduction to Human Geography	3
GLOBAL 2100	Sophomore Seminar: The Public Servant and Other Heroes: A History of Japan through Film	3
GLOBAL 3512	"Model Minority": The Asian American Experience	3
GLOBAL 3822	From McDonald's to K-pop: New Movements in East Asia	3
GLOBAL 3860	Empire in East Asia: Theory and History (WI)	3
GLOBAL 4036	Children of Immigrants: Identity and Acculturation	3
HISTORY 1099	First-Year Seminar: Silk Roads and Empires	3
HISTORY 2102	Sophomore Seminar: Where Do We Come From? Families, Ancestors, and Genealogies in World History	3
HISTORY 3006	Historical Methods: Decolonization in the 20th Century	3
HISTORY 3049	Chinese Diasporas	3
HISTORY 3085	19th Century China: Violence and Transformation	3
HISTORY 3289	Economic History of China: From the Silver Age to Reform and Opening, 1500-1990	3
HISTORY 3295	Modern South Asia	3
HISTORY 3296	Environment and Empire	3
HISTORY 3315	Historical Methods-Transregional History	3
HISTORY 3458	Cultural Encounters: China and Eurasia Since the Middle Ages	3
HISTORY 3951	Imperialism and Sexuality: India, South Asia, and the World (WI)	3
HISTORY 4070	Advanced Seminar: Japan in World War II-History and Memory	3
HISTORY 4804	Advanced Seminar in History: Partition: The Making of India and Pakistan	3
HISTORY 4871	Colonial Cities and the Making of Modernity	3
HISTORY 5377	Science and Technology in East Asia	3
JIMES 2100	Introduction to Islamic Civilization	3
JIMES 3510	Muhammad: His Life and Legacy	3
JIMES 3540	Anthropological and Sociological Study of Muslim Societies	3
WGSS 3740	Imperialism and Sexuality: India, South Asia and the World: Writing-Intensive Seminar	3
WGSS 4153	Decolonization to Globalization: How to End an Empire	3

Advanced Courses

Students choose seven courses from current, relevant, internationally focused course offerings in the following departments.* All courses must be approved by the student's Global Studies advisor in order to count for the major. Visit the concentration webpage and concentration course list for the full list of options.

* Students may submit a request to add a course by following the instructions for the Petition Process.

Anthropology

- ANTHRO 3102 Topics in Anthropology: Vibrant Matter: Social Ecology of the Asia-Pacific
- ANTHRO 3163 Archaeology of China: Food and People
- ANTHRO 3313 Women and Islam
- ANTHRO 3285 Warriors, Merchants, Monks and Courtesans: Ancient Narratives of Globalization in Google Earth
- ANTHRO 3775 Ancient Eurasia and the New Silk Road
- ANTHRO 4033 Culture, Illness and Healing in Asia

Art History

- ARTARCH 3155 Japanese Art
- ARTARCH 3160 Early Chinese Art: from Human Sacrifice to the Silk Road
- ARTARCH 3180 Classical to Contemporary Chinese Art
- ARTARCH 3181 Modern & Contemporary Chinese Art
- ARTARCH 3200 Chinese Painting, Then and Now
- ARTARCH 4265 The Forbidden City
- ARTARCH 4296 Japanese Prints: Courtesans, Actors and Travelers
- ARTARCH 4320 East, Meet West: Asia Encounters Europe

Chinese

- CHINA 3160 Historical Landscape and National Identity in Modern China
- CHINA 3210 Contemporary Chinese Popular Culture
- CHINA 3300 Topics in Chinese Lit & Culture
- CHINA 3300 Topics in Chinese Lit & Culture: Chinese Cities in the Global Context
- CHINA 3300 Topics in Chinese Lit & Culture: Modern Chinese Poetry
- CHINA 3300 Topics in Chinese Lit & Culture: Poets, Musicians and Revolutionaries
- CHINA 3300 Topics in Chinese Lit & Culture: Screen Culture in the Sinophone World
- CHINA 3300 Topics in Chinese Lit & Culture: Stories & Storytelling in Late Imperial China
- CHINA 3300 Topics in Chinese Lit & Culture: Stranger Things: Tales of the Supernatural in Chinese Literature
- CHINA 3300 Topics in Chinese Lit & Culture: The Art of War & Peace: Modern Reception of the Three Kingdoms Story
- CHINA 3300 Topics in Chinese Lit & Culture: The Cultural Lives of the Environment in China, 1949-Present
- CHINA 3300 Topics in Chinese Lit & Culture: Three Streams: Major Religious Traditions in Premodern East Asia
- CHINA 3410 Early and Imperial Chinese Literature
- CHINA 3420 Modern and Contemporary Chinese Literature
- CHINA 3500 US-China Relations: from 1949 to the Present
- CHINA 4240 Culture and Politics in the People's Republic of China: New Approaches
- CHINA 4390 Topics in Chinese Lit & History: Literary Representation of Colonial Modernity: Taiwan & East Asia
- CHINA 4390 Topics in Chinese Lit & History: Writing Women of the Late Imperial and Early Republican Periods
- CHINA 4510 Urban Culture in Modern China
- CHINA 4590 Topics in Chinese Lit & Culture: Chinese Cities in the Global Context
- CHINA 4590 Topics in Chinese Lit & Culture: Commentary, Philology, & Theories of Reading in East Asian History
- CHINA 4590 Topics in Chinese Lit & Culture: History and Fictionality in East Asian Cinema
- CHINA 4590 Topics in Chinese Lit & Culture: Jingju (Beijing/Peking Opera)
- CHINA 4670 The Chinese Theater
- CHINA 4790 Reading Seminar in Modern Chinese Lit: Envisioning a New China: The May Fourth Era, 1919-1949
- CHINA 4800 Reading Seminar in Chinese Popular Lit & Culture
- CHINA 4890 Topics in Modern Chinese Literature
- CHINA 4905 Guided Readings in Chinese

Comparative Literature

- COMPLIT 3300 Topics in Comp Literature
- COMPLIT 3300 Topics in Comp Literature: Finding China: From Sojourners to Settlers in Chinese Diaspora and Chinese American Literature
- COMPLIT 3300 Topics in Comp Literature: The Asian Experience: Negotiating the In-Betweeness
- COMPLIT 3300 Topics in Comp Literature: The Trope of "China" in the Imagination of the Chinese Diaspora
- COMPLIT 4492 Topics in Comp Literature: Writing from the Periphery: The Question of Chineseness

East Asian Languages and Cultures

- EALC 3250 Topics in Early Modern Korea: Guns, Tobacco, and Sweet Potato: A History of Material Culture
- EALC 3340 Topics in East Asian Religions: The Lotus Sutra in East Asia: Buddhism, Art, Literature
- EALC 3400 Writing New Horizons: Explorers, Envoys, and Other Encounters in Korean Travel Narratives
- EALC 3510 Pleasure, Amusement, and Play: Entertainment Culture in Premodern China
- EALC 3600 US-China Relations from Conflict to Engagement, 1949-2016
- EALC 3610 US-China Relations, 2017-present
- EALC 3750 Imagined Pasts: Traditional Korea through Film
- EALC 3800 EALC Seminar
- EALC 3800 EALC Seminar: East Asian Buddhism
- EALC 3800 EALC Seminar: East Asian Buddhism: Chan/Son/Zen
- EALC 3800 EALC Seminar: Kitchen, Studio, Factory: Making in East Asia
- EALC 3800 EALC Seminar: Screening East Asia: From Scroll Painting to Haptic Interface
- EALC 3810 EALC Seminar: Ghosts, Gods and Monsters Reimagined
- EALC 4200 Nature, Technology and Medicine in Korea
- EALC 4240 Culture and Politics in the People's Republic of China: New Approaches
- EALC 4250 Topics in Religion and Culture in East Asia: Women, Confucianism and Buddhism in East Asia
- EALC 4300 Topics in Chinese Media Culture: Charting Identity in the Digital Age
- EALC 4380 Approaches to East Asian Cinema
- EALC 4710 Topics in Japanese Culture: Otaku: Anime and Beyond
- EALC 4750 Worldviews, World-Building, and World Literature: New Approaches to Chinese Literature
- EALC 4930 Guided Readings in EALC

English Literature

- ELIT 3104 The Writing of the Indian Subcontinent
- ELIT 3106 Topics in Asian American Literature: Gender and Sexuality in American Asian Literature
- ELIT 3111 Topics in English Literature: Asian American Fictions: Space, Place, and the Makings of Asian America

Environmental Studies

- ENST 4527 IPCC: Governance, Policy and Science

Film and Media Studies

- FILM 3260 Samurai, Rebels, and Bandits: The Japanese Period Film
- FILM 3410 Transnational Cinema(s): Film Flows in a Changing World
- FILM 4310 Renegades and Radicals: The Japanese New Wave
- FILM 4430 Memory, Tears, and Longing: East Asian Melodrama Film
- FILM 4580 Major Film Directors: Oshima Nagisa and the Japanese New Wave
- FILM 4850 Visualizing Orientalism: Art, Cinema and the Imaginary East 1850-2000

Global Studies

- GLOBAL 3006 Global Health and Language
- GLOBAL 3008 Topics in Global Studies: Understanding Today's Russia
- GLOBAL 3020 Global Futures *(required core course)*
- GLOBAL 3176 Chinese Economy in World History
- GLOBAL 3248 Intercultural Communication
- GLOBAL 3512 "Model Minority": The Asian American Experience
- GLOBAL 3641 Anarchism: History, Theory and Praxis
- GLOBAL 3822 From McDonald's to K-Pop: New Movements in East Asia
- GLOBAL 3860 Empire in East Asia: Theory and History
- GLOBAL 3890 Furies and Die-Hards: Women in Rebellion and War
- GLOBAL 4007 Global Studies Research Methods Proseminar and Assistantship
- GLOBAL 4036 Children of Immigrants: Identity and Acculturation
- GLOBAL 4414 Gender Analysis in International Affairs
- GLOBAL 4644 The Indochina Wars
- GLOBAL 4897 Global Asias *(required core course)*

Hindi

- HINDI 3050 Religion and Culture in South and Southeast Asia
- HINDI 3090 Understanding Indian Literature Through Visual Media

History

- HISTORY 3006 Historical Methods: Decolonization in the 20th Century
- HISTORY 3018 Hot Peace: US-Russia Relations Since the Cold War
- HISTORY 3039 Islamic History: 600-1200
- HISTORY 3047 Early Modern China
- HISTORY 3049 Chinese Diasporas
- HISTORY 3085 19th Century China: Violence and Transformation
- HISTORY 3137 Socialist and Secular? A Social History of the Soviet Union
- HISTORY 3174 Heroes and Saints in India: Religion, Myth, History
- HISTORY 3214 Religion and Politics in South Asia
- HISTORY 3277 Hinduism and the Hindu Right
- HISTORY 3287 A History of Modern China
- HISTORY 3289 Economic History of China: From the Silver Age to Reform and Opening,1500-1990
- HISTORY 3295 Modern South Asia
- HISTORY 3296 Environment and Empire
- HISTORY 3315 Historical Methods: Transregional History
- HISTORY 3322 Japan Since 1868
- HISTORY 3458 Cultural Encounters: China and Eurasia Since the Middle Ages
- HISTORY 3608 Science and Society Since 1800
- HISTORY 3682 The Cold War, 1945 – 1991
- HISTORY 4057 Advanced Seminar in History: Medicine, Disease and Empire
- HISTORY 4070 Advanced Seminar in History: Japan in World War II – History and Memory
- HISTORY 4150 Advanced Seminar in History: Incredible India!
- HISTORY 4150 Advanced Seminar in History: Inventing India
- HISTORY 4804 Advanced Seminar in History: Partition: The Making of India and Pakistan
- HISTORY 4871 Colonial Cities and the Making of Modernity
- HISTORY 5376 Science and Technology in East Asia

Japanese

- JAPAN 3260 Topics in Modern Japanese Literature
- JAPAN 3260 Topics in Modern Japanese Lit: Japanese Horror Cinema
- JAPAN 3320 Japanese Literature: Beginnings to 19th Century
- JAPAN 3330 The Modern Voice in Japanese Literature
- JAPAN 3360 The Floating World in Japanese Literature
- JAPAN 3460 Japanese Literature in Translation: Mystery Fiction
- JAPAN 4310 Topics in Japanese Lit & History: Popular Culture and the Literary Imagination in Early Modern Japan
- JAPAN 4450 Topics in Modern Japanese Literature
- JAPAN 4490 Modern Japanese Women Writers
- JAPAN 4500 Masterworks of Early Modern Japanese Literature: The Take of Genji and Its Afterlives
- JAPAN 4910 Guided Readings in Japanese

Jewish, Islamic and Middle Eastern Studies

- JIMES 3510 Muhammad: His Life and Legacy
- JIMES 3510 Muhammad in History and Literature
- JIMES 3540 The Anthropological and Sociological Study of Muslim Societies
- JIMES 3623 Topics in Islam
- JIMES 3623 Topics in Islam: Islam and Human Rights
- JIMES 3623 Topics in Islam: Islam and the West
- JIMES 3623 Topics in Islam: Islam in the Indian Ocean
- JIMES 3623 Topics in Islam: Islam in the Modern World
- JIMES 3623 Topics in Islam: Religious Authority in Modern Islam
- JIMES 3730 Topics in Near Eastern Cultures: Freedom in the Middle East
- JIMES 4450 Topics in Islam: Readings in Islamic Political Thought and Practice

Korean

- KOREA 3520 Literature of Modern and Contemporary Korea
- KOREA 3550 Topics in Korean Literature and Culture
- KOREA 3550 Topics in Korean Lit & Culture: Buddhist Culture of Korea
- KOREA 3550 Topics in Korean Lit & Culture: From King Sejong to Global K-Pop
- KOREA 3550 Topics in Korean Lit & Culture: Introduction to K-pop: Korean Popular Music and Society
- KOREA 3550 Topics in Korean Lit & Culture: Power, Miracles and Self-cultivation in Korean Buddhism
- KOREA 3550 Topics in Korean Lit & Culture: Sexing Korea: Gender & Sexuality in Korean Popular Culture
- KOREA 3550 Topics in Modern Korean Literature: The Korean Wave: Reading Korea through Popular Culture and Media
- KOREA 3700 When Tigers Smoke: Songs and Stories from Traditional Korea
- KOREA 4037 Contemporary Korean I: Language, History, and Musical Culture
- KOREA 4037 Contemporary Korean I: History, Literature, and Popular Culture
- KOREA 4037 Contemporary Korean I: Topics in Korean Lit & Culture
- KOREA 4038 Contemporary Korean II: Language, Text and Screen
- KOREA 4038 Contemporary Korean II: Topics in Korean Lit & Culture
- KOREA 4550 Topics in Korean Lit & Culture
- KOREA 4550 Topics in Korean Lit & Culture: Gender in Korean Literature and Film
- KOREA 4550 Topics in Korean Lit & Culture: Global Korean Music through a Cultural Lens
- KOREA 4920 Guided Readings in Korean

Political Science

- POLSCI 3320 Topics in Politics: Terrorism & Counterterrorism

Religious Studies

- REST 3635 Theories and Methods in the Study of Religion

Women, Gender, and Sexuality Studies

- WGSS 3555 Caste: Sexuality, Race and Globalization
- WGSS 3740 Imperialism and Sexuality: India, South Asia, and the World (WI)
- WGSS 4153 Decolonization to Globalization: How to End an Empire

Additional Requirements and Information

Study Abroad

- We strongly encourage students to study abroad. For those who do not study abroad and receive credit toward the Global Studies General Requirements, an additional 3-unit course at the 3000 or 4000 level is required.
- We strongly prefer students to select a study abroad location and regional specialization consistent with their chosen language of study (e.g., if a student wishes to study in Latin America, they must satisfy their language requirement with either Portuguese or Spanish).
- Students may receive a maximum of 6 credits from a single semester, 12 credits from a year, or 3 credits from a summer term of study abroad.
- Study abroad credit only counts at the 3000 level.
- Students may apply no more than 12 total credits to the Global Studies major from study abroad, the School of Continuing & Professional Studies, summer school at other U.S. universities, or any combination thereof.
- To receive credit for a summer course completed at another institution, a student should fill out the Approval for Non-WashU Course Credit form with Arts & Sciences to take the course for "general credit" and then petition to have the course count as an elective toward their Global Studies major.
- Students may not receive credit for January Intensive Term (J-Term) study abroad programs; these programs are too short in duration.

Latin Honors

- Students must graduate with an overall grade point average of 3.65 or higher to qualify for Latin Honors.
- Students must submit an intent form and be accepted for candidacy.
- Students should enroll in GLOBAL 4985 during the fall of senior year and in GLOBAL 4986 during the spring of senior year (under the corresponding section number of the faculty member overseeing the student's thesis).

Language Requirement

All Global Studies majors must satisfy a language requirement that entails both the successful completion of four semesters of a modern language for a letter grade and placement into the third year of that language.

Available modern languages include Arabic, Chinese, French, German, Hebrew, Hindi, Italian, Japanese, Korean, Persian, Portuguese, Russian, Spanish, and Swahili.

Please see the FAQs on the Global Studies website for more information.

Contact:	Toni Loomis
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Website:	https://globalstudies.wustl.edu

Global Studies Major, Global Cultural Studies Concentration

Program Requirements

- **Total Units Required:** 36
- **Grade Requirement:** Students must receive a grade of C+ or higher in all courses.

The concentration in Global Cultural Studies focuses on the practical and theoretical issues arising from cross-cultural encounters around the world. Students will study these issues by both examining conventional cultural products (e.g., literature, film, visual art, new media) and investigating their broader political and social contexts. This concentration addresses compelling issues of cultural interchange for students interested in cultures for their own sake as well as in careers in NGOs and international business and law.

Concentration Objectives

The Global Cultural Studies concentration is committed to interdisciplinary approaches to contemporary problems. Students may take courses in the language and literature disciplines as well as in anthropology; art history; film; history; music; religious studies; and women, gender, and sexuality studies.

General Requirements

One semester of language must be completed before declaring the major.

- Students must complete a minimum of 36 units in Global Studies, including at least three courses focused on a world area.
- Students must complete at least 24 units at the 3000 level or above, including courses across a minimum of three academic disciplines.
- Students must complete at least 6 units at the 4000 level, no more than 3 of which may be directed research or independent study.
- In addition to the 36 units, students must complete a four-semester sequence of courses in one modern language appropriate to their concentration.

These requirements may be fulfilled only with college-level coursework undertaken during a student's undergraduate enrollment. Courses must be taken for a grade, and a student must receive a grade of C+ or higher in all courses.

This concentration requires 36 units of coursework:

- 3 units of core coursework: GLOBAL 3020 Global Futures
- 6 units of disciplinary introductions and methods coursework (from two different disciplines; 1000-2000 level)
- 9 units of world area coursework (any level)*
- 18 units of advanced coursework (at least one course must focus on gender, race, or class) (3000-4000 level)

* Of the three required world area courses, one must be at the advanced level. The other two courses may be taken at any level.

Africa, East Asia, Eurasia, Europe, Latin America, the Middle East, South Asia, and North America are considered world areas for the Global Cultural Studies concentration. A student must complete two courses in one of these world areas and one course in another world area.

Note: A single course may satisfy more than one of the distribution requirements (i.e., disciplinary; gender, race, class; or world area). Some of these requirements may be completed while abroad.

Disciplinary Introductory and Methods Courses

Students choose two courses from this list,* for a total of 6 units:

Code	Title	Units
AFAS 2550	Introduction to Africana Studies	3
ANTHRO 1520	Introduction to Cultural Anthropology	3
ARTARCH 1510	Introduction to Asian Art	3
ARTARCH 1515	History of Western Art, Architecture & Design	3
ARTARCH 2020	Introduction to Modern Art, Architecture and Design	3
COMPLITTHT 1106	First-Year Seminar: Seeing is Believing: Visuality, Power and Truth	3
COMPLITTHT 2109	Modern Political Thought: Text & Traditions	3
COMPLITTHT 2110	World Literature	3
COMPLITTHT 3121	Introduction to Digital Humanities	3
ECON 1501	Introduction to Microeconomics	3
ECON 1502	Introduction to Macroeconomics	3
FILM 2200	Introduction to Film Studies	3
FYP 1133	Legacies of the Silk Road	3
GLOBAL 1101	Migration in the Global World	3
GLOBAL 1103	First-Year Sem: Bridging London: An Interdisciplinary Exploration of One of the World's Great Cities	3
GLOBAL 1104	First-Year Seminar: Chinatown: Migration, Identity, and Space	3
GLOBAL 1106	Geographies of Globalization and Development	3
GLOBAL 1107	Global Migration and Transnational Cultures in Modern Times	3

GLOBAL 1109	First-Year Seminar: Mapping the World: Introduction to Human Geography	3
GLOBAL 2000	Crossing Borders: An Introduction to Institutions and Concepts in Global Studies	3
HISTORY 1146	Introduction to World History: The Second World War in World History	3
HISTORY 1151	Health and Disease in World History	3
HISTORY 1500	Silver, Slaves and the State: Globalization in the 18th Century	3
Introduction to Literature courses as appropriate (English, Comp Lit, or foreign language)		3
IPH 2110	Introduction to Digital Humanities: Cultural Analysis in the Information Age	3
LING 1600	Introduction to Linguistics	3
MUSIC 1040	Musics of the World	3
PHIL 1030	Problems in Philosophy	3
PHIL 1060	Present Moral Problems	3
POLSCI 1200	International Politics	3
POLSCI 1300	Introduction to Political Theory	3
POLSCI 2102	Introduction to Migration Policy and Politics	3
PSYCH 2210	First-Year Seminar: Introduction to Memory Studies	3
SOC 2010	The Roots of Ferguson: Understanding Racial Inequality in the Contemporary U.S.	3
WGSS 1102	First-Year Seminar: Gender, Sexuality and Settler Colonialism	3
WGSS 1500	Introduction to Women, Gender, and Sexuality Studies	3
WGSS 2070	Sexuality and the State: Introduction to Sexuality Studies	3
WGSS 2101	Sophomore Seminar: Globalization and its Discontents	3

* Students may submit a request to add a course by following the instructions for the Petition Process.

World Area Courses

Of the three required world area courses, one must be at the advanced level, and it will be counted toward the 21 credits of advanced work needed to complete the major. The other two courses may be taken at any level. Examples of lower-level courses that may be used to satisfy this requirement include the following:

Code	Title	Units
AFAS 1105	Imagining and Creating Africa: Youth, Culture and Change	
AFAS 2090	African Studies: Mapping Urban Languages and Resistance in Africa	
AFAS 2550	Introduction to Africana Studies	
AMCS 2700	Topics in Asian American Studies: Introduction to Asian American & Pacific Islander Studies	
CHINA 2270	Chinese Civilization	
GLOBAL 1102	The Vietnam Wars	
GLOBAL 1105	East Asia in the World	
GLOBAL 2008	Modern European History: Migrations, Nation States, Identities	
GLOBAL 2009	Introduction to European Studies	
GLOBAL 2100	The Public Servant and Other Heroes: A History of Japan Through Film	
HISTORY 1020	Introduction to Modern European History	
HISTORY 1124	The Meaning of Pakistan: History, Culture, Art	
HISTORY 2158	FYS: Outcasts and Outlaws: The History of Othering in Modern Europe	
JAPAN 2260	Japanese Civilization	
JIMES 2081	Introduction to Jewish Civilization	
JIMES 2100	Introduction to Islamic Civilization	
KOREA 2230	Korean Civilization	
LATAM 1000	Latin America: Nation, Ethnicity and Social Conflict	

Gender, Race, and Class Courses

Students pursuing this concentration are required to complete one upper-level course focused on gender, race, or class that is chosen from the following list:

Code	Title	Units
AFAS 3062	Islam, Culture and Society in West Africa	3
AFAS 3360	Zambaje: Afro-Indigenous Relations in Latin America	3
AFAS 4090	Gender, Sexuality and Change in Africa	3
ANTHRO 3313	Women and Islam	3
ANTHRO 4134	The AIDS Epidemic: Inequalities, Ethnography and Ethics	3
ANTHRO 4365	Sex, Gender, and Power	3
ANTHRO 4366	Europe's New Diversities	3
ARCH 307X	Community Building	3
CHINA 4390	Topics in Chinese Lit & History: Writing Women of the Late Imperial and Early Republican Periods	3
COMPLITTHT 3101	An Intellectual History of Sex and Gender	3
COMPLITTHT 3300	Topics in Comp Lit: The Asian Experience: Negotiating the In-Betweenness	3
COMPLITTHT 4492	Topics in Comp Lit: Writing from the Periphery: The Question of Chineseness	3
ELIT 3106	Topics in Asian American Literature: Gender and Sexuality in American Asian Lit	3

ELIT 3111	Topics in English & American Lit: Asian American Writings: Contesting American Constructions of the Alien Other	3
GLOBAL 3248	Intercultural Communication	3
GLOBAL 3512	"Model Minority": The Asian American Experience	3
GLOBAL 3840	Migration & Modernity: Human Mobility, Identity & State Formation in the Russian/ Soviet/Post-Soviet Context	3
GLOBAL 3880	Topics in Migration and Identity	3
GLOBAL 3890	Furies and Die-Hards: Women in Rebellion and War	3
GLOBAL 4036	Children of Immigrants: Identity and Acculturation	3
GLOBAL 4414	Gender Analysis in International Affairs	3
HEBREW 3090	Israeli Women Writers	3
HISTORY 3049	Chinese Diaspora: A Social History of Global Migration	3
HISTORY 3087	The Holocaust: History and Memory of the Nazi Genocide	3
HISTORY 3094	History of the Jews in Islamic Lands	3
HISTORY 3104	War, Genocide and Gender in Modern Europe	3
HISTORY 3131	Gender, Sexuality and Communism in 20th Century Europe	3
HISTORY 3146	Topics in European History: Modern European Women	3
HISTORY 3951	Imperialism and Sexuality: India, South Asia, and the World (WI)	3
HISTORY 4038	Beyond the Harem: Women, Gender and Revolution in the Modern Middle East	3
ITAL 3500	Topics in Italian Lit and Culture: Global Italy: Race, Gender, Migration and Citizenship	3
ITAL 4302	Divergent Voices: Italian Women Writers	3
JAPAN 3260	Topics in Modern Japanese Lit: Mirrors and Masks: Gender and Sexuality in Japanese Literature	3
JAPAN 4490	Modern Japanese Women Writers	3
JAPAN 4495	Modern Japanese Women Writers: Writing-Intensive Seminar	3
JIMES 3184	A Rainbow Thread: A History of Queer Identitites in Judaism and Islam	3
JIMES 4043	Race and Ethnicity in the Middle East and North Africa	3
KOREA 3550	Topics in Korean Lit & Culture: Sexing Korea: Gender & Sexuality in Korean Pop Culture	3
KOREA 4550	Topics in Korean Lit & Culture: Gender in Korean Literature and Film	3
LATAM 3020	Survey of Brazilian Cultures: Race, Nation and Society	3
LATAM 3060	Survey of Southern Cone Cultures: Argentina, Chile, and Uruguay	3
LATAM 4120	Gender and Modernity in Latin America	3
LATAM 4280	Constructing the (Racial) Other: Race and Ethnicity in Latin America from the Colonial Caste System to U.S. Latinos	3
RELPOL 3070	Islam, Gender, Sexuality	3
SOC 3190	Gender in Society	3
SOC 4170	Global Structures and Problems	3
SOC 4831	Global Racial Systems	3
SPAN 4500	Special Topics in Hispanic Literature and Culture: Spanish Women Writers from the Enlightenment to the Contemporary Period	3
SPAN 4500	Special Topics in Hispanic Literature and Culture: Women's Writing in Latin America	3
WGSS 3014	Queer Citizenship	3
WGSS 3041	Making Sex and Gender: Understanding the History of the Body	3
WGSS 3203	Bodies Out of Bounds: Feminist and Queer Disability Studies	3
WGSS 3256	Sex Trafficking	3
WGSS 3550	Trans* Studies	3
WGSS 3555	Caste: Sexuality, Race and Globalization	3
WGSS 3685	Gender Violence	3
WGSS 4085	Everyday Unruliness: Feminist and Queer Resistance	3
WGSS 4150	Feminist Literary and Cultural Theory	3
WGSS 4245	Transnational Feminisims	3

Advanced Courses

Students choose eight courses from current, relevant, internationally focused course offerings in the following departments.* All courses must be approved by the student's Global Studies advisor in order to count for the major. Visit the concentration webpage and concentration course list for the full list of options.

African and African-American Studies

- Islam, Culture and Society in West Africa (AFAS 3062)
- Topics on Africa: African Urban Futures (AFAS 3070)
- Culture, Politics, and Society in Francophone Africa (AFAS 3113)
- Capitalism, Socialism and Labor: The Political Economy of 20th Century Africa (AFAS 3117)
- African Civilization: 1800 to the Present (AFAS 3130)
- African Civilization to 1800 (AFAS 3160)
- Visualizing Blackness: Histories of the African Diaspora (AFAS 3320)
- Zambaje: Afro-Indigenous Relations in Latin America (AFAS 3360)
- Emerging Africa: Language, Identity and Social Change (AFAS 3385)
- Undoing Empire: Introduction to Postcolonial Writing and Art (AFAS 3550)

- Topics in Caribbean History: Beyond Sea, Sunshine and Soca: Blacks in the Caribbean (AFAS 3600)
- Language and Society in Africa: The Polics of Identity and Empowerment (AFAS 3680)
- Senegal: History, Politics and Culture (AFAS 3690)
- Terror and Violence in the Black Atlantic (AFAS 3880)
- Readings in Swahili Literature (AFAS 4030)
- Gender, Sexuality and Change in Africa (AFAS 4090)
- Topics in Resistance Studies: Rastafari, Reggae and Resistance (AFAS 4102)
- Topics in African History: Power and Rebellion in 20th Century Africa (AFAS 4170)
- Sufism and Islamic Brotherhoods in Africa (AFAS 4213)
- Engineering Authority: Design, Architecture, and Power in Africa (AFAS 4160)
- What is Africanfuturism? 21st Century African Speculative Fiction (AFAS 4270)

American Cultural Studies

- The Ugly Caribbean (AMCS 3707)

Anthropology

- Anthropology of Refugees, Asylum and Forced Migration (ANTHRO 3038)
- Africa: Peoples and Cultures (ANTHRO 3045)
- Archaeology of China: Food and People (ANTHRO 3163)
- Culture and Health (ANTHRO 3170)
- Food, Culture, and Power (ANTHRO 3215)
- Introduction to Global Health (ANTHRO 3283)
- Health, Healing and Ethics: Intro to Medical Anthropology (ANTHRO 3310)
- Women and Islam (ANTHRO 3313)
- Economies as Cultural Systems (ANTHRO 3391)
- Culture and Environment (ANTHRO 3610)
- Social Landscapes in Global View (ANTHRO 3740)
- Transnational Reproductive Health Issues: Meanings, Technologies, Practices (ANTHRO 4022)
- Culture, Illness and Healing in Asia (ANTHRO 4033)
- Argumentation Through Ethnography (ANTHRO 4123)
- The AIDS Epidemic: Inequalities, Ethnography and Ethics (ANTHRO 4134)
- Anthropology of Food (ANTHRO 4215)
- Social and Cultural Change (ANTHRO 4270)
- Sex, Gender, and Power (ANTHRO 4365)
- Europe's New Diversities (ANTHRO 4366)
- Culture, Power, Knowledge (ANTHRO 4367)
- Writing Culture (ANTHRO 4481)
- Social Theory and Anthropology (ANTHRO 4772)
- Advanced GIS Modeling and Landscape Analysis (ANTHRO 4803)

Applied Linguistics

- Second Language Acquisition and Technology (APL 4023)
- Linguistics and Language Learning (APL 4111)
- Reading Across Languages and Cultures: Theory, Research and Practice (APL 4692)

Arabic

- Introduction to Arabic Literature (ARAB 3050)
- Iraqi Literature (ARAB 3070)
- Topics in Modern Arabic Literature in Translation: Narrating Palestine (ARAB 4130)
- Topics in Modern Arabic Literature in Translation: The Syrian Revolution: Literature, Art, Ideology (ARAB 4130)

Architecture

- Community Building (A46 Arch 307X)

Art History

- Topics in Art History (WI): Fauvism and Expressionism in Europe, c. 1905-1945 (ARTARCH 3000)
- African Arts in Context: Patronage, Globalisms and Inventiveness (ARTARCH 3090)
- Japanese Art (ARTARCH 3155)
- Early Chinese Art: from Human Sacrifice to the Silk Road (ARTARCH 3160)
- Classical to Contemporary Chinese Art (ARTARCH 3180)
- Modern & Contemporary Chinese Art (ARTARCH 3181)
- Chinese Painting Then and Now (ARTARCH 3200)
- Pleasure and Pain: European Fashion as (Art) History (ARTARCH 3380)
- The Baroque: Art in an Age of Crisis (ARTARCH 3407)
- The Modernist Project: Art in Europe and the US, 1905-1980 (ARTARCH 3500)
- Rococo to Revolution: Art in 18th Century Europe (ARTARCH 3520)
- Rejecting Reason: Dada and Surrealism in Europe and the United States (ARTARCH 3590)
- Contemporary Art (ARTARCH 3610)
- Modern Sculpture: Canova to Koons (ARTARCH 3637)
- The Architectural Imaginary: Dialogues Between Art and Architecture in the 20Th Century (ARTARCH 3889)
- Alterna-Art (ARTARCH 3972)
- African Art: A User's Guide (ARTARCH 4080)
- The Forbidden City (ARTARCH 4265)
- Japanese Prints: Courtesans, Actors and Travelers (ARTARCH 4296)
- East, Meet West: Asia Encounters Europe (ARTARCH 4320)
- The Century of Picasso (ARTARCH 4545)
- Gauguin Then and Now: Art, Myth and Controversy (ARTARCH 4575)
- The Impressionist Landscape: Style, Place and Global Legacies 1870-1920 (ARTARCH 4605)

- Impressionism and the Nation in France and Beyond: Painting and Photography 1860-1920 (ARTARCH 4610)
- From the Death of the Author to the Birth of YouTube: Identity in Contemporary Art (ARTARCH 4725)
- Globalization and Contemporary Art (ARTARCH 4726)
- 1968 and Its Legacy (ARTARCH 4735)
- Marking History: Painting and Sculpture After World War II in the US, France and Germany (ARTARCH 4879)

Children's Studies

- Children and Childhood in World Religions (CHST 3410)

Chinese

- Historical Landscape and National Identity in Modern China (CHINA 3160)
- Contemporary Chinese Popular Culture (CHINA 3210)
- Topics in Chinese Lit & Culture: The Art of War & Peace: Modern Reception of the Three Kingdoms Story (CHINA 3300)
- Topics in Chinese Lit & Culture: Chinese Cities in the Global Context (CHINA 3300)
- Topics in Chinese Literature & Culture: The Cultural Lives of the Environment in China, 1949-Present (CHINA 3300)
- Topics in Chinese Lit & Culture: Poets, Musicians and Revolutionaries: Modern Chinese Poetry (CHINA 3300)
- Topics in Chinese Lit & Culture: Screen Culture in the Sinophone World (CHINA 3300)
- Topics in Chinese Lit & Culture: Stories & Storytelling in Late Imperial China (CHINA 3300)
- Topics in Chinese Lit & Culture: Stranger Things: Tales of the Supernatural in Chinese Literature (CHINA 3300)
- Topics in Chinese Lit & Culture: Three Streams: Major Religious Traditions in Pre-modern East Asia (CHINA 3300)
- Early and Imperial Chinese Literature (CHINA 3410)
- Modern and Contemporary Chinese Literature (CHINA 3420)
- US-China Relations: from 1949 to the Present (CHINA 3500)
- Culture and Politics in the People's Republic of China: New Approaches (CHINA 4240)
- Urban Culture in Modern China (CHINA 4510)
- The Chinese Theater (CHINA 4670)
- Reading Seminar in Modern Chinese Lit: Envisioning a New China: The May Fourth Era, 1919-1949 (CHINA 4790)
- Reading Seminar in Chinese Popular Lit & Culture: Writing Stories in Late Imperial China (CHINA 4800)
- Topics in Modern Chinese Literature: History, Memory and Identity (CHINA 4890)
- Topics in Chinese Lit & Culture: Chinese Cities in the Global Context (CHINA 4590)
- Topics in Chinese Lit & Culture: Commentary, Philology, & Theories of Reading in East Asian History (CHINA 4590)
- Topics in Chinese Lit & Culture: History and Fictionality in East Asian Cinema (CHINA 4590)
- Topics in Chinese Lit & Culture: Jingju (Beijing/Peking Opera) (CHINA 4590)
- Topics in Chinese Lit & History: Literary Representation of Colonial Modernity: Taiwan & East Asia (CHINA 4390)
- Topics in Chinese Lit & History: Writing Women of the Late Imperial and Early Republican Periods (CHINA 4390)
- Guided Readings in Chinese (CHINA 4905)

Classics

- Greek History: The Dawn of Democracy (CLASSICS 3450)

Comparative Literature and Thought

- Intro to Comparative Arts (COMPLITTHT 3030)
- Intro to Comparative Arts: The 20th Century (COMPLITTHT 3030)
- Intro to Comparative Arts: Cultural Constructs (COMPLITTHT 3030)
- Modern Jewish Writers (COMPLITTHT 3060)
- An Intellectual History of Sex and Gender (COMPLITTHT 3101)
- World-Wide Translation: Language, Culture, Technology (COMPLITTHT 3203)
- Topics in Comp Literature: After the End Post-Conflict, Cultures in Comparison (COMPLITTHT 3300)
- Topics in Comp Literature: First Modern Novel (COMPLITTHT 3300)
- Topics in Comp Literature: Finding China: From Sojourners to Settlers in Chinese Diaspora and Chinese American Literature (COMPLITTHT 3300)
- Topics in Comp Literature: The Asian Experience: Negotiating the In-Betweeness (COMPLITTHT 3300)
- Topics in Comp Literature: The Trope of "China" in the Imagination of the Chinese Diaspora (COMPLITTHT 3300)
- Paris and New York: The Art of the City (COMPLITTHT 3320)
- Topics in Comp Literature: Central European Modernisms (COMPLITTHT 3320)
- Topics in Comp Literature: Narratives of Childhood (COMPLITTHT 3320)
- Topics in Comp Literature: Points of Intersection (COMPLITTHT 3320)
- Literature and Ethics: Out of Cruelty (COMPLITTHT 3530)
- Modern Near Eastern Literatures (COMPLITTHT 3580)
- Intro to Comparative Literature (COMPLITTHT 4020)
- Topics in Lit and History: The Empire Writes Back (COMPLITTHT 4112)
- Topics in Lit and History: Shifting Boundaries: The Question of National Literature (COMPLITTHT 4112)
- Topics in Lit and History: Constructing Strangeness (COMPLITTHT 4112)
- Imagining the City: Crime and Commerce in Early Modern London (COMPLITTHT 4260)
- Topics in Comp Lit: Using Narrative Theory (COMPLITTHT 4492)

- Topics in Comp Lit: Writing from the Periphery: The Question of Chineseness (COMPLITTHT 4492)
- The Unmaking and Remaking of Europe: The Literature and History of the Great War of 1914-1918 (COMPLITTHT 4931)

Dance

- Dance Spectrum (DANCE 3080)

Drama

- Theater Cultural Studies III: Melodrama to Modernism (DRAMA 3300)

East Asian Languages and Cultures

- Topics in Early Modern Korea: Guns, Tobacco, and Sweet Potato: A History of Material Culture (EALC 3250)
- Topics in East Asian Religions: The Lotus Sutra in East Asia: Buddhism, Art, Literature (EALC 3340)
- Writing New Horizons: Explorers, Envoys, and Other Encounters in Korean Travel Narratives (EALC 3400)
- Pleasure, Amusement, and Play: Entertainment Culture in Premodern China (EALC 3510)
- US-China Relations from Conflict to Engagement, 1949-2016 (EALC 3600)
- US-China Relations, 2017-present (EALC 3610)
- Imagined Pasts: Traditional Korea Through Film (EALC 3750)
- EALC Seminar: East Asian Buddhism (EALC 3800)
- EALC Seminar: East Asian Buddhism: Chan/Son/Zen (EALC 3800)
- EALC Seminar: Kitchen, Studio, Factory: Making in East Asia (EALC 3800)
- EALC Seminar: Screening East Asia: From Scroll Painting to Haptic Interface (EALC 3800)
- EALC Seminar: Ghosts, Gods and Monsters Reimagined (EALC 3810)
- Nature, Technology and Medicine in Korea (EALC 4200)
- Culture and Politics in the People's Republic of China: New Approaches (EALC 4240)
- Topics in Religion & Culture in East Asia: The Buddhist Culture(s) of Japan (EALC 4250)
- Topics in Religion & Culture in East Asia: Women, Confucianism and Buddhism in East Asia (EALC 4250)
- Topics in Chinese Media Culture: Charting Identity in the Digital Age (EALC 4300)
- Approaches to East Asian Cinema (EALC 4380)
- Topics in Japanese Culture: Otaku: Anime and Beyond (EALC 4710)
- Worldviews, World-Building, and World Literature: New Approaches to Chinese Literature (EALC 4750)
- Guided Readings in EALC (EALC 4930)

English Literature

- Introduction to Literary Theory (ELIT 3000)
- The Writing of the Indian Subcontinent (ELIT 3104)
- Caribbean Literature in English (ELIT 3105)
- Topics in Asian American Literature: Gender and Sexuality in American Asian Lit (ELIT 3106)
- Topics in English & American Lit: Contemporary Literature of the East West Divide (ELIT 3107)
- Topics in English & American Lit: International Modernism (ELIT 3107)
- Topics in English & American Lit: Asian American Writings: Contesting American Constructions of the Alien Other (ELIT 3111)
- Topics in English & American Lit: British Fiction 1900-1945 (ELIT 3111)
- Topics in English Lit: British & Anglophone Fiction 1945 – Present (ELIT 3113)
- Topics in English Lit: Turn and Face the Strange: Alienation & Transformation in Modern Lit and Contemporary Music (ELIT 3113)
- Selected English Authors: Jane Austen (ELIT 3125)
- Introduction to Postcolonial Literature (ELIT 3138)
- Topics in Lit: Drama Queens: Cleopatra in Elizabethan England (ELIT 3140)
- Topics in Lit: 20th Century Irish Poetry: Yeats and Heaney (ELIT 3173)
- Victorian Literature 1830-1890/The Victorian Novel: Dickens and Eliot (ELIT 4109)
- Topics in Irish Lit: Modern Irish Narrative and the Troubles, 1898-1998 (ELIT 4133)
- Topics in Irish Lit: Modern Irish Poetry (ELIT 4133)
- English Novel of the 19th Century (ELIT 4137)
- Topics in English Lit I: The Novel and Globalization (ELIT 4146)
- Frankenstein: Origins and Afterlives (ELIT 4155)

Environmental Studies

- IPCC: Governance, Policy and Science (ENST 4527)

Film and Media Studies

- British Cinema: A History (FILM 3200)
- French Film Culture (FILM 3250)
- Samurai, Rebels, and Bandits: The Japanese Period Film (FILM 3260)
- History of World Cinema (FILM 3400)
- Transnational Cinema(s): Film Flows in a Changing World (FILM 3410)
- Women and Film (FILM 3660)
- Film Theory (FILM 4200)
- Renegades and Radicals: The Japanese New Wave (FILM 4310)
- Global Art Cinema (FILM 4320)
- Memory, Tears, and Longing: East Asian Melodrama Film (FILM 4430)

- Major Film Directors: Oshima Nagisa and the Japanese New Wave (FILM 4580)
- Screening the Holocaust (FILM 4750)
- Visualizing Orientalism: Art, Cinema and the Imaginary East 1850-2000 (FILM 4850)

French

- French Culture and Civilization: The New Face of France (FRENCH 3015)
- Topics I: Sport et Societe (FRENCH 3210)
- Topics II: In Perspective: Graphic Novels (FRENCH 3220)
- Topics II: In Perspective: The French New World (FRENCH 3220)
- French Lit I: Dramatic Voices: Poets and Playwrights (FRENCH 3250)
- French Lit II: Narrative Voices: Fiction and Non-Fiction (FRENCH 3260)
- In-Depth: Science Fiction (FRENCH 3740)
- In-Depth: Medical Narratives, Narrative Medicine (FRENCH 3750)
- Cinema and Society (FRENCH 3760)
- Advanced French and Translation (FRENCH 4131)
- The 19th Century Novel: From Realism to Naturalism to Huysmans (FRENCH 4150)
- The French Islands: Isles and Exiles: Lit of the Francophone Tropics (FRENCH 4191)
- Tragedy and Farce in African Francophone Literature (FRENCH 4192)
- The 20th Century French Novel (FRENCH 4210)
- Writing North Africa: Francophone Literature of the Maghreb (FRENCH 4590)
- Topics in French Lit and History: Perspectives on Paris (FRENCH 4610)

German

- Topics in Holocaust Studies: Children in the Shadow of the Swastika (GERMAN 3060)
- German Literature and the Modern Era (GERMAN 3080)
- German Thought and the Modern Era (GERMAN 3081)
- Germany Today (GERMAN 4040)
- German Lit and Culture: 1914 to the Present (GERMAN 4063)
- German Lit and Culture: How “Natur” became “Umwelt”: Ecocriticism from a German Perspective (GERMAN 4063)
- Studies in Genre: German Drama (GERMAN 4070)
- Topics in German Studies: Kafka and his Contemporaries (GERMAN 4080)
- Topics in German Studies: Mehrsprachiges Deutschland (Multilingual Germany) (GERMAN 4080)
- Topics in German Studies: Telling Tales - The Magical, the Wondrous, and the Strange (1500-present) (GERMAN 4080)
- Topics in German Studies: The Book Was Better Than the Movie: Literary Adaptations in the Age of Multimedia (GERMAN 4080)
- Contemporary German Literature (GERMAN 4380)

Global Studies

- Global Health and Language (GLOBAL 3006)
- Topics in Global Studies: Modern Indian Literature (GLOBAL 3008)
- Topics in Global Studies: State Building in China and Beyond (GLOBAL 3008)
- Global Futures (GLOBAL 3020)
- Chinese Economy in World History (GLOBAL 3176)
- Learning to Use GIS in Development, Area Studies and International Affairs (GLOBAL 3183)
- Intercultural Communication (GLOBAL 3248)
- Global Surveillance Culture (GLOBAL 3511)
- "Model Minority": The Asian American Experience (GLOBAL 3512)
- Andean History: Culture and Politics (GLOBAL 3566)
- Borders, Checkpoints, and the Frontiers of Literature (GLOBAL 3602)
- Anarchism: History, Theory and Praxis (GLOBAL 3641)
- Russian Literature and Empire OR Russian Literature at the Borders: Multiculturalism and Ethnic Conflict (GLOBAL 3740)
- Topics in Russian Literature and Culture: Madmen or Visionaries? (WI) (GLOBAL 3750)
- Topics in Russian Literature and Culture: The Short Story (WI) (GLOBAL 3750)
- Topics in Russian Literature and Culture: The Soviet Experiment through Novels and Novellas (GLOBAL 3750)
- Nabokov and Others: Emigration, Literature, Identity (GLOBAL 3790)
- Nabokov in Europe and America (GLOBAL 3790)
- From McDonald’s to K-Pop: New Movements in East Asia (GLOBAL 3822)
- Migration & Modernity: Human Mobility, Identity & State Formation in the Russian/Soviet/Post-Soviet Context (GLOBAL 3840)
- Empire in East Asia: Theory and History (GLOBAL 3860)
- Interrogating “Crime and Punishment” (GLOBAL 3866)
- Topics in Migration and Identity (GLOBAL 3880)
- Furies and Die-Hards: Women in Rebellion and War (GLOBAL 3890)
- Global Studies Research Methods Proseminar and Assistantship (GLOBAL 4007)
- Children of Immigrants: Identity and Acculturation (GLOBAL 4036)
- Islam, Immigration and the Future of European Culture (GLOBAL 4200)
- International Relations in Latin America (GLOBAL 4201)
- International Relations of Latin America (WI) (GLOBAL 4204)
- Gender Analysis in International Affairs (GLOBAL 4414)
- Latin American Populism and Neo-Populism (GLOBAL 4611)
- Labor and Labor Movements in Global History (GLOBAL 4622)
- 20th Century Latin American Revolutions (GLOBAL 4633)
- The Indochina Wars (GLOBAL 4644)

- Russia and the West: Creating and Representing Identity (GLOBAL 4868)
- Reading War and Peace (GLOBAL 4869)
- Global Asias (GLOBAL 4897)

Hebrew

- Israeli Women Writers (HEBREW 3090)

Hindi

- Religion and Culture in South and Southeast Asia (HINDI 3050)
- Understanding Indian Literature Through Visual Media (HINDI 3090)

History

- Historical Methods: Decolonization in the 20th Century (HISTORY 3006)
- Historical Methods: African History (HISTORY 3007)
- Historical Methods: Latin American History (HISTORY 3008)
- Historical Methods: Middle Eastern History (HISTORY 3009)
- Global War on Terrorism (HISTORY 3030)
- Jews in French History and Culture (HISTORY 3034)
- Islamic History: 600-1200 (HISTORY 3039)
- Early Modern China (HISTORY 3047)
- Chinese Diaspora: A Social History of Global Migration (HISTORY 3049)
- Modern Latin America (HISTORY 3070)
- 19th Century China: Violence and Transformation (HISTORY 3085)
- The Holocaust: History and Memory of the Nazi Genocide (HISTORY 3087)
- Vienna, Prague, Budapest: Politics, Culture and Identity in Central Europe (HISTORY 3092)
- Becoming "Modern": Emancipation, Antisemitism and Nationalism in Modern Jewish History (HISTORY 3093)
- History of the Jews in Islamic Lands (HISTORY 3094)
- The World Is Not Enough: Europe's Global Empires, 1400-1750 (HISTORY 3103)
- War, Genocide and Gender in Modern Europe (HISTORY 3104)
- Riots and Revolution: A History of Modern France from 1789 to the Present (HISTORY 3109)
- Modern Germany (HISTORY 3111)
- Europe in the 20th Century: Unruly Populations (HSTORY 3116)
- Gender, Sexuality and Communism in 20th Century Europe (HISTORY 3131)
- Révolution with an Accent: The Haitian and French Revolutions, 1770-1805 (HISTORY 3135)
- Socialist and Secular? A Social History of the Soviet Union (HISTORY 3137)
- 20th Century Russian History (HISTORY 3138)
- Topics in European History: Modern European Women (HISTORY 3146)
- The First World War and the Making of Modern Europe (HISTORY 3148)
- The Middle East in the 20th Century (HISTORY 3150)
- Heroes and Saints in India: Religion, Myth, History (HISTORY 3174)
- Religion and Politics in South Asia (WI) (HISTORY 3214)
- Hinduism and the Hindu Right (HISTORY 3277)
- The Late Ottoman Middle East (HISTORY 3284)
- A History of Modern China (HISTORY 3287)
- Economic History of China: From the Silver Age to Reform and Opening, 1500-1990 (HISTORY 3289)
- History of Global Capitalism: From Slavery to Neoliberalism (HISTORY 3294)
- Modern South Asia (HISTORY 3295)
- Environment and Empire (HISTORY 3296)
- Modern Mexico (HISTORY 3313)
- Japan Since 1868 (HISTORY 3322)
- Out of the Shtetl: Jewish Life in Central and Eastern Europe in the 19th and 20th Centuries (HISTORY 3351)
- Cultural Encounters: China and Eurasia Since the Middle Ages (HISTORY 3458)
- Race, Ethnicity, and Migration: A Transatlantic History (HISTORY 3514)
- Science and Society Since 1800 (HISTORY 3608)
- Experts, Administrators, and Soldiers: Governance and Development in Post-Colonial Africa (HISTORY 3665)
- Medicine, Healing and Experimentation in the Contours of Black History (HISTORY 3672)
- The Cold War, 1945 – 1991 (HISTORY 3682)
- Unruly Populations: Biopolitics in 20th-Century Europe (HISTORY 3715)
- Between Sand and Sea: History, Environment, and Politics in the Arabian Peninsula (HISTORY 3813)
- Secular and Religious: A Global History (GS 3922)
- Imperialism and Sexuality: India, South Asia, and the World (WI) (HISTORY 3951)
- The Fascist Challenge in Europe, 1919-1945 (HISTORY 4035)
- Beyond the Harem: Women, Gender and Revolution in the Modern Middle East (HISTORY 4038)
- Advanced Seminar in History: Mad: Mental Illness, Power and Resistance in Africa and the Caribbean (HISTORY 4056)
- Advanced Seminar in History: Medicine, Disease and Empire (HISTORY 4057)
- Humanitarianism and Human Rights (HISTORY 4092)
- Advanced Seminar in History: Historical Perspectives on Human Rights (HISTORY 4116)
- Advanced Seminar in History: Blood & Sacred Bodies: Ritual Murder & Host Desecration Accusations (HISTORY 4138)
- Advanced Seminar in History: Inventing India (HISTORY 4150)
- Palestine, Israel and the Arab-Israeli Conflict (HISTORY 4275)
- Advanced Seminar in History: History of the Body (HISTORY 4889)

International Affairs (School of Continuing & Professional Studies)

- Gender Analysis in International Affairs (CAPS-IA 5414)

International Studies (School of Continuing & Professional Studies)

- US-Latin America Relations: Culture and Politics (CAPS-IS 309)
- Reading Culture: Exploring Dystopias (CAPS-IS 314)
- Latin American Pop and Media Culture: Languages of Modernity (CAPS-IS 315)
- Cultures and Societies in East Asia (CAPS-IS 336)

Italian

- Italian Literature II (WI) (ITAL 3240)
- Topics in Film Studies: Cinema and Society in Contemporary Italy (ITAL 3320)
- Topics in Italian Lit and Culture: Global Italy: Race, Gender, Migration and Citizenship (ITAL 3500)
- Disease, Madness, and Death Italian Style (ITAL 4080)
- Divergent Voices: Italian Women Writers (ITAL 4302)
- Caffé, Cadavers, Comedy and Castrati: Italy in the Age of the Grand Tour (ITAL 4370)

Japanese

- The User's Guide to Japanese Poetry (JAPAN 3240)
- Topics in Modern Japanese Lit: Japanese Fiction in the Postwar Period (JAPAN 3260)
- Topics in Modern Japanese Lit: Japanese Horror Cinema (JAPAN 3260)
- Topics in Modern Japanese Lit: Mirrors and Masks: Gender and Sexuality in Japanese Literature (JAPAN 3260)
- Japanese Literature: Beginnings to 19th Century (JAPAN 3320)
- The Modern Voice in Japanese Literature (JAPAN 3330)
- Japanese Literature in Translation: Mystery Fiction (JAPAN 3460)
- Topics in Japanese Lit & History: Popular Culture and the Literary Imagination in Early Modern Japan (JAPAN 4310)
- Topics in Modern Japanese Lit: Memories of Childhood and Youth in Japanese Lit (JAPAN 4450)
- Topics in Modern Japanese Lit: Postwar Fiction (JAPAN 4450)
- Topics in Modern Japanese Lit: Sense and Sensuality in the Novels of Tanizaki Junichiro (JAPAN 4450)
- Japanese Fiction (JAPAN 4455)
- Modern Japanese Women Writers (JAPAN 4490)
- Modern Japanese Women Writers: Writing-Intensive Seminar (JAPAN 4495)
- Masterworks of Early Modern Japanese Literature: The Tale of Genji and Its Afterlives (JAPAN 4500)
- Guided Readings in Japanese (JAPAN 4910)

Jewish, Islamic and Middle Eastern Studies

- Topics in JIMES: Education in Divided Societies - the Israeli Case (JIMES 3031)
- A Rainbow Thread: A History of Queer Identities in Judaism and Islam (JIMES 3184)
- Religion and Nationalism in the Middle East and South Asia (JIMES 3233)
- Israeli Culture and Society (JIMES 3500)
- Muhammad: His Life and Legacy (JIMES 3510)
- Muhammad in History and Literature (JIMES 3510)
- Fantasy, Sci-Fi, and Horror: Genre-Fiction in Arabic Literature (JIMES 3520)
- The Anthropological and Sociological Study of Muslim Societies (JIMES 3540)
- Topics in Islam: Islam and Human Rights (JIMES 3623)
- Topics in Islam: Islam and the West (JIMES 3623)
- Topics in Islam: Islam in the Indian Ocean (JIMES 3623)
- Topics in Islam: Islam in the Modern World (JIMES 3623)
- Topics in Islam: Religious Authority in Modern Islam (JIMES 3623)
- Topics in Near Eastern Cultures: Arabs in Israel: Politics, Society & Citizenship (JIMES 3730)
- Topics in Near Eastern Cultures: Democracies and Dictatorships in the Middle East (JIMES 3730 or JIMES 2630)
- Topics in Near Eastern Cultures: Migrations in the Judeo-Islamic World: Displacement, Tolerance & Community Building (JIMES 3730)
- Topics in Near Eastern Cultures: Slavery in the Middle East (JIMES 3730)
- Of Dishes, Taste, and Class: History of Food in the Middle East (JIMES 3740)
- History of Slavery in the Middle East (JIMES 3770)
- Diaspora in Jewish and Islamic Experience (JIMES 4005)
- Race and Ethnicity in the Middle East and North Africa (JIMES 4043)
- Topics in Islam: Readings in Islamic Political Thought and Practice (JIMES 4450)
- History of Political Thought in the Middle East (JIMES 4461)
- Topics in Jewish Studies: Critical Issues in the Study of Popular Music (JIMES 4850)
- Topics in Jewish Studies: Social Debates and Popular Culture in Israel (JIMES 4850)

Korean

- Literature of Modern and Contemporary Korea (KOREA 3520)
- Topics in Korean Lit & Culture: Buddhist Culture of Korea (KOREA 3550)
- Topics in Korean Lit & Culture: From King Sejong to Global K-Pop (KOREA 3550)
- Topics in Korean Lit & Culture: Introduction to K-pop: Korean Popular Music and Society (KOREA 3550)
- Topics in Korean Lit & Culture: Power, Miracles and Self-cultivation in Korean Buddhism (KOREA 3550)
- Topics in Korean Lit & Culture: Sexing Korea: Gender & Sexuality in Korean Pop Culture (KOREA 3550)
- Topics in Modern Korean Lit: The Korean Wave: Reading Korea thru Pop Culture & Media (KOREA 3550)

- When Tigers Smoke: Songs and Stories from Traditional Korea (KOREA 3700)
- Contemporary Korean I: History, Literature, and Popular Culture (KOREA 4037)
- Contemporary Korean I: Language, History, and Musical Culture (KOREA 4037)
- Contemporary Korean I: Topics in Korean Lit & Culture (KOREA 4037)
- Contemporary Korean I: Translation Workshop (KOREA 4037)
- Contemporary Korean II: Language, Text and Screen (KOREA 4038)
- Contemporary Korean II: Topics in Korean Lit & Culture (KOREA 4038)
- Topics in Korean Lit & Culture: Gender in Korean Literature and Film (KOREA 4550)
- Topics in Korean Lit & Culture: Global Korean Music through a Cultural Lens (KOREA 4550)
- Guided Readings in Korean (KOREA 4920)

Latin American Studies

- Survey of Brazilian Cultures: Race, Nation and Society (LATAM 3020)
- Survey of Mexican Cultures (LATAM 3030)
- Survey of Yucatecan Cultures (LATAM 3056)
- Survey of Southern Cone Cultures: Argentina, Chile, and Uruguay (LATAM 3060)
- Hello, Hello Brazil! Popular Culture, Media, and the Making of a Nation (LATAM 3080)
- Mexican Visual Culture (LATAM 3120)
- Cultures of Health in Latin America (LATAM 3160)
- Humans and Others in Latin America: Natures, Cultures, Environments (LATAM 3200)
- Medical Traditions in Yucatan and Health Systems in Mexico (LATAM 3256)
- Film and Revolution in Latin America (LATAM 3410)
- Contemporary Latin American Cinema: Market Economy, Social Injustice, New Technologies (LATAM 3420)
- Gender and Modernity in Latin America (LATAM 4120)
- Latin American Subcultures (LATAM 4180)
- Media Cultures in Latin America (LATAM 4190)
- Modernity, Culture and the State in Mexico (LATAM 4200)
- The Binational Condition. The Mexico-US Relationship in Mexican History and Culture (LATAM 4210)
- Popular Culture and the Representation of Youth in Latin America (LATAM 4250)
- Constructing the (Racial) Other: Race and Ethnicity in Latin America from the Colonial Caste System to US Latinos (LATAM 4280)
- Citizenship in the Hot Seat. Migration and Borders in Latin America (LATAM 4290)
- Cities, Race and Development in Latin America (LATAM 4651)

Latin American Studies (CAPS)

- Food and Culture in Latin America: Colonialism, Transculturation, Nationalism, Globalization (CAPS-LAS 3100)

Music

- Ethnomusicology (MUSIC 3014)

Philosophy

- Advanced Social and Political Philosophy (PHIL 4321)

Political Science

- Computational Modeling in the Social Sciences (POLSCI 3015)
- Theories of Social Justice (POLSCI 3313)
- Understanding Political Protest and Violence (POLSCI 3565)
- Quantitative Political Methodology (POLSCI 3630)
- Topics in International Politics: Ethnic Conflict: Causes and Remedies (POLSCI 3720)
- History of Political Thought III: Liberty, Democracy and Revolution (POLSCI 3930)
- Immigration, Identity and the Internet (POLSCI 4115)
- Presidents, Legislators and Economic Policy in Latin America (POLSCI 4231)
- Global Justice (POLSCI 4306)
- Topics in Comparative Politics: Latin American Politics thru Film (POLSCI 4331)
- Research Design and Methods (POLSCI 4905)

Psychological and Brain Sciences

- Contemporary Topics in Social Psychology: Political Psychology (PSYCH 4130)

Religion and Politics

- Islam, Gender, Sexuality (RELPOL 3070)

Religious Studies

- Theories and Methods in the Study of Religion (REST 3635)
- Topics in Religious Studies: Religion and Violence (REST 3715)
- The Making of the Modern Catholic Church (REST 3830)
- Senior Seminar in Religious Studies: Saints and Society (REST 4801)

Russian

- Russian Theatre, Drama and Performance: From Swan Lake to Punk Prayer (RUSS 3320)
- The 19th Century Russian Novel (RUSS 3500)
- Dostoevsky's Novels (RUSS 3721)

Sociology

- Statistics for Sociology (SOC 3040)
- Sociology of Immigration (SOC 3150)
- Gender in Society (SOC 3190)
- Global Structures and Problems (SOC 4170)
- Global Racial Systems (SOC 4831)

Spanish

- Spanish Culture and Civilization (SPAN 3181)
- Debating Cultures (SPAN 32xx – consult advisor!)
- Hispanic Art/Arte Hispano (SPAN 3310)
- Literary and Cultural Studies in Spanish (SPAN 3410)
- Iberian Literatures and Cultures (SPAN 3420)
- Latin American Literatures and Cultures (SPAN 3430)
- Researching Cultures (SPAN 36xx – consult advisor!)
- Major Seminar (SPAN 4050)
- Spanish-American Fiction: 1970 to the Present (SPAN 4360)
- Special Topics in Hispanic Literature and Culture: Spanish Women Writers from the Enlightenment to the Contemporary Period (SPAN 4500)
- Special Topics in Hispanic Literature and Culture: Women's Writing in Latin America (SPAN 4500)

Women, Gender, and Sexuality Studies

- Queer Citizenship (WGSS 3014)
- Making Sex and Gender: Understanding the History of the Body (WGSS 3041)
- Bodies Out of Bounds: Feminist and Queer Disability Studies (WGSS 3203)
- Sex Trafficking (WGSS 3256)
- Trans* Studies (WGSS 3550)
- Caste: Sexuality, Race and Globalization (WGSS 3555)
- Gender Violence (WGSS 3685)
- Everyday Unruliness: Feminist and Queer Resistance (WGSS 4085)
- Feminist Literary and Cultural Theory (WGSS 4150)
- Decolonization to Globalization: How to End an Empire (WGSS 4154)
- Transnational Feminisms (WGSS 4245)

* Students may submit a request to add a course by following the instructions for the Petition Process.

Additional Requirements and Information

Study Abroad

- We strongly encourage students to study abroad. For those who do not study abroad and receive credit toward the Global Studies General Requirements, an additional 3-unit course at the 3000 or 4000 level is required.
- We strongly prefer students to select a study abroad location and regional specialization consistent with their chosen language of study (e.g., if a student wishes to study in Latin America, they must satisfy their language requirement with either Portuguese or Spanish).
- Students may receive a maximum of 6 credits from a single semester, 12 credits from a year, or 3 credits from a summer term of study abroad.
- Study abroad credit only counts at the 3000 level.
- Students may apply no more than 12 total credits to the Global Studies major from study abroad, the School of Continuing & Professional Studies, summer school at other U.S. universities, or any combination thereof.
- To receive credit for a summer course completed at another institution, a student should fill out the Approval for Non-WashU Course Credit form with Arts & Sciences to take the course for "general credit" and then petition to have the course count as an elective toward their Global Studies major.
- Students may not receive credit for January Intensive Term (J-Term) study abroad programs; these programs are too short in duration.

Latin Honors

- Students must graduate with an overall grade point average of 3.65 or higher to qualify for Latin Honors.
- Students must submit an intent form and be accepted for candidacy.
- Students should enroll in GLOBAL 4985 during the fall of senior year and in GLOBAL 4986 during the spring of senior year (under the corresponding section number of the faculty member overseeing the student's thesis).

Language Requirement

All Global Studies majors must satisfy a language requirement that entails both the successful completion of four semesters of a modern language for a letter grade and placement into the third year of that language.

Available modern languages include Arabic, Chinese, French, German, Hebrew, Hindi, Italian, Japanese, Korean, Persian, Portuguese, Russian, Spanish, and Swahili.

Please see the FAQs on the Global Studies website for more information.

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Global Studies Major, International Affairs Concentration

Program Requirements

- **Total Units Required:** 36
- **Grade Requirements:** Students must receive a grade of C+ or higher in all courses.

Why do states, nations, and societies cooperate, compromise, and fight? Living and working in our rapidly changing global arena presents great opportunities to advance the human condition, improve political and civil liberties, recast bargains between governments and their societies, transform social welfare, and advance the boundaries of knowledge and scientific exploration. Yet, this same context presents great risks as people fear loss of identity, worry about economic subordination and loss to those beyond their borders, encounter the export of environmental degradation, and confront potential decline in personal and social autonomy. Students can explore the heightened economic, political, social, cultural, and environmental interdependence that generates prospects for cooperation; at the same time, this interdependence involves serious challenges, which create the possibility for conflict but also for compromise.

Concentration Objectives

The concentration in International Affairs offers an interdisciplinary approach to understanding relations between societies. It provides opportunities to examine complex global issues and processes from multiple perspectives and to help understand the fundamental processes of cooperation, compromise, and conflict in the global arena. The program provides students with knowledge and skills for understanding and working with difficult international and cross-cultural problems that states, societies, and communities face.

General Requirements

One semester of language must be completed before declaring the major.

- Students must complete a minimum of 36 units in Global Studies, including at least three courses focused on a world area.
- Students must complete at least 24 units at the 3000 level or above, including courses across a minimum of three academic disciplines.
- Students must complete at least 6 units at the 4000 level, no more than 3 of which may be directed research or independent study.
- In addition to the 36 units, students must complete a four-semester sequence of courses in one modern language appropriate to their concentration.

These requirements may be fulfilled only with college-level coursework undertaken during a student's undergraduate enrollment. Courses must be taken for a grade, and a student must receive a grade of C+ or higher in all courses.

This concentration requires 36 units of coursework:

- 3 units of core coursework: GLOBAL 3020 Global Futures
- 3 units of Research Methods coursework (any level)
- 6 units of introductory coursework (1000-2000 level) from two different academic disciplines
- 9 units of advanced coursework from the Core Courses list (3000-4000 level)
- 12 units of advanced coursework (3000-4000 level)
- 3 units of additional coursework (any level)

Africa, East Asia, Eurasia, Europe, Latin America, the Middle East, South Asia, and North America are considered world areas for the International Affairs concentration. A student must complete two courses in one of these world areas and one course in another world area.

Note: A single course may satisfy more than one of the distribution requirements (i.e., disciplinary or world area). Some of these requirements may be completed while abroad.

Introductory Courses

Students choose two courses from this list, for a total of 6 units:

Code	Title	Units
AFAS 1105	First-Year Seminar: Imagining and Creating Africa: Youth, Culture, and Change	3
AFAS 2550	Introduction to Africana Studies	3
ANTHRO 1101	First-Year Seminar: Past Tense, Future Imperfect: The Rise & Fall of Societies & Global Civilization	3
ANTHRO 1520	Introduction to Cultural Anthropology	3
BEYOND 1014	Environmental Racism and the Health of Everyone	3
BEYOND 1106	Gender, Youth, and Global Health	3
BIOL 2150	Introduction to Environmental Biology	3
CAPS-GIS 2000	Introduction to GIS	3
CHINA 2100	Sophomore Seminar: U.S.-China Relations: Perceptions and Realities	3
CHINA 2270	Chinese Civilization	3
COMPLITTHT 2109	Modern Political Thought: Text & Traditions	3
ECON 1501	Introduction to Microeconomics	3
ECON 1502	Introduction to Macroeconomics	3
EEPS 1110	Introduction To Global Climate Change In the 21st Century	3
EEPS 2010	Earth and the Environment	4
EEPS 2020	Introduction to Earth, Environmental, and Planetary Science	3
EEPS 2190	Energy and the Environment	3
ENST 1150	Environmental Issues	3

ENST 2500	Sophomore Seminar in Sustainability and the Environment	3
FYP 1117	Migration Policies and Colonialism: Refugee Resettlement and Integration	3
FYP 1119	Mediterranean Migration: Dynamics and Consequences on the EU and MENA	3
FYP 1133	Legacies of the Silk Road	3
GLOBAL 1101	Migration in the Global World	3
GLOBAL 1102	First-Year Seminar: The Vietnam Wars	3
GLOBAL 1103	First-Year Sem: Bridging London: An Interdisciplinary Exploration of One of the World's Great Cities	3
GLOBAL 1104	First-Year Seminar: Chinatown: Migration, Identity, and Space	3
GLOBAL 1105	East Asia in the World	3
GLOBAL 1106	Geographies of Globalization and Development	3
GLOBAL 1107	Global Migration and Transnational Cultures in Modern Times	3
GLOBAL 1109	First-Year Seminar: Mapping the World: Introduction to Human Geography	3
GLOBAL 2000	Crossing Borders: An Introduction to Institutions and Concepts in Global Studies	3
GLOBAL 2009	Introduction to European Studies	3
GLOBAL 2100	Sophomore Seminar: The Public Servant and Other Heroes: A History of Japan through Film	3
HISTORY 1020	Introduction to Modern European History	3
HISTORY 1120	First-Year Seminar: Race and Ethnicity in Latin America: Myths, Realities and Identities	3
HISTORY 1124	First-Year Seminar: The Meaning of Pakistan: History, Culture, Art	3
HISTORY 1146	Introduction to World History: The Second World War in World History	3
HISTORY 1151	Health and Disease in World History	3
HISTORY 1500	Silver, Slaves and the State: Globalization in the 18th Century	3
HISTORY 2158	Outcasts and Outlaws: The History of Othering in Modern Europe	3
JAPAN 2260	Japanese Civilization	3
JIMES 2081	Introduction to Jewish Civilization: History and Identity	3
JIMES 2100	Introduction to Islamic Civilization	3
JIMES 2630	Democracies & Dictatorships in the Middle East	3
JIMES 2910	Recism and Antiracism	3
KOREA 2230	Korean Civilization	3
LATAM 1000	Latin America: Nation, Ethnicity and Social Conflict	3
MEC 2900	Microeconomics	3
MEC 2920	Global Economy	3
PHIL 1000	Logic and Critical Analysis	3
PHIL 1060	Present Moral Problems	3
PHIL 2060	Biomedical Ethics	3
PHIL 2080	Introduction to Environmental Ethics	3
PHYSICS 1671	Physics and Society	3
POLSCI 1100	Introduction to Comparative Politics	3
POLSCI 1200	International Politics	3
POLSCI 1300	Introduction to Political Theory	3
POLSCI 2000	Introduction to Environmental Policy	3
POLSCI 2102	Introduction to Migration Policy and Politics	3
PSYCH 1000	Introduction to Psychology	3
PSYCH 2210	First-Year Seminar: Introduction to Memory Studies	3
RELPOL 2020	Islamophobia & U.S. Politics	3
SDS 1600	Introduction to Statistics	3
SDS 2020	Elementary Probability and Statistics	3
SOC 1006	Social Problems and Social Issues	3
SOC 2010	The Roots of Ferguson: Understanding Racial Inequality in the Contemporary U.S.	3
SOC 2030	Social Movements	3
SOC 2040	Social Inequality in America	3
URST 1100	First-Year Seminar: Introduction to Urban Studies	3
WGSS 1500	Introduction to Women, Gender, and Sexuality Studies	3
WGSS 2070	Sexuality and the State: Introduction to Sexuality Studies	3
WGSS 2101	Sophomore Seminar: Globalization and its Discontents	3

Core Courses

Students choose three courses from this list, for a total of 9 units:

Code	Title	Units
ANTHRO 3283	Introduction to Global Health	3
ANTHRO 3391	Economies as Cultural Systems	3
ANTHRO 3612	Population and Society	3
ANTHRO 4022	Transnational Reproductive Health Issues: Meanings, Technologies, Practices	3
ANTHRO 4517	Anthropology and Development	3
ECON 3350	Environmental Policy	3
ECON 3373	International Economics	3
GLOBAL 3020	Global Futures	3
GLOBAL 3176	Chinese Economy in World History	3
GLOBAL 4201	International Relations of Latin America	3
GLOBAL 4204	International Relations of Latin America (WI)	3

GLOBAL 4414	Gender Analysis for International Affairs	3
GLOBAL 4622	Labor and Labor Movements in Global History	3
HISTORY 3147	The Wheels of Commerce: From the Industrial Revolution to Global Capitalism	3
HISTORY 3148	The First World War and the Making of Modern Europe	3
HISTORY 3294	History of Global Capitalism: From Slavery to Neoliberalism	3
HISTORY 3296	Environment and Empire	3
HISTORY 3404	The Creation of Capitalism	3
POLSCI 3171	Conflict and Security in International Relations	3
POLSCI 3171	International Conflict Management & Resolution	3
POLSCI 3173	International Political Economy	3
POLSCI 3328	Energy Politics	3
POLSCI 3399	Political Violence	3
POLSCI 4306	Global Justice	3
POLSCI 4792	Globalization and National Politics	3
SOC 3000	Social Theory	3
SOC 4170	Global Structures and Problems	3
WGSS 4153	Decolonization to Globalization: How to End an Empire	3

Research Methods Courses

Students choose one course from this list, for a total of 3 units:

Code	Title	Units
AFAS 4402	Intersectionality	3
ANTHRO 4123	Argumentation Through Ethnography	3
ANTHRO 4481	Writing Culture	3
ANTHRO 4517	Anthropology and Development	3
ANTHRO 4803	Advanced GIS Modeling and Landscape Analysis	3
APL 4111	Linguistics and Language Learning	3
ARCH 3404	Community Building	3
CAPS-ECON 4090	Econometric Techniques	3
CAPS-GIS 2000	Introduction to GIS	3
CAPS-GIS 3000	Advanced GIS	3
CAPS-GIS 3005	Digital Cartography	3
CAPS-GIS 4010	Spatial Data Modeling and Design	3
CAPS-IA 5000	Process and Design of Research (U85)	3
CAPS-IA 5380	Alternative Analytic Techniques for International Affairs (U85)	3
CAPS-NPM 4050	Social Entrepreneurship (only if offered in person)	3
CFH 4000	Merle Kling Undergraduate Honors Fellowship Seminar	3
COMPLITTHT 3203	Worldwide Translation: Language, Culture, Technology	3
CSE 1301	Introduction to Computer Science	3
DAT 1200	Managerial Statistics I	3
DAT 1201	Managerial Statistics II	3
ECON 3150	Introduction to Econometrics	3
ENST 3710	Applications in GIS	3
GLOBAL 3248	Intercultural Communication	3
GLOBAL 4007	Global Studies Research Methods Proseminar and Assistantship	3
GLOBAL 4414	Gender Analysis for International Affairs	3
HISTORY 3007	Historical Methods-African History	3
HISTORY 3008	Historical Methods-Latin American History	3
HISTORY 3009	Historical Methods-Middle Eastern History	3
HISTORY 3314	Historical Methods-European History	3
HISTORY 3315	Historical Methods-Transregional History	3
PHIL 3130	Philosophy of Science	3
POLSCI 2400	Data Science for Politics	3
POLSCI 3015	Computational Modeling in the Social Sciences	3
POLSCI 3621	Politics and the Theory of Games	3
POLSCI 3630	Quantitative Political Methodology	3
POLSCI 4043	Public Policy Analysis, Assessment and Practical Wisdom	3
POLSCI 4905	Research Design and Methods	3
PSYCH 3000	Introduction to Psychological Statistics	3
SDS 1600	Introduction to Statistics	3
SDS 2020	Elementary Probability and Statistics	3
SDS 3020	Elementary to Intermediate Statistics and Data Analysis	3
SDS 4210	Statistical Computation	3
SOC 3040	Statistics for Sociology	3
Civic Scholars Program*		max. 3
Mellon Mays Fellows Program*		max. 3

* Global Studies allows students to use one course from either the Civic Scholars Program or the Mellon Mays Fellows Program as their Research Methods course. **Note:** Both of these are multi-semester programs, and Civic Scholars courses are offered at 2 units per course.

Advanced Courses

Students choose five courses from current, relevant, internationally focused course offerings in the following departments.* All courses must be approved by the student's Global Studies advisor in order to count for the major. Visit the concentration webpage and concentration course list for the full list of options.

African and African-American Studies

- Islam, Culture and Society in West Africa (AFAS 3062)
- Topics on Africa: African Urban Futures (AFAS 3070)
- Culture, Politics and Society in Francophone Africa (AAS 3113)
- Capitalism, Socialism and Labor: The Political Economy of 20th Century Africa (AFAS 3117)
- African Immigration to the United States of America (AFAS 3120)
- African Civilization: 1800 to the Present (AFAS 3130)
- African Civilization to 1800 (AFAS 3160)
- Emerging Africa: Language, Identity and Social Change (AFAS 3385)
- Language and Society in Africa: The Polics of Identity and Empowerment (AFAS 3680)
- Terror and Violence in the Black Atlantic (AFAS 3880)
- Gender, Sexuality and Change in Africa (AFAS 4090)
- Engineering Authority: Design, Architecture and Power in Africa (AFAS 4100)
- Black Decolonial Thought (AFAS 4104)
- Topics in African History: Power and Rebellion in 20th Century Africa (AFAS 4170)
- Sufism and Islamic Brotherhood in Africa (AFAS 4213)
- Advanced African History Seminar (AFAS 4290)

Anthropology

- Anthropology of Refugees, Asylum and Forced Migration (ANTHRO 3038)
- Africa: Peoples and Cultures (ANTHRO 3045)
- Topics in Anthropology: Global Mental Health (ANTHRO 3103)
- Politics and Religion in Contemporary Society (ANTHRO 3157)
- Archaeology of China: Food and People (ANTHRO 3163)
- Culture and Health (ANTHRO 3170)
- Gender, Culture, and Madness (ANTHRO 3201)
- Food, Culture, and Power (ANTHRO 3215)
- Health, Healing and Ethics: Intro to Medical Anthropology (ANTHRO 3310)
- Women and Islam (ANTHRO 3313)
- Economies as Cultural Systems (ANTHRO 3391)
- Global Energy and the American Dream (ANTHRO 3472)
- Anthropology of Human Rights (ANTHRO 3521)
- Environmental Inequality: Toxicity, Health, and Justice (ANTHRO 3602)
- Culture and Environment (ANTHRO 3610)
- Population and Society (ANTHRO 3612)
- Anthropology of Human Birth (ANTHRO 3621)
- Meltdown: The Archaeology of Climate Change (ANTHRO 3796)
- Transnational Reproductive Health Issues: Meanings, Technologies, Practices (ANTHRO 4022)
- Culture, Illness and Healing in Asia (ANTHRO 4033)
- Topics in Anthropology: Ethnographies of Care (ANTHRO 4100)
- The AIDS Epidemic: Inequalities, Ethnography and Ethics (ANTHRO 4134)
- Anthropology of Food (ANTHRO 4215)
- Political Ecology (ANTHRO 4282)
- Sex, Gender, and Power (ANTHRO 4365)
- Europe's New Diversities (ANTHRO 4366)
- Anthropology and Development (ANTHRO 4517)
- Biomarkers: Measuring Population Health, Reproductive, and Social Endocrinology (ANTHRO 4598)
- Out of the Wild: Domestication and Socioeconomic Diversity in Africa (ANTHRO 4771)
- Social Theory and Anthropology (ANTHRO 4772)

Applied Linguistics

- Second Language Acquisition and Technology (APL 4023)
- Linguistics and Language Learning (APL 4111)
- Reading Across Languages and Cultures: Theory, Research and Practice (APL 4692)

Arabic

- Topics in Modern Arabic Literature in Translation: The Syrian Revolution: Literature, Art, Ideology (ARAB 4130)

Architecture

- Community Building (ARCH 307X)

Art History

- Globalization and Contemporary Art (ARTARCH 4726)

Biology and Biomedical Sciences

- Intro to Ecology (BIOL 3810)
- Community Ecology (BIOL 4196)

Chinese

- Historical Landscape and National Identity in Modern China (CHINA 3160)
- Contemporary Chinese Popular Culture (CHINA 3210)
- Topics in Chinese Lit & Culture: Chinese Cities in the Global Context (CHINA 3300)
- US-China Relations: from 1949 to the Present (CHINA 3500)

Classics

- Money, Exchange and Power: Economy and Society in the Ancient Mediterranean World (CLASSICS 4760)

Earth, Environmental, and Planetary Sciences

- Topics in Environmental Sustainability (EEPS 3080)

East Asian Languages and Cultures

- Topics in Early Modern Korea: Guns, Tobacco, and Sweet Potato: A History of Material Culture (EALC 3250)
- US-China Relations from Conflict to Engagement, 1949-2016 (EALC 3600)
- US-China Relations, 2017-present (EALC 3610)

- Nature, Technology and Medicine in Korea (EALC 4200)
- Culture and Politics in the People's Republic of China: New Approaches (EALC 4240)
- Urban Culture in Modern China (EALC 4510)

Economics

- Intro to Econometrics (ECON 3150)
- Labor and the Economy (ECON 3345)
- Environmental Policy (ECON 3350)
- International Economics (ECON 3373)
- American Economic History (ECON 3640)
- Economic Realities of the American Dream (ECON 3840)
- Intermediate Microeconomic Theory (ECON 4001)
- Intermediate Macroeconomic Theory (ECON 4002)
- Applied Econometrics (ECON 4151)
- Open Economy Macroeconomics (ECON 4220)
- Behavioral Economics (ECON 4310)
- Public Finance (ECON 4325)
- Urban Economics (ECON 4360)
- Economics of Education (ECON 4390)
- Topics in Growth and Development (ECON 4520)
- Advanced Topics in Modern Economic Growth (ECON 4521)

Education

- Education, Childhood, Adolescence and Society (EDUC 3050)
- Sociology of Education (EDUC 4430)

Environmental Studies

- Environmental Modernism (ENST 3034)
- Community Based Conservation: Madagascar Sustainability Initiative (ENST 3060)
- Environmental Issues: Writing (ENST 3340)
- Sustainable Cities (ENST 3530)
- Environmental Justice (ENST 3540)
- Urban Ecology (ENST 3610)
- Applications in GIS (ENST 3710)
- Intro to Environmental Law (ENST 4510)
- IPCC: Governance, Policy and Science (ENST 4527)
- Advanced GIS (ENST 4710)
- International Climate Negotiation Seminar (ENST 4820)
- Interdisciplinary Environmental Clinic (ENST 5830)

Film and Media Studies

- Transnational Cinema(s): Film Flows in a Changing World (FILM 3410)

Finance (Business School)

- International Finance (FINANCE 443)

Germanic Languages and Literatures

- Topics in Holocaust Studies: Children in the Shadow of the Swastika (GERMAN 3060)

Global Studies

- Global Health and Language (GLOBAL 3006)
- Topics in Global Studies: Modern Indian Literature (GLOBAL 3008)
- Topics in Global Studies: Understanding Today's Russia (GLOBAL 3008)
- Global Futures (GLOBAL 3020)
- Chinese Economy in World History (GLOBAL 3176)
- Intercultural Communication (GLOBAL 3248)
- Global Surveillance Culture (GLOBAL 3511)
- "Model Minority": The Asian American Experience (GLOBAL 3512)
- Andean History: Culture and Politics (GLOBAL 3566)
- Borders, Checkpoints, and the Frontiers of Literature (GLOBAL 3602)
- Anarchism: History, Theory and Praxis (GLOBAL 3641)
- Russian Literature and Empire OR Russian Literature at the Borders: Multiculturalism and Ethnic Conflict (GLOBAL 3740)
- Topics in Russian Lit and Culture: Madmen or Visionaries? (WI) (GLOBAL 3750)
- Topics in Russian Lit and Culture: The Short Story (WI) (GLOBAL 3750)
- Topics in Russian Lit and Culture: The Soviet Experiment through Novels and Novellas (GLOBAL 3750)
- Nabokov and Others: Emigration, Literature, Identity (GLOBAL 3790)
- Nabokov in Europe and America (GLOBAL 3790)
- From McDonald's to K-Pop: New Movements in Asia (GLOBAL 3822)
- Empire in East Asia: Theory and History (WI) (GLOBAL 3860)
- Interrogating "Crime and Punishment" (GLOBAL 3866)
- Furies and Die-Hards: Women in Rebellion and War (GLOBAL 3890)
- Children of Immigrants: Identity and Acculturation (GLOBAL 4036)
- International Relations of Latin America (GLOBAL 4201)
- International Relations of Latin America (WI) (GLOBAL 4204)
- Islam, Immigration and the Future of European Culture (GLOBAL 4220)
- Gender Analysis in International Affairs (GLOBAL 4414)
- Latin American Populism and Neo-Populism (GLOBAL 4611)
- Labor and Labor Movements in Global History (GLOBAL 4622)
- 20th Century Latin American Revolutions (GLOBAL 4633)
- The Indochina Wars (GLOBAL 4644)
- Russia and the West: Creating and Representing Identity (GLOBAL 4868)
- Reading War and Peace (GLOBAL 4869)
- Global Asias (GLOBAL 4897)

Hindi

- Religion and Culture in South and Southeast Asia (HINDI 3050)

History

- Historical Methods (in appropriate modern, non-US region)
- Historical Methods: Decolonization in the 20th Century (HISTORY 3006)
- Historical Methods: African History (HISTORY 3007)
- Historical Methods: Latin American History (HISTORY 3008)
- Historical Methods: Middle Eastern Politics (HISTORY 3009)
- Hot Peace: US – Russia Relations Since the Cold War (HISTORY 3018)
- The Global War on Terrorism (HISTORY 3030)
- Jews in French History and Culture (HISTORY 3034)
- Islamic History: 600-1200 (HISTORY 3039)
- Early Modern China (HISTORY 3047)
- Chinese Diaspora: A Social History of Global Migration (HISTORY 3049)
- Modern Latin America (HISTORY 3070)
- 19th Century China: Violence and Transformation (HISTORY 3085)
- The Holocaust: History and Memory of the Nazi Genocide (HISTORY 3087)
- Vienna, Prague, Budapest: Politics, Culture and Identity in Central Europe (HISTORY 3092)
- Becoming "Modern": Emancipation, Antisemitism and Nationalism in Modern Jewish History (HISTORY 3093)
- The World Is Not Enough: Europe's Global Empires, 1400-1750 (HISTORY 3103)
- War, Genocide and Gender in Modern Europe (HISTORY 3104)
- Riots and Revolution: A History of Modern France: 1789 to the Present (HISTORY 3109)
- Modern Germany (HISTORY 3111)
- Europe in the 20th Century: Unruly Populations (HISTORY 3116)
- Gender, Sexuality and Communism in 20th Century Europe (HISTORY 3131)
- Révolution with an Accent: The Haitian and French Revolution, 1770-1805 (HISTORY 3135)
- Socialist and Secular? A Social History of the Soviet Union (HISTORY 3137)
- 20th Century Russian History (HISTORY 3138)
- All Measures Short of War (HISTORY 3139)
- The First World War and the Making of Modern Europe (HISTORY 3148)
- The Middle East in the 20th Century (HISTORY 3150)
- Heroes and Saints in India: Religion, Myth, History (HISTORY 3174)
- Between Sand and Sea: History, Environment, and Politics in the Arabian Peninsula (HISTORY 3183)
- US Immigration in Historical Perspective (HISTORY 3184)
- Religion and Politics in South Asia (HISTORY 3214)
- Topics in South Asian Religions: Hinduism and the Hindu Right (HISTORY 3277)
- The Late Ottoman Middle East (HISTORY 3284)
- A History of Modern China (HISTORY 3287)
- Economic History of China: From the Silver Age to Reform and Opening, 1600-Today (HISTORY 3289)
- History of Global Capitalism: From Slavery to Neoliberalism (HISTORY 3294)
- Modern South Asia (HISTORY 3295)
- Environment and Empire (HISTORY 3296)
- Modern Mexico (HISTORY 3313)
- Historical Methods: European History (HISTORY 3314)
- Historical Methods: Transregional History (HISTORY 3315)
- Japan since 1868 (HISTORY 3322)
- Intro to Colonial Latin America until 1825 (HISTORY 3323)
- Race, Ethnicity, and Migration: A Transatlantic History (HISTORY 3514)
- Science and Society Since 1800 (HISTORY 3608)
- Experts, Administrators and Soldiers: Governance and Development in Post-Colonial Africa (HISTORY 3665)
- Medicine, Healing and Experimentation in the Contours of Black History (HISTORY 3672)
- The Cold War, 1945-1991 (HISTORY 3682)
- The US War in Iraq, 2003-2011 (HISTORY 3683)
- Unruly Populations: Biopolitics in 20th-Century Europe (HISTORY 3715)
- Secular and Religious: A Global History (HISTORY 3922)
- Imperialism and Sexuality: India, South Asia and the World (HISTORY 3951)
- Technology, Empire, and Science in China (HISTORY 4017)
- Beyond the Harem: Women, Gender and Revolution in the Modern Middle East (HISTORY 4038)
- Advanced Seminar in History: Mexican Agriculture: Land, Politics and Development (HISTORY 4052)
- Advanced Seminar in History: Medicine, Disease and Empire (HISTORY 4057)
- Humanitarianism and Human Rights (HISTORY 4092)
- Advanced Seminar: Gender, Race and Class in South Africa, 1800-Present (HISTORY 4115)
- Advanced Seminar: Historical Perspectives on Human Rights and Globalization (HISTORY 4116)
- Advanced Seminar: Inventing India (HISTORY 4150)
- Palestine, Israel and the Arab-Israeli Conflict (HISTORY 4275)
- Advanced Seminar: Partition: The Making of India and Pakistan (HISTORY 4804)
- Colonial Cities and the Making of Modernity (HISTORY 4871)
- Advanced Seminar: The US in Vietnam: Origins, Developments and Consequences (HISTORY 4886)

Interdisciplinary Studies

- Global Burden of Disease: Methods and Applications (GS 4004)
- Sustainability Exchange: Community and University Practicums (INTER D 405)

International Affairs (CAPS)

- GIS in International Affairs (CAPS-IA 420)
- National Security Decision-Making (CAPS-IA 5310)
- American Foreign Policy (CAPS-IA 5311)
- Gender Analysis in International Affairs (CAPS-IA 5414)
- Inside the Intelligence Community (CAPS-IA 5630)

International Studies (CAPS)

- Digitizing Development (CAPS-IS 319)
- Cultures and Societies in East Asia (CAPS-IS 336)
- Global Human Rights (CAPS-IS 366)
- Sustainable Development and Conservation: Madagascar (CAPS-IS 4140)

Italian

- Special Topics in Italian Literature and Culture (ITAL 3500)
- Topics: Global Italy: Race, Gender, Migration and Citizenship (ITAL 3500)

Jewish, Islamic, and Middle Eastern Studies

- Antisemitism: History, Causes, Consequences (JIMES 3036)
- The Jews of North Africa (JIMES 3183)
- Religion and Nationalism in the Middle East and South Asia (JIMES 3233)
- Israeli Culture and Society (JIMES 3500)
- The Anthropological and Sociological Study of Muslim Societies (JIMES 3540)
- Topics in Islam: Islam and Human Rights (JIMES 3623)
- Topics in Islam: Islam and the West (JIMES 3623)
- Topics in Islam: Islam in the Indian Ocean (JIMES 3623)
- Topics in Islam: Religious Authority in Modern Islam (JIMES 3623)
- Topics in Near Eastern Cultures: Arabs in Israel: Politics, Society & Citizenship (JIMES 3730)
- Topics in Near Eastern Cultures: Democracies and Dictatorships in the Middle East (JIMES 3730)
- Topics in Near Eastern Cultures: Freedom in the Middle East (JIMES 3730)
- Topics in Near Eastern Cultures: Migrations in the Judeo-Islamic World: Displacement, Tolerance & Community Building (JIMES 3730)
- History of Slavery in the Middle East (JIMES 3770)
- The History and Politics of Middle East Studies: Orientalism (JIMES 3820)
- Topics in JIMES: Education in Divided Societies – the Israeli Case (JIMES 3902)
- Topics in JIMES: Social Policy in Israel (JIMES 3902)
- Diaspora in Jewish and Islamic Experience (JIMES 4005)
- Race and Ethnicity in the Middle East and North Africa (JIMES 4043)
- Topics in Islam: Readings in Islamic Political Thought and Practice (JIMES 4450)
- History of Political Thought in the Middle East (JIMES 4461)

Korean

- Topics in Korean Lit and Culture: An Uneasy Coexistence: North and South Korea in the Modern World (KOREAN 3550)

Latin American Studies

- Survey of Brazilian Cultures: Race, Nation and Society (LATAM 3020)
- Survey of Mexican Cultures (LATAM 3030)
- Survey of Yucatecan Cultures (LATAM 3056)
- Survey of Southern Cone Cultures: Argentina, Chile, and Uruguay (LATAM 3060)
- Cultures of Health in Latin America (LATAM 3160)
- Humans and Others in Latin America: Natures, Cultures, Environments (LATAM 3200)
- Medical Traditions in Yucatan and Health Systems in Mexico (LATAM 3256)
- Film and Revolution in Latin America (LATAM 3410)
- Contemporary Latin American Cinema: Market Economy, Social Injustice, New Technologies (LATAM 3420)
- Gender and Modernity in Latin America (LATAM 4120)
- Media Cultures in Latin America (LATAM 4190)
- Modernity, Culture and the State in Mexico (LATAM 4200)
- The Binational Condition. The Mexico-US Relationship in Mexican History and Culture (LATAM 4210)
- Constructing the (Racial) Other: Race and Ethnicity in Latin America from the Colonial Caste System to US Latinos (LATAM 4280)
- Citizenship in the Hot Seat. Migration and Borders in Latin America (LATAM 4290)
- Cities, Race and Development in Latin America (LATAM 4651)

Management (Business School)

- Introduction to Global Business (MGT 308)
- Sustainable Development and Conservation Through Entrepreneurial Collaboration: Madagascar (MGT 401M)

Nonprofit Management (CAPS)

- Social Entrepreneurship (CAPS-NPM 450)

Philosophy

- Social and Political Philosophy (PHIL 3200)
- Issues in Applied Ethics: The Philosophy of Food (PHIL 3220)
- Advanced Social and Political Philosophy (PHIL 4321)

Political Science

- Politics in Bureaucracies (POLSCI 3009)
- It's U.S. Against Them (POLSCI 3017)
- Topics in International Politics: Human Migration (POLSCI 3043)
- Topics in International Politics: International Organizations (POLSCI 3043)
- Topics in International Politics: US Law and Foreign Relations (POLSCI 3043)
- The Politics of Privacy in the Digital Age (POLSCI 3048)

- Civil War and Peace (POLSCI 3095)
- Politics of the European Union (POLSCI 3096)
- Topics in Politics: Climate Politics (POLSCI 3103)
- Money in Politics (POLSCI 3110)
- Topics in Politics: Conflict and Security in International Relations (POLSCI 3171)
- Topics in Politics: International Conflict Management & Resolution (POLSCI 3171)
- Democracy: Causes & Consequences (POLSCI 3180)
- Topics in Politics: Social and Political Movements (POLSCI 3189)
- Topics in International Politics: International Organizations (POLSCI 3242)
- African Politics (POLSCI 3270)
- Latin American Politics (POLSCI 3283)
- Topics in International Political Economy: Political Economy of Inequality and Redistribution (POLSCI 3288)
- Topics in Politics: Modern South Asian Politics (POLSCI 3292)
- Terrorism & Counterterrorism (POLSCI 3300)
- Theories of Social Justice (POLSCI 3313)
- Topics in Politics: Human Rights (POLSCI 3321)
- Environmental and Energy Issues (POLSCI 3328)
- Topics in Politics: International Peacekeeping Operations (POLSCI 3350)
- Interchangeables, Influentials, and Essentials (POLSCI 3363)
- Topics in Politics: Political Violence (POLSCI 3390)
- History of Political Thought II: Legitimacy, Equality, and the Social Contract (POLSCI 3392)
- Topics in Politics: Environmental Justice (POLSCI 3400)
- Understanding Political Protest and Violence (POLSCI 3565)
- Game Theory and Strategies of Conflict (POLSCI 3620)
- Politics of International Trade (POLSCI 3690)
- Topics in International Politics: Ethnic Conflict: Causes and Remedies (POLSCI 3720)
- Globalization, Urbanization and the Environment (POLSCI 3760)
- Topics in Politics: Israeli Politics (POLSCI 3781)
- Topics in Comparative Politics: Terrorism and Political Violence (POLSCI 3784)
- Power, Justice and the City (POLSCI 3890)
- History of Political Thought III: Liberty, Democracy and Revolution (POLSCI 3930)
- Public Policy Analysis, Assessment and Practical Wisdom (POLSCI 4043)
- Forced Displacement and the Politics of Seeking Refuge (POLSCI 4046)
- Fascism and the Far Right in Europe (POLSCI 4103)
- Immigration, Identity and the Internet (POLSCI 4115)
- Contemporary Issues in Latin America (POLSCI 4231)
- Presidents, Legislators and Economic Policy in Latin America (POLSCI 4231)
- Comparative Political Parties (POLSCI 4250)
- Topics in Politics: Data Science and Policy (POLSCI 4271)
- Political Intolerance in World Politics (POLSCI 4280)
- Global Justice (POLSCI 4306)
- Topics in Comparative Politics: Latin American Politics through Film (POLSCI 4331)
- Comparative Political Economy (POLSCI 4553)
- Topics in International Politics: Politics of War (POLSCI 4752)
- Topics in International Politics: Territory and Group Conflict (POLSCI 4752)
- The Psychology of War (POLSCI 4755)
- Psychology of War (POLSCI 4756)

Psychological and Brain Sciences

- Prejudice, Stereotyping, and Discrimination (PSYCH 3095)

Religion and Politics

- Islam, Gender, Sexuality (RELPOL 3070)
- Religion and the State: Global Mission, Global Empire (RELPOL 4305)

Russian

- Russian Theatre, Drama and Performance: From Swan Lake to Punk Prayer (RUSS 3320)
- The 19th Century Russian Novel (RUSS 3500)
- Dostoevsky's Novels (RUSS 3721)

Social Administration (Social Work)

- Social Entrepreneurship (SWSA 5060)

Sociology

- Social Theory (SOC 3000)
- Getting Paid: A Sociological Investigation of Wages and Salaries (SOC 3120)
- Sociology of Immigration (SOC 3150)
- Gender in Society (SOC 3190)
- Global Racial Systems (SOC 4831)

Spanish

- Debating Cultures (SPAN 32xx – *consult advisor*)
- Latin American Literatures and Cultures (SPAN 3430)
- Spanish for the Social Sciences (SPAN 3550)
- Researching Cultures (SPAN 36xx – *consult advisor*)

Sustainability (CAPS)

- International Development and Sustainability (U19 Sust 344)

Women, Gender, and Sexuality Studies

- Sex Trafficking (WGSS 3256)
- Caste: Sexuality, Race and Globalization (WGSS 3555)
- Gender Violence (WGSS 3685)
- Decolonization to Globalization: How to End an Empire (WGSS 4153)
- Transnational Feminisms (WGSS 4245)

* Students may submit a request to add a course by following the instructions for the Petition Process.

Additional Requirements and Information

Study Abroad

- We strongly encourage students to study abroad. For those who do not study abroad and receive credit toward the Global Studies General Requirements, an additional 3-unit course at the 3000 or 4000 level is required.
- We strongly prefer students to select a study abroad location and regional specialization consistent with their chosen language of study (e.g., if a student wishes to study in Latin America, they must satisfy their language requirement with either Portuguese or Spanish).
- Students may receive a maximum of 6 credits from a single semester, 12 credits from a year, or 3 credits from a summer term of study abroad.
- Study abroad credit only counts at the 3000 level.
- Students may apply no more than 12 total credits to the Global Studies major from study abroad, the School of Continuing & Professional Studies, summer school at other U.S. universities, or any combination thereof.
- To receive credit for a summer course completed at another institution, a student should fill out the Approval for Non-WashU Course Credit form with Arts & Sciences to take the course for "general credit" and then petition to have the course count as an elective toward their Global Studies major.
- Students may not receive credit for January Intensive Term (J-Term) study abroad programs; these programs are too short in duration.

Latin Honors

- Students must graduate with an overall grade point average of 3.65 or higher to qualify for Latin Honors.
- Students must submit an intent form and be accepted for candidacy.
- Students should enroll in GLOBAL 4985 during the fall of senior year and in GLOBAL 4986 during the spring of senior year (under the corresponding section number of the faculty member overseeing the student's thesis).

Language Requirement

All Global Studies majors must satisfy a language requirement that entails both the successful completion of four semesters of a modern language for a letter grade and placement into the third year of that language.

Available modern languages include Arabic, Chinese, French, German, Hebrew, Hindi, Italian, Japanese, Korean, Persian, Portuguese, Russian, Spanish, and Swahili.

Please see the FAQs on the Global Studies website for more information.

Contact:	Toni Loomis
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History

The Department of History engages its students through a study of the past. We are committed to the idea that the most compelling stories are often the most revealing ones. In addition to teaching students the particular skills of historical inquiry, we provide them with tools that serve them beyond their majors and beyond the university.

The discipline of history poses challenging questions about the ways that human beings have made the worlds they live in. There are many approaches to history. Some historians study politics, whether that means political parties or the ways that people who never held public office nonetheless act to shape public life. Others study the lived experience of everyday Americans or the popular culture that reflects how people understand the world around them. Still others are especially interested in the kinds of stories about the past that we tell ourselves, for those stories reveal a great deal about our own society as well as that of a different time. Although it is not true that history repeats itself, it is true that, without knowledge of the past, we are unable to understand the present.

The Department of History at Washington University offers history majors and minors the opportunity to develop a coherent and challenging program of study. We also encourage all undergraduates to incorporate the discipline of historical thinking into their liberal arts education. In all courses, students are taught the kinds of skills that will help them succeed both in classes at Washington University and in their postgraduate careers. History students learn to read carefully, think critically, research honestly, and present information and ideas clearly and concisely, both verbally and in writing.

The Department of History offers a wide variety of courses, ranging from the ancient world to the present and spanning across Africa, Asia, the Middle East, Europe, and the Americas. There are many opportunities for small-group learning and discussion in first-year seminars, sophomore honors colloquia, writing-intensive seminars, and advanced seminars. The history major is structured to be flexible and to encourage students both to pursue established interests and to explore topics, time periods, and locales that may be less familiar.

The Department of History prides itself on the individual attention that faculty mentors provide to students. Graduates express great satisfaction with their experiences in the major, specifically mentioning the faculty's knowledge of the subject matter, dynamic teaching styles, and respect for students.

Some history majors go on to pursue graduate work in the field and become professional historians, but most find that the knowledge and skills they build through history courses prepare them for a wide range of careers. Our graduates have attended law and medical schools and have pursued careers in government, education, research, business, communications, international agencies, publishing, museums and archives, public advocacy, and many other fields.

Phone:	314-935-5450
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Faculty

Chair

Corinna Treitel
William Eliot Smith Professor of History
PhD, Harvard University
Modern European History

Director of Graduate Studies

Lori Watt
Associate Professor
PhD, Columbia University
Japanese History

Director of Undergraduate Studies

Peter J. Kastor
Samuel K. Eddy Professor
PhD, University of Virginia
U.S. History

Department Faculty

Cassie Adcock
Associate Professor
PhD, University of Chicago
Modern South Asian History

Iver Bernstein
Professor
PhD, Yale University
U.S. History and the Civil War

Daniel Bornstein
Stella K. Darrow Professor of Catholic Studies
PhD, University of Chicago
Early Modern European History

Flora Cassen
Associate Professor
PhD, New York University
Jewish History, Early Modern Europe

Shefali Chandra
Associate Professor
PhD, University of Pennsylvania
Modern South Asian History

Douglas Flowe
Associate Professor
PhD, University of Rochester
U.S. History

Steve Hindle
Derek Hirst Endowed Professor of Early Modern British History
PhD, University of Cambridge
Early Modern European History

Christine R. Johnson
Associate Professor
PhD, Johns Hopkins University
Early Modern European History

Jonathan Judaken
Gloria M. Goldstein Endowed Chair in Jewish History & Thought
PhD, University of California, Irvine
Jewish History, Racism, Existentialism

Krister Knapp
Teaching Professor
PhD, Boston University
U.S. Intellectual History

Uluğ Kuzuoğlu
Associate Professor
PhD, Columbia University
Modern Chinese History

Nataliia Laas
Assistant Professor
PhD, Brandeis University
Environmental History and Modern Russian and Eastern European History

Kenneth Ludmerer
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PhD, MD, Johns Hopkins University
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Steven B. Miles
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Diana J. Montaño
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Sowandé Mustakeem
Associate Professor
PhD, Michigan State University
Atlantic Slave Trade and the Middle Passage

Tim Parsons
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PhD, Johns Hopkins University
African History

Mark Pegg
Professor
PhD, Princeton University
Medieval European History

Christina Ramos
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PhD, Harvard University
Latin American History, History of Medicine

Nancy Y. Reynolds
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Middle Eastern History

Anne Schult
Assistant Professor
PhD, New York University
Modern European History

Dalen Wakeley-Smith
Assistant Professor
PhD, University of Michigan
U.S. History

Marjan Wardaki
Assistant Professor
PhD, University of California
History of Science

Affiliated Faculty

William Bubelis
Associate Professor of Classics
PhD, University of Chicago
Classics

Joanna Dee Das
Associate Professor of Dance
PhD, Columbia University

Adrienne D. Davis
William M. Van Cleve Professor of Law
JD, Yale University School of Law

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Eric P. Mumford
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PhD, Princeton University
Architecture

Michelle Purdy
Associate Professor of Education
PhD, Emory University

Leigh E. Schmidt
Edward C. Mallinckrodt Distinguished University Professor
PhD, Princeton University
Danforth Center on Religion and Politics

Claudia Swan
The Inaugural Mark Steinberg Weil Professor of Art History
PhD, Columbia University

Mark Valeri
Reverend Priscilla Wood Neaves Distinguished Professor of Religion and Politics
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Danforth Center on Religion and Politics

Hayrettin Yücesoy
Associate Professor of Arabic and Islamic Studies
PhD, University of Chicago

Steven Zwicker
Stanley Elkin Professor in the Humanities
PhD, Brown University
English

Professors Emeriti

Jean Allman
J.H. Hexter Professor in the Humanities
PhD, Northwestern University
African and African-American Studies

Andrea S. Friedman
PhD, University of Wisconsin
U.S. Women's History

Steven Hause
PhD, Washington University

Derek M. Hirst
William Eliot Smith Professor Emeritus of History
PhD, Cambridge University

Gerald N. Izenberg
PhD, Harvard University

Hillel J. Kieval
Gloria M. Goldstein Professor of Jewish History and Thought
PhD, Harvard University
Jewish History

David T. Konig
PhD, Harvard University

Linda J. Nicholson
Susan E. and William P. Stiritz Distinguished Professor Emerita of Women's Studies
PhD, Brandeis University

Max J. Okenfuss
PhD, Harvard University

Laurence Schneider
PhD, University of California, Berkeley

Majors

- History Major (p. 642)

Minors

- History Minor (p. 644)
- Medical Humanities Minor (p. 645)

Courses

Courses include the following:

- History (p. 609)
- Medical Humanities (p. 642)

History

HISTORY 1000 Introduction to History
Who was Abraham Lincoln, and what accounts for the persistence of that question? For generations after his death, Lincoln's life has undergone dramatic reinterpretations. Countless interventions have added untidy layers of context, myth, and ideology to our understanding of Lincoln-seemingly to the extent that America's most iconic man seems more icon than man. This course foregrounds the challenge of historicizing Lincoln as a way into the discipline of history. Through active engagement with primary and secondary sources, students will learn how to read historical evidence critically. Students will cultivate a historical imagination, allowing them to make original and persuasive arguments. This course counts toward the History major and fulfills a Humanities (HUM) distribution requirement. THIS COURSE IS FOR FSAP STUDENTS ONLY.
Credit 3 units. A&S IQ: HUM BU: HUM
Typical periods offered: Summer

HISTORY 1010 Western Civilization
This course is a history of Western civilization from 3500 BC to AD 1600. Western civilization may be characterized as one long debate on the holy. In no other civilization did this debate about the limits of the sacred and the profane -- this constant effort at trying to grasp the divine through word and deed -- last continuously for more than 5000 years. To argue over the holy is to argue over the very nature of how to live a life, from the most mundane daily activity to the most sublime act of the imagination. It is to argue over how politics, economics, art, philosophy, literature, and religion are realized in a society. Apart from many types of polytheism, we study the three great world monotheistic religions: Judaism, Christianity, and Islam. We study the ancient cultures of northern Africa and the eastern Mediterranean, the empires of Alexander the Great and imperial Rome, the Christianization of the Roman Empire and the rise of Islam, the early medieval world in the North Sea and the Byzantine Empire in Constantinople, the formation of Latin Christendom and the papal monarchy, the Crusades and the reaction of the Islamic lands, concepts of individuality, the persecution of Jews and heretics, chivalry and peasant servitude, the Mongol Empire, the Black Death and the devastation of the 14th century, the Renaissance in Italy and the Protestant reformation, the hunt for witches and the scientific revolution, and the medieval origins of the African diaspora and the European conquest of the Americas. What defined being human -- and so a man, a woman, or a child -- over five millennia? Fundamental questions of this course include the following: What is Western civilization? When do the characteristics defined as Western come together as a coherent phenomenon? What, then, is historical truth? This course (through lectures, reading primary sources, discussion sections, and essay writing) gives the student a learned background in almost 5000 years of history. This is an introductory course for the history major and minor.
Credit 3 units. A&S IQ: HUM Art: HUM BU: HUM, IS EN: H
Typical periods offered: Fall

HISTORY 1011 Western Civilization
This course provides an introduction to the history of modern Europe. It begins by following Europeans from the upheavals of the Enlightenment to the French Revolution, and from the industrial revolution to the era of nation-state building; continues by exploring how Europeans became embroiled in the scramble for empire, the era of totalitarianism, and two disastrous world wars; and ends by examining how Europeans coped with the divisions of the Cold War, the collapse of communism, and the challenges of unification and resurgent nationalism. Introductory course to the major and minor.
Credit 3 units. EN: H
Typical periods offered: Summer

HISTORY 1012 Western Civilization
This course provides an introduction to the history of modern Europe. It begins by following Europeans from the upheavals of the Enlightenment to the French Revolution, and from the industrial revolution to the era of nation-state building; continues by exploring how Europeans became embroiled in the scramble for empire, the era of totalitarianism, and two disastrous world wars; and ends by examining how Europeans coped with the divisions of the Cold War, the collapse of communism, and the challenges of unification and resurgent nationalism. Introductory course to the major and minor.
Credit 3 units. A&S IQ: HUM Art: HUM BU: HUM, IS EN: H
Typical periods offered: Spring

HISTORY 1020 Introduction to Modern European History
The history of Europe since 1500 is a remarkable array of contradictions: freedom and fascism; democracy and imperialism; industrialization and Romanticism; international capitalism and fervent nationalism; social change and scientific racism. What produced these

developments in European social, economic, and political spheres and how did these different currents diverge and converge? How did European developments affect global actors and vice versa? What are the consequences for our own time of these contradictory aspects of Europe's modernization? Class assignments include textbook and primary source reading (c. 75 pages/week), discussion participation, 2 short analytical papers, 3 in-class exams, and a final cumulative take-home essay. This course satisfies the Introductory Survey requirement for the history major and minor.
Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM BU: HUM, IS EN: H
Typical periods offered: Spring

HISTORY 1023 An Ancient Murder Mystery: The Death of Jesus From the Gospels to Mel Gibson
When Mel Gibson's movie The Passion of the Christ was released in 2004, it provoked a tremendous amount of public debate and divided Christians (Catholics and Protestants of all sorts) and Jews (Orthodox, Conservative, Liberal and Reform) in every possible combination. Although the virulence of the discussions may have given us the impression that this was a new issue, in reality the question of the Jews' role and involvement in Jesus' death has been disputed for almost two thousand years. The claim that the Jews are responsible for Christ's death is the subject of this class and we will study its history from the gospels to today using textual sources (historical, religious and literary works) and the visual arts (paintings and movies). But this class is not about who did or did not kill Jesus, nor is it about judging people's positions on the issue. Rather it is about the power of a story to travel through time and space, to being told and retold in different versions and with different purposes, and to affect the real lives of men and women. First-Year Seminar; Course is for first-year, non-transfer students only.
Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Spring

HISTORY 1030 History of the United States Since 1865
This class examines American political, social, and cultural history from 1865 to the present. Topics to be covered include immigration, industrialization, urbanization and suburbanization, the changing role of women, the Great Depression and New Deal, the two World Wars and the Cold War, the Civil Rights Movement, and the rise of political polarization. This course provides an opportunity for students to conduct their own research into historical topics and to hone their writing and analytical skills.
Credit 3 units.
Typical periods offered: Summer

HISTORY 1050 Economic History and Entrepreneurialism in Modern Western Civilization
This introductory course surveys Western Civilization (predominantly European history, but with a component of American history) from the seventeenth century to the present, focusing on economic history and the rise of entrepreneurialism.
Credit 3 units. A&S IQ: HUM BU: HUM, IS
Typical periods offered: Fall

HISTORY 1099 First-Year Seminar: Silk Roads and Empires
Did the Silk Road even exist? Coined by a German geographer in the late 19th century, the term Silk Road has long been a metaphor for global connectivity. Evoking the image of camels and traders, diplomats and warriors, and missionaries and artists roaming across Eurasia from Chinese cities to Mediterranean shores, the so-called Silk Road has captivated the imagination of historians, novelists, and film makers for decades. This course investigates the fact and fiction of the Silk Road. Over the course of the semester, we will encounter people, texts, and objects that weaved a world wide web before the age of the internet. We will examine Buddhist monks, Muslim scholars, and Mongol rulers who connected disparate regions of the globe before the age of globalization, and we will discuss whether the concept and history of the Silk Road may offer anything novel for us in the 21st century. This course is for first-year, non-transfer students only.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: BA, HUM, IS EN: H
Typical periods offered: Spring

HISTORY 1100 First-Year Seminar: England in the Age of Shakespeare
This course will examine certain themes central to our understanding of Shakespeare's England, such as monarchy, order, power and the limits on action, national identity, gender and family. Students will read and discuss modern historical scholarship, a range of contemporary sources, and Shakespeare's plays, and the relationship between them.
Credit 3 units. A&S IQ: HUM BU: HUM, IS EN: H
Typical periods offered: Fall

HISTORY 1101 First-Year Seminar in African History
Gender is a powerful lens through which to examine Africa's past. Defined as the behaviors, attitudes and roles that society assigns the sexes, gender is one of the principles that has shaped African societies from the earliest times to the present. This course provides a broad introduction to major themes and debates relating to gender in African history. We will examine how gender has been produced, reproduced and transformed in the lives of African women and men from the latter parts of the 19th century to the 20th century. We will highlight African agency and structures of power as we seek to examine gender as a social and historical construct in Africa. We will also analyze how gender intersects with race, sexuality and politics. Beginning with some of the methodological questions about gender in African history, our case studies -- drawn from a range of sources including articles, book chapters, novels and films -- will cover topics such as domesticity and the colonial encounter, wicked women and the reconfiguration of gender relations, nationalism and the women's question in African history, and sexuality and the state.
Credit 3 units. A&S IQ: HUM BU: HUM, IS EN: H
Typical periods offered: Fall

HISTORY 1106 First-Year Seminar: Race, Ethnicity, & Nation in Latin America and the Caribbean
This course examines the historical formation of racial and ethnic discourses, identities, and communities in Latin America and the Caribbean from the colonial period to the present. The course focuses on how race relations have shaped Latin American and Caribbean society over time, as well as how race and racial identities have been central to the construction of Latin American national identities in the nineteenth and twentieth centuries. Topics to be covered include: slavery and blackness; creole and creolization; new categories of people such as Indians, mestizos, and mulatos; nation-building and racial discourse, including racial democracy, cosmic race, racelessness, gender and honor, and mestizaje; immigration to Latin America; and U.S. and Latin American race relations in comparative perspective.
Credit 3 units. A&S IQ: HUM, LCD BU: HUM, IS EN: H
Typical periods offered: Spring

HISTORY 1109 First-Year Seminar: The Politics of Health in the Modern Middle East

Middle Eastern history has often been studied in terms of political and military conflicts while other aspects of society are marginalized. This course will look at how public health, medical knowledge, and particular gender norms were implicated in creating and maintaining modern states and communities in the 20th century. The course will cover topics such as: muscular Judaism and Zionism; fertility and modernity; gender roles and militarism; psychiatry and religion; the state's role in preserving health; and pluralism in the provision of health services.

Credit 3 units. A&S IQ: HUM BU: HUM, IS EN: H

Typical periods offered: Fall

HISTORY 1117 First-Year Seminar: The City in Early Modern Europe

From the city-states of Renaissance Italy to the eighteenth-century boomtowns of London and Paris, cities functioned as political, economic, and cultural centers, creating unique opportunities and challenges for their diverse inhabitants. Using a wide variety of primary and secondary sources, this course will examine how men and women, rich and poor, established citizens and marginal groups, tried to understand and manage life in the city. Their conflicting experiences and expectations created not only social and economic unrest, but also a resilient social infrastructure, a tradition of popular participation in politics, and a rich legacy of cultural accomplishment. Topics studied include: urban political and economic organization; the creation and use of public spaces; religion as a source of community and conflict; and urban crime and public punishment.

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

Typical periods offered: Spring

HISTORY 1120 First-Year Seminar: Race and Ethnicity in Latin America: Myths, Realities and Identities

What does it mean to identify as mestizo, moreno, or mulato? How have Latin American nations dealt with their mixed racial populations and their rich African and indigenous heritages? What does it mean to be black in nations where the official discourse is one of racial hybridity or color blindness? This course examines the history of racial thinking and the experience of race in Latin America. While the focus of the course will be on the complexities of race in Latin America, a place of enormous ethnic and cultural diversity, we will also draw comparisons to the history of race in the U.S.

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

Typical periods offered: Fall

HISTORY 1124 First-Year Seminar: The Meaning of Pakistan: History, Culture, Art

Pakistan is the second largest Muslim nation and the sixth most populous country in the world. First imagined as an anti-majoritarian and anti-imperial idea, the nation came to be split between East and West Pakistan, with a hostile Indian nation dividing the country. The subsequent emergence of Bangladesh, from within, exposed the complexities of US imperial and Indian power, colonialism, identity, ethnicity, race, nationalism and repression. More recently, the War on Terror has once again exploited the ethnic and cultural conflicts produced by world histories of power and resistance. The events of the past two hundred years have undoubtedly and violently exacerbated the politicization of social and cultural identities. This course situates Pakistan in the context of pre-colonial social formations, British colonialism, internal colonialism, US imperialism, the Cold War, Soviet interests, Indian regional hegemony and then turns to the powerful and diverse struggles launched by its own citizens against these external forces. How did successive empires construct and politicize social identities, and how did people contest and adapt these? How did caste, gender, race and religion shape empire and anti-imperial histories? Our sources will be historical, ethnographic, and literary. We will cover topics such as colonial fantasies, decolonization, the political uses of social categories of tribe, caste, language and gender, the political economy of militarism, terrorism, 'development', activism, diasporic formations, poetry, music and art. The course will deepen our collective understanding of a critical series of developments in world history. Just as crucially, we will build a framework within which to address the stereotypes about Pakistan that dominate popular and media discourses today.

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

Typical periods offered: Spring

HISTORY 1127 First-Year Seminar: The Caribbean and the World

For many, the Caribbean evokes images of an exotic place with beautiful beaches, friendly, happy natives and unbridled hedonism. Yet, much more than a distant vacation destination for first world consumption, the Caribbean has long been closely intertwined with major events in World History. This course explores the ways in which the Caribbean has been a part of the making of World History, beginning in the 14th century and ending in the contemporary period. Themes covered will include: capitalism and slavery; the Haitian Revolution and its global reverberations; U.S. imperialism in the Caribbean; the impact of Caribbean migration on British culture; Caribbean sports; music and food in a global context; and the contributions of Caribbean thinkers to anti-colonial and anti-imperialist thought and action.

Credit 3 units. A&S IQ: HUM, LCD BU: HUM, IS EN: H

Typical periods offered: Spring

HISTORY 1128 First-Year Seminar: Immigration and American Identity

This small-group discussion course will look at how Americans have debated questions about the fitness of immigrants for freedom and citizenship, and how those debates in turn have shaped immigrant experiences and American identity. The course will connect immigrant experiences to broader trends in U.S. history. Students will explore processes of memory-formation and the construction of national narratives that still shape our understandings of immigration today.

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

Typical periods offered: Spring

HISTORY 1129 First-Year Seminar: The Nuremberg Trials and International Justice

This course is an exercise in understanding how professional historians and the general public discover and use the past. The main goals of this course are to understand the many different methods and standards applied to the past; to understand how and why each generation changes the past as it seeks to make it usable; and to develop the skills of exposition and argumentation necessary to describe and analyze complex historical issues and to express critical ideas effectively. The subject of this inquiry will be the Nuremberg trials - the innovations and critiques around the law and politics of the trials themselves, as well as the trials' legacies for ideas about international justice in postwar America and the world. Course is for first-year, non-transfer students only.

Credit 3 units. A&S IQ: HUM BU: HUM, IS EN: H

Typical periods offered: Fall

HISTORY 1131 First-Year Seminar: Conquest Cultures: Colonialism, Violence, and Memory in Latin America

What was the Spanish Conquest? How have projects of colonization, acculturation, and religious conversion been pursued in Latin America since? Beginning with the military campaigns of Spanish conquistadores in the sixteenth century and ending with literary reinterpretations of the Spanish Conquest by Latin American writers, we explore the perpetuation of violence in the service of empire, Christianity, and nation-state formation through primary documents, films, art, literature, and scholarly work. The goal is to go beyond Columbus, Cortés, Pizarro, and other famous explorers to understand the range of actors who have played a role as interpreters, military allies, and chroniclers, with special emphasis on women and people of native American and African descent. This seminar is intended as a critical introduction to some of the major problems in Latin American history for students with limited prior knowledge of the region.

Credit 3 units. A&S IQ: HUM, LCD BU: HUM, IS EN: H

Typical periods offered: Fall

HISTORY 1132 First-Year Seminar: From the City On a Hill to 9/11: Religion and Social Justice in America

From the Puritans' search to build the city on a hill, to the growing conflation of Islam with terrorism, Americans have long nurtured a self-identity as God's chosen people, an idea that has helped them justify and normalize a theology of both conquest and suffering. This course will analyze how religion served to both buttress and contest notions of social domination, punishment, reform, and revolution in the U.S. from the colonial era to the present. Topics will include the American Jeremiad, abolitionism, slave rebellions, Native American Catholicism, Fundamentalism, the Catholic Worker Movement, Pacifism, the Black Freedom Struggle, the Moral Majority, and Post-9/11 military and gender interventions with the Islamic world.

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

Typical periods offered: Spring

HISTORY 1133 First-Year Seminar: Renaissance Florence From Dante to Machiavelli

The city of Florence has long held an important place in the history of the western world. Hailed as the birthplace of the Renaissance and of the modern state, Florence exerts a seemingly natural appeal as an object of study. But why did these things happen in Florence and why at this particular time? This course will explore these issues as well as others through the close reading of a wide range of texts produced by Florentines who left enduring marks on the history of Europe and the world. Course is for first-year, non-transfer students only.

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

Typical periods offered: Fall

HISTORY 1134 First-Year Seminar: Pirates, Explorers and the Frontiers of Empire

Shrouded in myth and legend, piracy and exploration are often misunderstood and romanticized. This course places pirates and conquistadores, explorers and colonists, willing participants and victims within their proper social context and, in doing so, introduces students to early modern imperial and Atlantic history. Topics will include: patterns and transpositions of conquest; slavery and the colonial economy; colonial frontiers; scientific exploration; piracy and empire; gender and social control.

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

Typical periods offered: Fall

HISTORY 1135 First-Year Seminar: States of Nature: The Natural Order of Society in Western Thought

This small-group discussion course gives full attention to the major moments and movements of modern European history, 1650 to the present. We will also examine some fundamental texts in the Western traditions, from the Enlightenment to Romanticism; from Marxism to Darwinism and feminism; to the diverse thought of the twentieth century. Its organizing idea is that an evolving notion of nature and the natural order has impacted Europe's definition of the state, and shaped its image of a just society. This course fulfills one of the Introductory course requirements for the major in History, however, students CANNOT get credit for both this course and History 102C.

Credit 3 units. A&S IQ: HUM BU: HUM, IS EN: H

Typical periods offered: Fall

HISTORY 1137 Sophomore Seminar: From the Suez Canal to Hoover Dam: Infrastructure & Empire in World History

Do bridges, dams, or clocks have a history? How can we read the histories of mobility and segregation from the built environment? In this seminar we will explore the co-mingled history of infrastructure and empire in their political, economic, cultural, and scientific dimensions from the 1860s through the early 1940s. We will situate projects such as the Suez Canal, standardization of international time, the Boulder/Hoover Dam project within meta- and counter-narratives of imperial and colonial activities around the world, ending with the Manhattan Project in St. Louis.

Credit 3 units. A&S IQ: HUM BU: HUM, IS EN: H

Typical periods offered: Fall

HISTORY 1140 Topics in National Security History

This purpose of this course is to introduce first year students in an intimate setting to major topics in national security policy. For that reason, enrollments will be kept small. The goal is to provide insights for students considering a major in history and perhaps even a career in policy. The course structure will rotate topics (intelligence, war, world orders, etc.) each time it is taught.

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

Typical periods offered: Spring

HISTORY 1145 Freedom, Citizenship and the Making of American Life

This course offers a broad survey of American history from the era before European settlement of North America to the late twentieth century. The course explores the emergence and geographic expansion of the United States and addresses changes in what it meant to be an American during the nation's history. Tracing major changes in the nation's economic structures, politics, social order and culture, the course chronicles, among other issues, changes in the meanings of freedom, citizenship, and American identity. Introductory course to the major and minor.

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

Typical periods offered: Fall

HISTORY 1146 Introduction to World History: The Second World War in World History

This course introduction to World History uses World War II as a lens to examine the methodologies, approaches and sources historians employ to understand and analyze historical periods. The class will explore the global connections and interactions which characterize World History. The emphasis of this course will be on digging into topics traditionally neglected: the impact of the war on race, gender, family and children; daily life; and daily ethical decision making.

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

Typical periods offered: Spring

HISTORY 1147 First-Year Seminar: African Experiences in the Second World War

Most conventional histories of the Second World War pay scant attention to Africa, thereby creating the misconception that the war had little impact on the peoples of the African continent. This introductory seminar restores the experiences of ordinary African women and men to the larger historical narratives of both Africa and World War II. Combining personal memoirs with official primary sources reveals not only how the global conflict influenced African history but also how Africans helped shape the final outcome and consequences of the war. This course is for first-year, non-transfer students only.

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

Typical periods offered: Fall, Spring

HISTORY 1151 Health and Disease in World History

Health and disease are universal human experiences, yet vary profoundly across time and place. Extending from ancient times to the present, this course surveys that variety from a global perspective. We will explore medical traditions from around the world, then examine how these responded to major epidemic diseases such as the Black Death. We will study the globalization of disease and the emergence of scientific medicine after 1450, then turn to the interrelated histories of health and disease in the modern era. Throughout, we will attend carefully to how the biological aspects of health and disease have shaped world history, while at the same time exploring the powerful mediating role of social, cultural, economic, and political factors--from religious beliefs and dietary practices to inequality, poverty, empire, and war--in determining the myriad ways in which health and disease have been experienced and understood. Introductory course to the major and minor.

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

Typical periods offered: Fall, Spring

HISTORY 1160 History and Controversy: A Survey of American History

Many contemporary controversies-- from national debt to gay marriage to worker's rights-- are grounded understandings and misunderstandings of history. This survey of American history, from European settlement to the present, investigates historical controversies that shaped American conceptions of liberty, equality, and community identity. Students will also explore how these issues evolved in their political, social, and economic environment through the lives of famous, infamous, and forgotten histoircal figures.

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

Typical periods offered: Summer

HISTORY 1170 Beatrice's Last Smile: A History of the Medieval World, 200-1500

The medieval world, stretching from the Mediterranean to the Americas, lasted from the third to the sixteenth centuries. This course is a sweeping historical narrative framed around holiness. By vividly interweaving stories about men, women, children, gods, angels and demons, it is possible to evoke the reality of holiness in ideas, spaces, buildings, smells, rivers, religion, art, noises, trees, blood, shoes, etc., from one century to another. Students will study the Late Roman Empire, Christianization, paganism, the barbarian invasions, the rise of Islam, the Carolingians, Vikings, Anglo-Saxons, and the Crusades, just to name a few. Students will read poets, philosophers, historians and novelists, which are often the only surviving fragments of wills or testimonies.

Credit 3 units. A&S IQ: HUM BU: HUM, IS EN: H

Typical periods offered: Fall

HISTORY 1190 Introduction to the History of Modern Medicine

The medical revolution is the last of the three greatest events in human history, alongside the agricultural and industrial revolutions. While all three have resulted in population increases, modern medicine has been the most responsible for the exponential growth of human society. This course will introduce students to the history of Western medicine from the Hippocratic Oath to the Human Genome Project, with special emphasis on the major problems in American medicine. Among the concepts students will explore are: the responsibility of medical practioners; the understanding of healing and suffering; surgery and the role of anesthesia; the study of human anatomy; improved diagnostic techniques; cells and microbiology; public health and the role of the state.

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

Typical periods offered: Summer

HISTORY 1200 Economic History and the Development of Modern Europe

This introductory course surveys economic history's role in the development of Europe from the seventeenth century to the present. Topics will include: the Financial Revolution; the rise of capitalism; the Industrial Revolution; Marxism; Imperialism; and the establishment of the European Union.

Credit 3 units.

Typical periods offered: Summer

HISTORY 1210 Topics in American History

A survey of major themes that reflect general trends in American history. A lecture and discussion course using both primary and secondary sources to introduce students to significant issues and methods in American history. Open only to first year students. Enrollment is limited to 15 students per section. See Course Listings for current topics.

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

Typical periods offered: Spring

HISTORY 1501 First-Year Seminar: The Presidency 101: From Washington to Trump

Is this your first presidential election, or are you a policy wonk? Regardless of your political experience, this course provides an opportunity for students to learn about the American presidency as a contemporary political institution with deep roots in American history. This first-year seminar introduces undergraduates to the presidency by considering the institution in its political and cultural contexts. Using the 2020 election as a point of departure, this course will explore how the current president as well as the aspiring candidates reveal broader trends and new developments in American political history. In addition to introducing students to the study of the presidency, this course will also introduce students to diverse means of studying culture, with assignments that range from political speeches to policy documents to popular media.

Credit 3 units. A&S IQ: SSC BU: BA

Typical periods offered: Fall

HISTORY 1540 First-Year Seminar: Saints and Society

The topic of this course is saints and society in medieval and early modern Europe. It will explore the complex relationships between exceptional holy men and women, the historical settings in which they lived, and the religious and cultural traditions on which they drew. It will consider saints as both embodiments of the highest ideals of their societies and radical challenges to ordinary patterns of social existence.

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

Typical periods offered: Spring

HISTORY 1551 Temple & Palace in World History: Approaches to Religion and Politics in the Middle East

This course aims to examine the ways in which temple and palace cooperated with and competed against each other in the Middle East from ancient to the present times. As sites of spiritual and political power, temples and palaces have played a major role in human history. They have been a source of cooperation and conflict by inspiring and regulating the spiritual and social lives of people, including how they enacted laws, developed cultures, established institutions, and interacted with each other as individuals, families, and societies. The course will trace how their interactions produced various models of authority, law and social association and how they collectively and separately rationalized social hierarchy and diversity in human societies. Introductory course to the major and minor.

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

Typical periods offered: Spring

HISTORY 1995 History Coursework Completed Abroad

This course is for 1000 level study abroad credits.

Credit 12 units.

Typical periods offered: Fall, Spring

HISTORY 1996 History Elective: 100-Level

This course is for 1000 level transfer credit.

Credit 3 units. EN: H

Typical periods offered: Fall, Spring, Summer

HISTORY 2053 Historical Fiction & Fictional Histories

The relationship between history and fiction has always been contentious and sometimes turbulent, not least because the two genres have traditionally been seen as mutually exclusive. However, new hybrid forms of writing-from historical fiction, to docudramas, to fictionalized biographies-have led to the blurring of the boundary and encouraged the claim that history itself is just another form of fiction. At the same time, historical novelists have placed increasing emphasis on the authenticity, sometimes even the accuracy, of their narratives and characterizations. And further still, contemporary writers are challenging dominant historical narratives by creating plausible fictions from the perspectives of the subordinated, the marginalized and the disenfranchised: plebeians, women, and indigenous, enslaved, and diasporic peoples. As historical novels become ever more popular, the distinction between history and fiction appears to be collapsing before our eyes. Through reading and discussing some outstanding examples of the genre of historical fiction published between the early nineteenth and the early twenty-first century (from Walter Scott to Charles Dickens, from Toni Morrison to Amitav Ghosh, from Graham Swift to Hilary Mantel), this course will investigate whether history is 'factual' or just another form of fiction; whether the appeal of historical fiction should lie in its authenticity; whether the recent success of historical novels should be viewed as a new development, or rather, as a revival of an older literary tradition; and whether novelists and dramatists are more adept than historians at interrogating issues of memory, identity, and change.

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

Typical periods offered: Fall, Spring

HISTORY 2101 Topics in History:

This course is a sophomore seminar in history; topics vary per semester. Prerequisite: sophomore standing.

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

Typical periods offered: Fall, Spring

HISTORY 2102 Topics in History

This course is a sophomore seminar in history; topics vary per semester. Prerequisite: sophomore standing.

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

Typical periods offered: Fall, Spring

HISTORY 2105 Sophomore Seminar: Mobilizing Shame: Violence, the Media, and International Intervention

Deciding when and when not to intervene in the affairs of a foreign and autonomous state has become a hot-button issue in light of the occupation of Iraq and Afghanistan, and of the more recent lending of support to Syrian rebels. In this course, students will examine the emergence of the international community, the development of human rights, the rise of the war correspondent as a mythical figure, the creation of supranational political and military institutions, the influence of the media on public sympathies, and the changing nature of global politics. Case studies may include: the Greek War of Independence, the Crimean War, the break-up of the Ottoman Empire, the Spanish Civil War, the Second World War, the Vietnam War, Apartheid in South Africa, the Rwandan genocide, the Somali Civil War, and the Balkan conflicts of the 1990s.

Credit 3 units. A&S IQ: HUM, LCD BU: HUM, IS EN: H

Typical periods offered: Fall

HISTORY 2117 First-Year Seminar: Angels, Prostitutes and Chicas Modernas: Women in Latin American History

Women have been active players in the construction of Latin American nations. In the last two decades, leading scholars in the field have taken up the challenge of documenting women's participation. This research explosion has produced fruitful results to allow for the development of specialized courses. This course looks at the nation building process through the lens of Latin American women. Students will examine the expectations, responsibilities and limitations women confronted in their varied roles from the Wars of Independence to the social revolutions and dictatorial regimes of the twentieth century. Besides looking at their political and economic lives, students will explore the changing gender roles and relations within marriage and the family, as well as the changing sexual and maternal mores.

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

Typical periods offered: Fall

HISTORY 2120 America From the Civil War

This is a course in modern American history. We begin with Reconstruction after the Civil War, with the transition of the United States from an agricultural nation to an urban industrial one. We will investigate changes in technology, urban growth, and immigration, and new ideas of government and nationalism as the United States achieves its position as a world leader through World War I and II, the Cold War, and the global world of the twenty-first century.

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

Typical periods offered: Summer

HISTORY 2124 Sophomore Seminar: Slavery and Memory in American Popular Culture

Sophomores receive priority registration. The history of slavery has long created a sense of unease within the consciousness of many Americans. Recognizing this continued reality, this seminar examines how slavery is both remembered and silenced within contemporary popular culture. Although slavery scholarship continues to expand, how do everyday Americans gain access to the history of bondage? Taking an interdisciplinary approach to these intriguing queries, we will examine a range of sources: literature, public history, art/poetry, visual culture, movies and documentaries, as well as contemporary music

including reggae and hip hop. The centerpiece of this course covers North American society, however, in order to offer a critical point of contrast students will be challenged to explore the varied ways slavery is commemorated in others parts of the African Diaspora.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: BA, HUM EN: H
Typical periods offered: Spring

HISTORY 2127 First-Year Seminar: Empire At Play: Gaming, Gambling, & Material Culture in Late Imperial China
This course offers a new perspective on what people played, how they played, and why. A series of historical changes in late imperial China, including domestication, consumerism, gender divisions, sexual fetishes, war and finances, westernization, and diasporas, have shaped the activities that people enjoyed. This course will examine game play and material culture as a lens to examine Ming-Qing history and people, especially the people's anxiety, excitement, taboos, desires, and daily life that was shaped by the broader social environment.
Credit 3 units. A&S IQ: HUM BU: HUM, IS EN: H
Typical periods offered: Fall

HISTORY 2158 First Year Seminar: Outcasts and Outlaws: The History of Othering in Modern Europe
Villainous figures such as pirates, bandits, rebels, and terrorists have easily jumped from the historical record into the broader cultural imaginary. But what, beyond their disdain for the law, do they have in common, and why do they keep resurfacing in accounts of contemporary politics? This course will survey several outsider archetypes across 19th- and 20th-century Europe and its empires. We will ask: what does it mean to be outside of the community, and which mechanisms and spaces have historically produced and maintained this exclusion? With particular attention to the history of European imperialism, this course will analyze how images of outcasts and outlaws have been shaped by perceptions of gender, race, and class, and how they have produced distinct forms of management and policing. The class will also highlight the central role that mobility has played for this type of othering. Putting archetypes from the European underworld into conversation with one another and investigating their reconfigurations across time, we will systematically work out what function they perform for past and present society and what, if any, forms of resistance they afford.
Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Spring

HISTORY 2162 First Year Seminar: Global Histories of Science and Knowledge
What makes a scientist a scientist? What is science? What are the social and cultural processes that have rendered science its meaning? This first-year seminar is an introduction to the global histories of science and knowledge, focusing especially on modern science's dynamic relationship with colonial rule, decolonization, indigenous or local knowledge traditions, and Cold War
scientific internationalism. The course examines a wide range of historical, sociological, and anthropological materials and methods in order to trace the everyday workings of different scientific disciplines within a "living laboratory," which are a series of spaces and sites that produce knowledge. These also happen to be spaces that are conventionally not viewed as normative scientific spaces, but spaces where cross-cultural contact produced knowledge (i.e., early modern philosophical, brokered and subaltern, cartographic, mechanical, astral, environmental knowledge). We will trace the uneven and "indetermined" progression of this knowledge across the Global South to understand how these ideas were made, circulated, resisted, and changed over time not just in Europe, but in Africa, East Asia, the Middle East, and South Asia. Given the interconnected nature of world history, students will also acquire tools to understand themes such as colonization, modernization, democracy, and social change critically engaged with categories of race, gender, and class.
Credit 3 units.
Typical periods offered: Spring

HISTORY 2190 The Theory and Practice of Justice: The American Historical Experience
This introductory course uses historical case studies combined with readings in law, literature, and philosophy to illuminate key episodes where definitions of justice were contested in 19th and 20th century America. Some of the conflicts to be explored include: Cherokee Removal, Civil War era debates over southern secession; whether reparation should be offered to freed people to redress the injustices of racial slavery; the denial of voting rights to women as a case of taxation without representation; 20th century controversies over legal bans on racial intermarriage; free speech versus hate speech in the 1960s and 70s; and recent debates over affirmative action and gay marriage. Attendance Required.
Credit 3 units. A&S IQ: HUM, SC Art: HUM BU: ETH, HUM EN: H
Typical periods offered: Fall

HISTORY 2200 How to Sit On an Iron Throne: Reading (Early Modern) Politics and Violence Through Game of Thrones
This class will attempt to enthusiastically pillage Game of Thrones and investigate what possible storylines were supplied by the history of 15th-17th century Europe. These storylines are heavily politicized in Game of Thrones and thus offers an exceptional opportunity to investigate how early modern men and women thought about power, fought with words and gift, built loyalties, betrayed one another, killed one another, married one another, and fielded armies of soldiers and cronies. Through the characters of Jon Snow and Tyrion Lannister, students will study the historical stain of bastardy, and with the help of Cersei Lannister, Catelyn Tully and Arya Stark, the place of women in webs of power will also be examined.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM, IS EN: H
Typical periods offered: Spring

HISTORY 2210 Who Died and Made Them Kings? People, Politics, and Power in the Atlantic World, 1500-1800
Who were the few, and who were the many, in the early-modern Atlantic World? The discovery of the Americas and the coalescing of an Atlantic World would do much to transform profoundly, the common understanding of the body politics in the early-modern world. The Americas provided new models of kingship and empire; Aztecs and Incas ruled in way which both seemed familiar and strange to Spaniards' eyes. In the Caribbean, the North, and the Amazon, nomadic and semi-nomadic nations presented even more puzzling situations, where no one seemed to rule. And yet other nations, such as the Iroquois, were experimenting with new political forms. This course is thus focused on tracking this multitude of experiences from a socio-political and anthropological perspective, rather through intellectual history.
Credit 3 units. A&S IQ: HUM, LCD BU: HUM, IS EN: H
Typical periods offered: Spring

HISTORY 2220 The Atlantic World, 1000-1800
Survey of the peoples, cultures and civilizations that bordered and traveled the Atlantic Ocean from Norse voyages up to the Napoleonic Wars. Examines the importance of the Atlantic as a frontier, an economic resource, a highway, and an impetus to technological innovation. Considers also the political, cultural, economic and demographic effects of increasing contact among Europeans, Americans, and Africans.
Credit 3 units. A&S IQ: HUM, LCD BU: HUM, IS
Typical periods offered: Fall

HISTORY 2240 African Urban History
This introductory course explores the origins and growth of African cities through the historical process of urbanization in sub-Saharan Africa. By focusing on the form and function of cities and examining their changing relations with the surrounding countryside, we will explore the fundamental urban issues and tensions which have helped to shape the history of Africa. Some of the topics to be covered include environmental issues, the creation of states, religion, cross-cultural contact, colonization, public health, gender relations and decolonization.
Credit 3 units. A&S IQ: HUM, LCD BU: HUM, IS EN: H
Typical periods offered: Fall

HISTORY 2290 From St. Louis to Shanghai: Cities and Citizens in Global Urban History
This course is designed to give students an introduction to key themes and scholarship in urban history. Readings and class discussions will examine how cities change over time, how urban spaces are continually built and rebuilt, and the way in which activists and government officials assert power. The course will span a large geographical and chronological scope. Special attention will be paid to St. Louis, in relation to urban spaces around the globe, especially Chinese, Brazilian and Indian cities, to reveal how an international framework forces us to rethink what we know about cities and what the concept of urban means.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM, IS EN: H
Typical periods offered: Fall

HISTORY 2320 War, Rebellion, and the Formation of American Identity, 1754-1865
Warfare is a creative process. New states, identities, and cultural movements appear from the violence and destruction. This course will survey the United States' experiences with organized armed conflict from before the American Revolution to the end of the Indian Wars. Though the class will deal with war, its focus will not be on military tactics or the outcome of battles. Rather, the course will utilize war as a prism through which to view the ways in which Americans conceived of themselves. Students will address a number of questions: How and why did people in North America conceive of themselves as distinct from Europeans? Did war lead to more inclusive or exclusive views of who was considered American? How did people of different backgrounds view violent conflict? Why did some wars become central to American myth and others largely forgotten? Did war and rebellion promote a newly formed nationalism or did they help lead to sectionalism and the Civil War? What is the relationship of warfare to cultural products? Readings will consist of secondary materials from a range of disciplines and primary documents that include novels, speeches, newspaper articles, letters, memoirs, editorial cartoons, and paintings.
Credit 3 units. A&S IQ: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall

HISTORY 2340 Power and the Holy in Latin Christendom
This course focuses on the conflicts for legitimization between popes and emperors in late medieval Europe. We will explore the various discourses through which power was legitimated and reproduced throughout Latin Christendom. The weakening of imperial control in northern and central Italy in the eleventh century allowed for the creation of new forms of organization: city communes. As new structures of social aggregation emerged within the urban landscape of late-medieval Europe, city elites experimented with new forms of power. Religion and heresy were indissoluble elements of the new discourses deployed to claim legitimate authority. Some of the questions we will pose through our discussion of primary sources and secondary readings will impinge on the relation between political and religious discourses in shaping the world of late medieval Europe. Can we separate between the secular and the religious? Are these adequate categories for an historical analysis of the ways in which medieval people experienced their world?
Credit 3 units. A&S IQ: HUM, LCD BU: HUM, IS EN: H
Typical periods offered: Spring

HISTORY 2346 The Living American Civil War
This course focuses on the Civil War and Reconstruction as the central drama of American life in the 19th century, and also, the central event of American history itself, to the present day. How do we begin to understand the significance of the killing fields of the American Civil War, its three quarters of a million dead? The bloody conflict, and its causes and consequences, are explored from multiple perspectives: those of individuals such as Lincoln, McClellan, Davis, Grant, Longstreet and Lee, Dix and Tubman, Douglas and Douglass, who made momentous choices of the era; of groups such as the African American freedpeople and the Radical Republicans, whose struggles for freedom and power helped shape the actions of individuals; and of the historians, novelists, filmmakers and social movements that have fought to define the war's legacy for modern America. How is the Civil War both long ended and, at the same time, very much alive and still contested in contemporary America? Modern, U.S. PREREQUISITE: Sophomore standing or permission of the instructor.
Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Spring

HISTORY 2360 Urban America
The city is a crucial frame for understanding the nation's cultural, economic, social, political and ecological concerns. This course discusses its importance in shaping American society and consider urban environments as living, breathing, contracting and expanding regions in the landscape. Questions of race, class and gender will be explored in an attempt to understand the current configuration of American cities, and to allow students to engage meaningfully with the continual transformation of urban space. Attention will be paid to the role played by popular imagination in the formation of public policy, civic spatial arrangement, suburban development and urban historical geography.
Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM BU: BA, HUM EN: H
Typical periods offered: Spring

HISTORY 2412 Sophomore Seminar: Slow Violence: An Introduction to Political Ecology
This sophomore seminar is as an introduction to the related fields of political ecology and environmental history. Students will learn how to use the tools of political economy and historical inquiry to understand how environmental change and conflict are informed by political, economic, and social dimensions. While hurricanes and forest fires serve as spectacular symbols for an ecosystem gone wrong, it is the pervasive slow violence of the unspectacular, the invisible, that seeps into the daily lives of millions across the globe. From toxic waste

deposits creating cancer clusters to the long-term effects of consistent heat exposure, the environmental consequences of human agency are played out in the deteriorating bodies of the poor and in the slow and steady contamination of the landscape.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA, HUM EN: H
Typical periods offered: Spring

HISTORY 2420 Globalization and Its Discontents
Today, the heady promises of globalization appear to have failed us. The notion of global markets and global citizens seems to have remained at best, an ideal. Meanwhile the world's majority has witnessed a staggering decline in education, nutrition, health and even physical mobility. Nowhere have these developments passed unquestioned: from the rise of the so-called Maoist insurgency in India to the Occupy movement in the US, people and especially the youth have expressed their outrage in creative and unconventional ways. This course plots the long and necessarily violent history of forging global interconnections. The lens for our analysis will be India, South Asia and their relationship with the United States. We will approach a range of novels, films and popular cultural artifacts as we build our own understanding of the nature, critique and promise of globalization.
Credit 3 units. A&S IQ: HUM, LCD BU: HUM, IS EN: H
Typical periods offered: Fall

HISTORY 2450 Ben Franklin's America
In this course, we will explore Ben Franklin's America, from the earliest stirrings of political and religious dissent in the first decades of the eighteenth century to the post-Revolutionary debates over the meaning of republican virtue, American character, and representative government. We will read primary sources from a variety of figures who contributed to the century-long debate over these subjects, and then we will hear from Franklin himself, as he offers his own insight into these issues, observing the changes taking place around him.
Credit 3 units. A&S IQ: HUM BU: BA, HUM EN: H
Typical periods offered: Fall

HISTORY 2460 Sophomore American Frontiers: Badlands and Borderlands in U.S. History, 1776-1898
This course will examine the northern, southern, and above all western regions that comprised the borders and borderlands of the United States from the American Revolution through the late nineteenth century. Exploring local cultures and politics in depth, American Frontiers will address not only the mechanisms by which the United States wrested control of the continental interior, but the immediate and longer-term social consequences of this process for the peoples living within its diffuse regions. In addition to reading scholarly literature, students will work with primary sources such as travel narratives, maps, newspapers, photographs and paintings. Further, there will be frequent explorations into recent fiction and film, encouraging students to question and critique the very imagery that Americans use to construct their visions of the frontier. Through interwoven lectures and in-class discussion, students will be exposed to Indian, Mexican, Canadian, and American voices, black and white, female and male, that will lend original perspectives to the questions of governance, labor, warfare, law, immigration, freedom, and family that consumed border residents straddling multiple worlds.
Credit 3 units. A&S IQ: HUM, LCD BU: BA, HUM EN: H
Typical periods offered: Spring

HISTORY 2470 Contested Histories of International Development: Theories, Case Studies, and Controversies
These are the central questions with which students will grapple as they draw from conventional historical texts, fiction, poetry, United Nations reports, films, and cartoons in Histories of International Development. As the end of World War II gave rise to the Cold War, the Third World emerged as a battle ground on which global superpowers vied for influence, often through development initiatives. Critically examining development therefore provides a lens into the major historical processes that dominated the second half of the 20th century, from decolonization to the Cold War, the expansion of capitalism in its many forms and, eventually, the War on Terror. Combining an intellectual history of development with a series of case studies from around the globe, this course examines the myriad ways policy makers, theorists, and everyday people have created, contested, and reworked the complicated meanings of international development.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM, IS EN: H
Typical periods offered: Fall

HISTORY 2480 Undergraduate Internship in History
Students receive credit for a faculty-directed and approved internship. Registration requires completion of the Learning Agreement which the student obtains from the Career Center and which must be filled out and signed by the Career Center and the faculty sponsor prior to beginning internship work. Credit should correspond to actual time spent in work activities, e.g., 8-10 hours a week for 13 or 14 weeks to receive 3 units of credit; 1 or 2 credits for fewer hours. Students may not receive credit for work done for pay but are encouraged to obtain written evaluations about such work for the student's academic adviser and career placement file.
Credit 3 units.
Typical periods offered: Fall, Spring

HISTORY 2721 Ampersand: Rethinking Washu's Relation to Enslavement: Past, Present and Future
Explore Washington University's entanglement with the institution of slavery over its 168-year history. This full-year course guides students into independent research that engages the distortions, erasures, and silences of the slavery archive, especially as they pertain to Black lives in St. Louis whose stories shape the University's long and important tradition. Use textual and digital methods in an endeavor to understand this past, learn how it shapes our present, and consider how it ought to shape our institutional future. This class is for first-year, non-transfer students only.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA, HUM EN: H
Typical periods offered: Fall

HISTORY 2722 Ampersand: Rethinking Washu's Relation to Enslavement: Past, Present, and Future
The goal of our course, Ampersand L61 2722, "Rethinking Wash U's Relationship With Enslavement: Past, Present, and Future, II," (the companion course to L61 2721), is to provide the mentoring, supporting structures, learning experiences, and resources, and above all, the time and space (see "Benchmarks," below), to allow first-year students to produce an original final research paper, 15-20 pages in length, through a graduated process over the fourteen weeks of the spring term. Students will construct this paper on the foundation of the Prospectus that they have produced as the final project for L61 2721 in the previous fall term. This course will also feature a series of engagements with key turning points and conjunctures in the intertwined histories of Washington University and St. Louis city and region, focusing on the rise and development of the modern university in the long emancipation era which has been profoundly shaped by the afterlives of the era of enslavement we have been studying in the fall semester: the Emancipation moment ("Emancipation, Freedom and the Afterlives of Enslavement"); the World's Fair of 1904 and the Construction of the Modern Washington University, Hilltop Campus; 1968-69: The Creation of Black Studies at Washington University; and Contemporary Challenges and Struggles, Washington University in the Era of Ferguson: Past, Present, and Future.
Credit 3 units.

Typical periods offered: Spring

HISTORY 2850 Ampersand: The Holocaust: A European Experience
Between 1939 and 1945, Nazi troops invaded, occupied and destroyed major parts of Europe. A central aim of the Nazi project was the destruction of European Jewry, the killing of people, and the annihilation of a cultural heritage. This course seeks to deal with questions that,more than seventy years after what is now known as the Holocaust, still continue to perplex. Why did Germany turn to a dictatorship of racism, war, and mass murder? Why did the Nazis see Jews as the supreme enemy, while also targeting Poles, Ukranians, Soviets, homosexuals, the Roma, and the disabled? The course introduces students to issues that are central to understanding Nazi occupation and extermination regimes. Students will look at survival strategies in Western Europe including emigration, resistance movements in Eastern European ghettos, local residents' reactions to the murder in their midst, and non-European governments' reactions. Course is for first-year, non-transfer students only.
Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM BU: HUM, IS EN: H
Typical periods offered: Fall

HISTORY 2851 Ampersand: Representations of the Holocaust in Literature and Film
As the Holocaust recedes into the historical past, our knowledge of the event becomes increasingly dominated by literary and cinematic representations of it. This course focuses on such depictions of the Holocaust in literature and film and raises a number of provocative questions: What does it mean to represent the horror of the Holocaust, and how can literary works and films adequately do so? Can one effectively depict the event in realistic terms, or do unrealistic representations work better? What happens to the history of the Holocaust when it becomes the subject of a fictional text? Who is authorized to speak for the victims? Are representations of perpetrators appropriate? Which experiences of the Holocaust are most often represented in the contemporary public imagination, and which are ignored or repressed? Can one speak of a "master narrative" of the Holocaust? We will grapple with these challenging questions by examining representations in a range of genres and media, including survivor memoirs, wartime accounts, journalistic explorations, fictional narratives, a graphic novel, art and photography, documentary and feature film, museums and memorial sites, and social media. Reserved for first-year students enrolled in the Ampersand Program on the History, Memory, and Representation of the Holocaust. Successful completion of L61 FYP 2850 Ampersand: The Holocaust: A European Experience required.
Credit 3 units.
Typical periods offered: Spring

HISTORY 3006 Historical Methods
This is a small-group reading course in which students are introduced to the skills essential to the historian's craft. Emphasis will be on acquiring research skills, learning to read historical works critically, and learning to use primary and secondary sources to make a persuasive and original argument. See Course Listings for current topics. Required for history majors. Preference given to history majors; other interested students welcome.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM, IS EN: H
Typical periods offered: Fall

HISTORY 3007 Historical Methods-African History
This is a small-group reading course in which students are introduced to the skills essential to the historian's craft. Emphasis will be on acquiring research skills, learning to read historical works critically, and learning to use primary and secondary sources to make a persuasive and original argument. See Course Listings for current topics. Required for history majors. Preference given to History majors; other interested students welcome.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H
Typical periods offered: Fall, Spring

HISTORY 3008 Historical Methods-Latin American History
This is a small-group reading course in which students are introduced to the skills essential to the historian's craft. Emphasis will be on acquiring research skills, learning to read historical works critically, and learning to use primary and secondary sources to make a persuasive and original argument. See Course Listings for current topics. Required for history majors. Preference given to History majors; other interested students welcome.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H
Typical periods offered: Fall, Spring

HISTORY 3009 Historical Methods-Middle Eastern History
This is a small-group reading course in which students are introduced to the skills essential to the historian's craft. Emphasis will be on acquiring research skills, learning to read historical works critically, and learning to use primary and secondary sources to make a persuasive and original argument. See Course Listings for current topics. Required for history majors. Preference given to History majors; other interested students welcome.
Credit 3 units. A&S IQ: HUM, LCD BU: HUM, IS EN: H
Typical periods offered: Spring

HISTORY 3016 Renaissance Europe
The Renaissance was a time of tremendous cultural change, global expansion, and political and religious conflict that gave birth to the modern world. Yet, these dynamic developments were produced by an anxious society, where limited technological capabilities and an increasingly rigid system of social and gender divisions discouraged innovation and encouraged repressive measures. This course seeks to answer the question of how these contradictory impulses shaped the European Renaissance.
Credit 3 units. A&S IQ: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall

HISTORY 3017 Humors, Pox and Plague: Medieval and Early Modern Medicine
This course examines how people thought about, experienced, and managed disease in the medieval and early modern periods. Students will consider developments in learned medicine alongside the activities of a diverse range of practitioners-e.g. surgeons, empirics, quacks, midwives, saints, and local healers-involved in the business of curing a wide range of ailments. Significant attention will be paid to the experiences of patients and the social and cultural significance of disease. Major topics include: the rise and fall of humoral medicine; religious explanations of illness; diseases such as leprosy, syphilis, and plague; the rise of anatomy; herbs and pharmaceuticals; the experience of childbirth; and the emergence of identifiably modern institutions such as hospitals, the medical profession, and public health. The focus will be on Western Europe but we'll also consider developments in the Islamic world and the Americas.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

HISTORY 3018 Hot Peace: U.S.-Russia Relations Since the Cold War

This course is an historical analysis of U.S.-Russia relations since the end of the Cold War. Focusing on reset diplomacy during the terms of five American and three Russian presidents since 1990, it reveals a familiar historical pattern that begins with high hopes, dialogue, and optimism only to be followed by vast disappointment, standoffs, and pessimism. Despite this dynamic, the course shows how and why the two countries have been able to cooperate at times to make substantial headway on critical issues such as arms control, nonproliferation of WMD, NATO expansion, counterterrorism, and economic and energy development, whereas at other times they have run afoul of major obstacles such as further NATO expansion, missile defense, and democracy and human rights in Russia. The course also examines how many political events created substantial challenges to U.S.-Russia relations, including the Balkan Wars; U.S. wars in Iraq and Afghanistan; Russia's wars in Chechnya, Georgia and Ukraine/Crimea; the Color Revolutions; the Arab Spring and subsequent civil wars in Iraq, Syria, Yemen and Libya; the fight against ISIS and other militant Islamists; the threats posed by Iran and North Korea; the rise of China; espionage crises; hybrid wars; cyberattacks; and disinformation campaigns. Two vital questions frame the analysis: (1) Why has it been so difficult for these two great powers to develop a mutually beneficial relationship? (2) What would be required to move beyond the limited partnership to something more productive and sustaining? The course concludes by evaluating reset diplomacy and the ongoing attempts to move U.S.-Russia relations beyond a Hot Peace.

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

Typical periods offered: Spring

HISTORY 3019 Life and Death On the High Seas

The sea is one harsh mistress. For centuries, men - and women - have crisscrossed the oceans on frail bits of wood, rope, and canvas, sometimes in hopes of adventure, a better life, pillage; sometimes, in anger and despair that came with harsh labor, or enslavement. In this class, we will retrace their voyages, their steps, their stories - from ports to ships, from the seas to the coast. We will encounter women of power and influence on the coast of Senegal; merchants and marauders in the Caribbean, cross-dressing sailors and tyrannical captains in the North Atlantic; scientists and botanists in the Pacific. We will follow rebellions and mutinies of sailors and enslaved people. This class therefore looks at urban history, the history of labor, of slavery, of gender, and of power. Pre-modern, Transregional

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

Typical periods offered: Spring

HISTORY 3027 Topics in the History of Medicine: History of Madness

Mental health -- its diagnosis, social implications, and experience -- is a central and increasingly visible part of the practice of medicine. This course explores madness. How have different societies explained and responded to states of mind, behavior, and emotion judged to be unreasonable? What role has medicine played in framing understandings about mental disorders and their management? During this course we will engage these questions, charting the shifting experience of mental illness roughly from the Middle Ages to the present. Themes covered include: religious models of madness; humoral medicine and disorders such as melancholy; the pre-modern madhouse and the emergence of the modern asylum; the history of psychiatry; the insanity defense in the courtroom; patient autobiography; gender, race, and mental health.

Credit 3 units. A&S IQ: HUM BU: ETH, HUM EN: H

Typical periods offered: Fall

HISTORY 3028 An Inconvenient Truth: The Human History of Climate Change

While climate change has become a hot-button issue in recent decades, it is by new means a new concern. Advisors to the king of France were warning against deforestation in the eighteenth century and nineteenth century. Scientific experiments revealed the arrival of acid rain in the industrial centers of Great Britain. This course will examine the longer history of climate change and how it has been addressed as a scientific, political and environmental issue. Students will be introduced to the field of environmental history and explore how the methods of this field of inquiry challenge traditional historical categories.

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

Typical periods offered: Spring

HISTORY 3029 Cracks in the Republic: Discontent, Dissent, and Protest in America, 1950-1975

This course examines the rise and impact of several major political, social and cultural protest movements in the United States during the middle part of the 20th century. It focuses on the Beats, Civil Rights, New Left, Anti-Vietnam War, Counter-Culture, Black Nationalism, Ethnic Consciousness, Women's Liberation and Gay/Lesbian Liberation, and contextualizes these movements within major national and international developments including Jim Crow and de facto segregation, middle-class ennui, and the Cold War. We will pay special attention to the role of youth activism and the methods of dissent and protest used to challenge the status quo.

Credit 4 units. A&S IQ: HUM Art: HUM BU: HUM

Typical periods offered: Spring

HISTORY 3030 The Global War On Terrorism

This course presents an historical assessment of the Global War on Terrorism (GWOT) from the perspective of its major participants: militant Sunni Islamist jihadists, especially the Al-Qaeda network, and the nation states that oppose them, particularly the United States and its allies. The course then concludes by analyzing the current state and future of Islamist jihad and the GWOT.

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

Typical periods offered: Spring

HISTORY 3034 Jews in French History and Culture

This course will explore the rich history of the representations of Jews within French culture and contributions to French history. The class will consider how French Jews served as incubators of cultural modernity. France was the first country in Europe to emancipate Jews from their ghettos, offering them civil rights and civic equality. But at the same time, France was a crucible for the development of modern anti-Semitism. Jews appear as characters in novels, hosts of intellectual salons, as actors on the French stage, as icons of financial capitalism, as examples of the limits and possibilities of immigration, integration, and even assimilation, as authors and intellectuals, as quintessentially French and Other to France. We will navigate these tensions through literature, art, film, theater, and in their diverse historical contexts.

Credit 3 units. A&S IQ: HUM, LCD, SC BU: HUM EN: H

Typical periods offered: Spring

HISTORY 3036 Poverty and Social Reform in American History

This course explores the history of dominant ideas about the causes of and solutions to poverty in American society. We will investigate changing economic, cultural, and political conditions that gave rise to new populations of impoverished Americans and to the expansion or contraction of poverty rates at various times in American history. However, we will focus primarily on how various social commentators, political activists, and reformers defined poverty, explained its causes,

and struggled to ameliorate its effects. The course aims to highlight changes in theories and ideas about the relationship between dependence and independence, personal responsibility and social obligation, and the state and the citizen.
Credit 3 units. A&S IQ: HUM BU: BA, HUM EN: H
Typical periods offered: Fall, Spring

HISTORY 3038 9/11 in World History
A century from now, historians will identify 9/11 as a milestone in twentieth and twenty first century world history. This course questions why a single terrorist episode redefined the landscape of global geopolitics. It proceeds from the assumption that the tragedy's global consequences stem no less from the historical context of the Muslim world than from America's contemporary superpower status. Put more simply, a rigorous world history lens upon twentieth century Islam is a prerequisite for understanding 9/11's profound transnational significance in our time and for future generations.
Credit 3 units. A&S IQ: HUM, LCD BU: HUM, IS EN: H
Typical periods offered: Fall

HISTORY 3039 Islamic History: 600-1200
The cultural, intellectual, and political history of the Islamic Middle East, beginning with the prophetic mission of Muhammad and concluding with the Mongol conquests. Topics covered include: the life of Muhammad; the early Muslim conquests; the institution of the caliphate; the translation movement from Greek into Arabic and the emergence of Arabic as a language of learning and artistic expression; the development of new educational, legal and pietistic institutions; changes in agriculture, crafts, commerce and the growth of urban culture; multiculturalism and inter-confessional interaction; and large-scale movements of nomadic peoples.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H
Typical periods offered: Fall

HISTORY 3047 Early Modern China
This course examines political, socio-economic, and intellectual-cultural developments in Chinese society from the middle of the fourteenth century to 1800. This chronological focus largely corresponds to the last two imperial dynasties, the Ming (1368-1644) and Qing (1644-1911). Thematically, the course emphasizes such early modern indigenous developments as increasing commercialization, social mobility, and questioning of received cultural values.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H
Typical periods offered: Fall

HISTORY 3049 Chinese Diasporas
Five hundred years ago, the Chinese population was concentrated in core areas of China proper. Beginning in the 16th century, significant numbers of Chinese people moved to the frontiers of an expanding China and across its borders: to Japan and Southeast Asia, to the Americas and Australia, and to Africa and Europe. Although Chinese migration certainly existed beforehand, the period from the 16th century to the present day is marked by the emergence of sustained movement of non-state actors and the development of institutions -- ranging from native-place associations to tourist agents' websites -- that supported this vast circulation of people. Likewise, in many emigrant communities and host societies, Chinese diasporic families adapted to migration as a way of life. This course traces this worldwide circulation of Chinese people over these five centuries.
Credit 3 units. A&S IQ: HUM, LCD BU: HUM, IS EN: H
Typical periods offered: Spring

HISTORY 3053 Cyborgs in History: From Cybernetics to Artificial Intelligence
Who coined the word cyborg, and why? How did cyborgs become so integral to our imaginative worlds and daily existence? In this course, we will contemplate the intersection between technologies and societies through the lens of cyborgs, a term that is shorthand for cybernetic organisms. Defying the separation between humans and machines, cyborgs have been critical to sciences, humanities, pop culture, feminism, afrofuturism, and queer studies, among many other fields of inquiry. This course will take a deep dive into the worlds of scientists, scholars, artists, and ordinary people to discover the cultural meanings of cyborgs across time and space. Along the way, we will meet Norbert Wiener, who coined the term cybernetics; Donna Haraway, for whom the cyborgs were a revolutionary species; and John C. Lilly, who thought he could speak with dolphins. We will also travel to the USSR to read about a failed internet; to Chile, where cybernetics was a socialist project; and to Japan, to learn about gender and technology in non-Western spaces. By the end of the course, students will have a strong theoretical and historical grasp on the social worlds of cybernetic technologies.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: BA, HUM EN: H
Typical periods offered: Fall

HISTORY 3054 Superhuman Histories: Living, Working, and Dying With Animals
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

HISTORY 3070 Modern Latin America
This course aims to present a survey of Latin American history from Independence to the present. Topics to be covered include the Wars of Independence; caudillismo; nationalism; liberalism; slavery and indigenous peoples; urbanization, industrialization and populism; ideas of race & ethnicity; the Mexican and Cuban Revolutions; US intervention; modernity, modernism and modernization; motherhood and citizenship; the Cold War; terror and violence under military dictatorships and popular resistance movements. While the course aims to provide students with an understanding of the region, it will focus primarily on the experiences of Mexico, Cuba, Brazil, Argentina and Central America.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H
Typical periods offered: Spring

HISTORY 3083 Beautiful Losers: The French in North America, 1500-1850
Adventurous fur-traders, fun-loving carnival-goers, magnanimous noblemen, simple but goodhearted Catholic peasants: the portrait of the French in the Americas rarely goes beyond these time-honored stereotypes. The French have usually been treated as quaint remnants of a bygone age, vanquished first by the British army and then by the march of modernity. This course seeks to rescue these historical actors from the typecasting to which we often condemn them. Through this examination of the French presence in the Americas, we will rethink and revisit the familiar stories of British North America: stories of slavery, commerce, property, piety and migration. The contrasted differences will also allow us to reflect on the nature of colonialism and question some ready-made understandings about colonial British America and the Early Republic.
Credit 3 units. A&S IQ: HUM, LCD BU: HUM EN: H
Typical periods offered: Fall

HISTORY 3085 19th-Century China: Violence and Transformation
This course traces the history of China over the course of the 19th century, with an emphasis on social and cultural history. This was one of the most tumultuous centuries in Chinese history, during which China faced threats from abroad in the form of Western and Japanese imperialism as well as from within in the form of environmental degradation and rebellions resulting in an unprecedented loss of human life. The 19th century has thus often been portrayed as a period of sharp decline for China. At the same time, we will explore the ways in which the origins of the dynamic society and economy found in China today -- as well as the worldwide influence of overseas Chinese -- can be traced to this century of turmoil.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H
Typical periods offered: Spring

HISTORY 3087 From the Renaissance to Nazi Germany:Ancient Greece and Rome in German Nationalism
In 1943 the Nazi SS stormed the Italian Villa Fontedamo in search of a book: the Germania of the ancient Roman historian Tacitus. Storming the villa was just one example of a quest Germans had been undertaking since the Renaissance: to find German national identity with the help of Ancient Greece and Rome. Graeco-Roman antiquity provided the Germans with the first comprehensive description of their ancient ancestors in the Germania and their first national hero, Arminius. In this course, we will study the impact of that Greece and Rome had on German national identity starting in the 16th century when a group of poet-scholars transformed the Germania and Arminius into central components of German national identity. We will trace it through the Enlightenment in the 17th-18th centuries and into the age of imperialism in the 19th century when the first monument to Arminius was erected in Germany, the so-called Hermannsdenkmal (Monument to Arminius). We will end with how the Nazis reinterpreted the culture of Ancient Greece and Rome as a justification for fascism and violent nationalism. We will debate extensively and write in detail about questions of authority, identity, tolerance, intolerance, belonging, and ultimately why classical culture has been one of the most influential forces of the last 500 years. Our focus will lie on three key questions, each of incomparable relevance in today's world: 1. Why did German nationalists turn to Ancient Greece and Rome? Addressing this question will help us understand the decisive role classical antiquity has had since Rome fell in 476 CE 2. What specific mechanisms were used to interpret Graeco-Roman culture and knowledge? Answering this will allow us to evaluate how history is always in service of identity and power. 3. How did German identity develop? Evaluating this will help us understand how Renaissance-era poet-scholars were at the beginning of an identity creation that exploded in the 1900s. Our goals are to understand classical culture's potential for use and abuse, and to develop tools for historical thought and insight that help us understand the past and present
Credit 3 units.

HISTORY 3089 Gender, Health, and Resistance: Comparative Slavery in the African Diaspora
Slavery is a field of historical study that continues to undergo considerable transformation within scholarly investigation. As such, scholars have sought to initiate much broader understandings of the evolution of slavery across both time and geographical space. This course will utilize a comparative approach to examine the experiences of enslavement common throughout the African Diaspora, particularly within the United States, the Caribbean, and parts of Latin America. Some themes briefly covered within this course include: gender, sexuality, community, resistance, medicine, labor, and culture.
Credit 3 units. A&S IQ: HUM, LCD BU: HUM, IS EN: H
Typical periods offered: Fall

HISTORY 3090 Crusade, Conflict, and Coexistence: Jews in Christian Europe
This course will investigate some of the major themes in the history of the Jews in Europe, from the Middle Ages to the eve of the French Revolution. Jews constituted a classic, nearly continuous minority in the premodern Christian world-a world that was not known for tolerating dissent. Or was it? One of the main purposes of the course is to investigate the phenomenon of majority/minority relations, to examine the ways in which the Jewish community interacted with and experienced European societies, cultures, and politics. We will look at the dynamics of boundary formation and cultural distinctiveness; the limits of religious and social tolerance; the periodic eruption of persecution in its social, political, and religious contexts; and the prospects for Jewish integration into various European societies during the course of the Enlightenment era.
Credit 3 units. A&S IQ: HUM, LCD, SC BU: ETH, HUM, IS EN: H
Typical periods offered: Fall

HISTORY 3092 Vienna, Prague, Budapest: Politics, Culture and Identity in Central Europe
The term Central Europe evokes the names of Freud and Mahler; Kafka and Kundera; Herzl, Lukács, and Konrád. In politics, it evokes images of revolution and counter-revolution, ethnic nationalism, fascism, and communism. Both culture and politics, in fact, were deeply embedded in the structures of empire (in our case, the Habsburg Monarchy)--structures which both balanced and exacerbated ethnic, religious, and social struggles--in modern state formation, and in the emergence of creative and dynamic urban centers, of which Vienna, Budapest, and Prague were the most visible. This course seeks to put all of these elements into play--empire, nation, urban space, religion, and ethnicity--in order to illustrate what it has meant to be modern, creative, European, nationalist, or cosmopolitan since the 19th century. It engages current debates on nationalism and national identity; the viability of empires as supra-national constructs; urbanism and modern culture; the place of Jews in the social and cultural fabric of Central Europe; migration; and authoritarian and violent responses to modernity.
Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM BU: HUM, IS EN: H
Typical periods offered: Fall

HISTORY 3093 Becoming Modern: Emancipation, Antisemitism and Nationalism in Modern Jewish History
This course offers a survey of the Jewish experience in the modern world by asking, at the outset, what it means to be-or to become-modern. To answer this question, we look at two broad trends that took shape toward the end of the eighteenth century-the Enlightenment and the formation of the modern state-and we track changes and developments in Jewish life down to the close of the twentieth century with analyses of the (very different) American and Israeli settings. The cultural, social, and political lives of Jews have undergone major transformations and dislocations over this time-from innovation to revolution, exclusion to integration, calamity to triumphs. The themes that we will be exploring in depth include the campaigns for and against Jewish emancipation; acculturation and religious reform; traditionalism and modernism in Eastern Europe; the rise of political and racial antisemitism; mass migration and the formation of American Jewry; varieties of Jewish national politics; Jewish-Gentile relations between the World Wars; the destruction of European Jewry; the emergence of a Jewish nation-state; and Jewish culture and identity since 1945.
Credit 3 units. A&S IQ: HUM, LCD, SC Art: HUM BU: HUM, IS EN: H UColl: HEU, HSM
Typical periods offered: Fall

HISTORY 3094 History of the Jews in Islamic Lands
This course is a survey of Jewish communities in the Islamic world, their social, cultural, and intellectual life from the rise of Islam to the Imperial Age.Topics include: Muhammad, the Qur'an and the Jews; the legal status of Jews under Islam; the spread of Rabbinic Judaism in the Abbasid empire; the development of new Jewish identities under Islam (Karaites); Jewish traders and scholars in Fatimid Egypt; the flourishing of Jewish civilization in Muslim Spain (al-Andalus); and Sephardi (Spanish) Jews in the Ottoman empire. On this background, we will look closely at some of the major Jewish philosophical and poetical works originating in Islamic lands. Another important source to be studied will be documents from the Cairo Genizah, reflecting social history, the status of women, and other aspects of daily life.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H
Typical periods offered: Fall, Spring

HISTORY 3095 Modern Eurasia: Afghanistan and Central Asia
This course offers an introduction to the political, religious, cultural and social history of Russian Central Asia, Afghanistan, and Xinjiang in modern times, with a focus on the last century. Students will consider the complex relationship between historical notions of Islam and modernity as a central analytical lens for understanding this region's contemporary history, and in particular, highlight the central role of the Muslim faith as a source of inspiration, consternation and anxiety among rulers, reformers, conquerors, and modernizers.
Credit 3 units. A&S IQ: HUM BU: HUM, IS EN: H
Typical periods offered: Spring

HISTORY 3103 The World is NOT Enough: Europe's Global Empires, 1400-1750
Non sufficit orbis (the world is not enough) became the motto for King Philip II of Spain, whose empire touched nearly every part of the globe. Europe's expansion to Africa, Asia, and the Americas was a transforming event for world history and for its willing and unwilling participants. This course examines the religious, political, and economic forces driving the overseas expansion of Europe, compares the experience of European sailors, soldiers, and merchants in different parts of the world, and analyzes the effect of empire on the colonizers, the colonized, and the balance of world power. Topics covered include: Portuguese and Spanish conquests in the East and West Indies, religious conversion and resistance, trade routes and rivalries, colonial practices and indigenous influence, the establishment of Atlantic slavery, and the rise of the Dutch and English empires.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H
Typical periods offered: Spring

HISTORY 3104 War, Genocide and Gender in Modern Europe
This course explores the way in which gender and gender relations shaped and were shaped by war and genocide in 20th century Europe. The course approaches the subject from various vantage points, including economic, social and cultural history, and draws on comparisons between different regions. Topics covered will include: new wartime tasks for women; soldier's treatment of civilians under occupation, including sexual violence; how combatants dealt with fear, injury and the loss of comrades; masculilne attributes of soldiers and officers of different nations and in different wartime roles; survival strategies and the relation to expectations with regard to people's (perceived) gender identity; the meanings of patriotism for women and men during war; and gender specific experiences of genocide.
Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM BU: HUM, IS EN: H
Typical periods offered: Fall, Spring

HISTORY 3106 Europe in the Age of Reformation
How should people act towards each other, towards political authorities and towards their God? Who decided what was the right faith: the individual? the family? the state? Could a community survive religious division? What should states do about individuals or communities who refused to conform in matters of religion? With Martin Luther's challenge to the Roman Catholic Church, the debates over these questions transformed European theology, society, and politics. In this class we will examine the development of Protestant and Radical theology, the Reformers relations' with established political authorities, the response of the Catholic Church, the development of new social and cultural expectations, the control of marginalized religious groups such as Jews, Muslims, and Anabaptists, and the experiment of the New World.
Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: HUM, IS
Typical periods offered: Fall

HISTORY 3109 Riots and Revolution: A History of Modern France From 1789 to the Present
This course surveys the history of France in the nineteenth and twentieth centuries, from the French Revolution through the European Union. The focus in this course will be on the relationship between Paris and the provinces and how the dynamic between the seemingly all-powerful capital and its periphery, both colonial and metropolitan, played into the history of modern France. Major topics include: the legacy of the French Revolution; the development of French nationalism; popular political uprisings; the meaning of modernity; colonialism; French cultural capital; and the changing fortunes of France on the international stage.
Credit 3 units. A&S IQ: HUM, LCD BU: HUM, IS EN: H
Typical periods offered: Fall

HISTORY 3110 The Rise and Fall of Indian Country, 1776-1900
What does the phrase Indian Country mean in American history? Was it a soverign state with complex political societies, an ill-defined place distinguished by a savage wilderness, or something else entirely? By examining the long history of Indian Country as both a physical space and a political concept, this course asks questions about how North America's indigenous people shaped the political history of the continental interior from the establishment of the United States to the closing of the frontier in the 1890s. Indian Country as a historical concept touches on some of the crucial aspects of American history: race, space and political identity, and challenges our assumptions about what government, nationality and cultural identity look like in the American context.
Credit 3 units. A&S IQ: HUM, LCD, SC BU: BA, HUM EN: H
Typical periods offered: Spring

HISTORY 3111 Modern Germany
This course surveys the political, social, economic, and cultural forces that have shaped German history since 1800. After examining the multiplicity of German states that existed in 1800, we will identify the key factors that resulted in unification in 1871. We then turn to a study of modern Germany in its various forms, from the Empire through the Weimar Republic and Third Reich, to post-war division and reunification. A major focus will be the continuities and discontinuities of German history, particularly with regard to the historical roots of Nazism and attempts to break with the past after 1945.
Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: HUM, IS EN: H
Typical periods offered: Fall, Spring

HISTORY 3116 Europe in the 20th Century
In 1914, several European nations dominated much of the world through vast overseas empires in which they exercised military, political, and economic power. This course explores the decline, fall, and slow return of the new Europe by examining the history of Europe from the First World War to the present. It considers the decline of Europe brought about by two devasting wars, and the crucial impact of war and genocide in shaping European politics, society, and culture; the place of Europe in the Cold War; and the European retreat from empire in the postwar era.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM, IS EN: H
Typical periods offered: Fall

HISTORY 3117 Capitalism, Socialism and Labor: The Political Economy of 20th Century Africa
This course surveys the integration of African individuals and communities into the global economy. We will, however, pay equal attention to their efforts to resist integration, or at least have a greater say in how it would take place. This social history of the political economy of sub-Saharan Africa in the long 20th century critiques theories of imperialism, capitalism, socialism, development and under-development from the perspective of ordinary people. The essay-based course work is focused on making original arguments using primary historical sources as evidence.
Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM BU: BA, HUM, IS EN: H

HISTORY 3119 Gandhi: The Man and His Methods
Few individuals have held as prominent a place in the histoical imagination as Mohandas K. Gandhi. In this course, students will examine all facets of Gandhi's life and ideas in order to better address his role in history. Students will hone the fundamental skills of historical scholarship and research through a combination of traditional and creative assignments.
Credit 3 units.
Typical periods offered: Summer

HISTORY 3125 Re-Forming Ireland, 1500-1700
Ireland in the sixteenth and seventeenth centuries was radically transformed. Not only were the political structures and the political culture of resurgent Gaeldom destroyed. Religious loyalties consolidated new Irish identities as protestantism - in the form of new waves of settlers and new flurries of English governmental interventions - obliterated inherited distinctions and divisions and defined all Roman Catholics as the enemy.
Credit 3 units. A&S IQ: HUM BU: HUM, IS EN: H
Typical periods offered: Fall

HISTORY 3130 The Rise and Fall of Indian Country, 1776-1900
This course examines the long history of Indian Country as both a physical space and a political concept. It asks how North America's indigenous peoples shaped the political history of the continental interior from the establishment of the United States to the closing of the frontier in the 1890s. Indian Country as a historical concept touches on some of the crucial aspects of American history: race, space, and political identity. Rather than a narrative of conquest and exclusion, this course challenges students to see the history of Indian Country as an integral component of how the United States came into being physically and culturally.
Credit 3 units. A&S IQ: HUM BU: HUM UColl: CD
Typical periods offered: Summer

HISTORY 3131 Gender, Sexuality and Communism in 20th-Century Europe
This upper-division course examines the role of gender and sexuality for the establishment of communist societies in Europe in 20th century. We will explore to what extent societies built on the communist model succeeded with the achievement of gender equality and allowed for sexual relations liberated from religious or economic constraints. Class materials examine how state socialism shaped gender roles and women's and men's lives differently as well as how gays and lesbians struggled against social taboo and state repression. Students analyze the impact of modernization, industrialization, war and other conflicts on concepts of femininity and masculinity as well as on the regulation of sexuality and family relations in several Eastern European countries. We will place these dynamics within the context of broader political and cultural developments, ending with an analysis of the breakdown of socialism in the early 1990s and its impact on gender relations and the freedom of expression. The course provides students with a basic knowledge of the history of Eastern Europe and of left-wing movements active in the area, emphasizing the effects of communist ideas on women, gender equality, and non-normative sexual orientations.
Credit 3 units. A&S IQ: HUM, LCD BU: HUM, IS EN: H
Typical periods offered: Fall, Spring

HISTORY 3133 Modern France Since 1870
This course examines French history since the Franco-Prussian War of 1870-1871. It looks at the creation of an enduring republic (the Third Republic-the first lasting republic in the history of the European great powers) and the shaping of republican institutions up to the present day. The course will focus on political history, with special attention to social, economic, and religious history-as distinguished from the cultural and intellectual.
Credit 3 units. A&S IQ: HUM, LCD BU: HUM, IS EN: H
Typical periods offered: Spring

HISTORY 3135 Revolution With an Accent: The Haitian and French Revolutions, 1770-1805
How can politics enact fundamental changes? What make those changes a revolution? How do we judge the legitimacy of such changes? When these questions arise over the course of ordinary political arguments, the example of the French Revolution often looms large, casting a shadow tinted with blood and Terror. Much less present in the collective political imagination is the Haitian Revolution. These two events are complex and complicated, and are filled with fascinating, chilling, inspired characters, enflamed rhetoric and challenging questions. This course will examine both the unfolding of events and the rise and fall of protagonists within these two Revolutions and will explore the ways that issues such as religion, state finance, loyalty, race, slavery became politicized.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H
UColl: HEU, HSP
Typical periods offered: Spring

HISTORY 3136 The Politics of Terror: The French Revolution
Students will explore the history of political culture in eighteenth-century France, from the final decades of the Bourbon monarchy to the rise of Napolean Bonaparte. Topics include: the erosion of the king's authority in the years leading up to 1789; the fall of the Bastille; the Constitutions of 1791 and 1793; civil war in the Vendee; the militarization of the Revolution; the dechrisitanization movement; attempts to establish a new Revolutionary calendar and civil religion; and the conspiracy theories that gripped Robespierre and his colleagues during the Terror.
Credit 3 units. A&S IQ: HUM, LCD BU: HUM, IS EN: H
Typical periods offered: Spring

HISTORY 3137 Socialist and Secular? A Social History of the Soviet Union

This class explores daily life and cultural developments in the Soviet Union, 1917 to 1999. Focusing on the everyday experience of Soviet citizens during these years, students learn about the effects of large-scale social and political transformation on the private lives of people. To explore daily life in the Soviet Union, this class uses a variety of sources and media, including scholarly analysis, contemporaneous portrayals, literary representations, and films. Students will receive a foundation in Soviet political, social, and cultural history with deeper insights into select aspects of life in Soviet society.

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

Typical periods offered: Fall

HISTORY 3138 20th-Century Russian History

In 2005, President Putin remarked that Above all, we should acknowledge that the collapse of the Soviet Union was the major geopolitical disaster of the century. This course is a survey of the Russian Empire and the Soviet Union from 1900 to the present. It covers the Imperial legacy, the several revolutions at the beginning of the century, Stalinism and de-Stalinization, retrenchment, Gorbachev's reforms and collapse, and post-Soviet developments. Emphasis will also be placed on the Soviet Union as a multi-ethnic, multi-cultural, multi-lingual society, including relations with Chechnya and Ukraine, among other regions.

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

Typical periods offered: Spring

HISTORY 3139 All Measures Short of War

This course focuses on the return of great power competition in the 21st century. In particular, it examines the security challenges facing the United States in the form of strategic competition from revisionist states (Russia and China) and hostile threats from rogue regimes (Iran and North Korea). Through a consideration of the strategic, military, political, economic, and intelligence dynamics germane to foreign policy and national security, it will examine the hypothesis that the United States is not likely to go to hot war with any of these four nations but instead resort to what President Roosevelt in another context and time famously called all measures short of war -- in other words, engaging one another through new technologies such as cyber, artificial intelligence, robotics, big data, hypersonics, biotechnology, and other means that have come to demarcate a hybrid battlefield in an age of hostile competition. As such, the course will assess the recent past, current state, and likely future of American power in the new global security environment.

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

Typical periods offered: Fall

HISTORY 3146 Topics in European History: Modern European Women

This course examines the radical transformation in the position and perspective of European women since the eighteenth century. The primary geographical focus is on Britain, France, and Germany. Topics include: changing relations between the sexes; the emergence of mass feminist movements; the rise of the 'new woman;' women and war; and the cultural construction and social organization of gender. We will look at the lives of women as nurses, prostitutes, artists, mothers, hysterics, political activists, consumers, and factory hands.

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

Typical periods offered: Spring

HISTORY 3147 The Wheels of Commerce: From the Industrial Revolution to Global Capitalism

This course introduces the methods, issues, and debates that shape our understanding of economic change and development from the Industrial Revolution to the post-industrial age. Engaging economic theorists from Marx to Smith, to Weber and Wallerstein, this course problematizes the notion of rational economic actors and interrogates notions of free trade in an attempt to understand the impact of capitalism on the world. We start the course with a discussion of the exceptionalism of Great Britain as the first industrial nation and reconsider the impact of new trade, production, property and monetary/financial regimes that resulted in the so-called Great Divergence between China and the West. We then turn to the late industrializers of China, Japan, and Mexico in order to investigate the varieties of development, specifically focusing on monetary integration, legal integration and the global impact of the great depression. Continuing into the Bretton Woods Conference and the post-war international monetary systems, we bring the course to a close with the advent of the post-industrial age. This course is designed both for students specializing in economic history and students in all disciplines interested in historical approaches to political/economic development.

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

Typical periods offered: Fall

HISTORY 3148 The First World War and the Making of Modern Europe

The First World War ushered our age into existence. Its memories still haunt us and its aftershocks shaped the course of the twentieth century. The Russian Revolution, the emergence of new national states, Fascism, Nazism, the Second World War, and the Cold War are all its products. Today, many of the ethnic and national conflicts that triggered war in 1914 have resurfaced. Understanding the First World War, in short, is crucial to understanding our own era.

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

Typical periods offered: Fall

HISTORY 3150 The Middle East in the 20th Century

This course surveys the history of the Middle East since World War I. Major analytical themes include: colonialism; Orientalism; the formation of the regional nation-state system; the formation and political mobilization of new social classes; changing gender relations; the development of new forms of appropriation of economic surplus (oil, urban industry) in the new global economy; the role of religion; the Middle East as an arena of the Cold War; conflict in Israel/Palestine; and new conceptions of identity associated with these developments (Arabism, local patriotism, Islamism).

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

HISTORY 3154 Topics in History and Technology

The history of computing from mechanical calculating devices to electronic digital computers. This course will examine technical systems in terms of the nexus between technologies and the humans who operate them. Emphasis will be placed on the interconnections between technological and cultural change.

Credit 3 units.

Typical periods offered: Fall

HISTORY 3156 The American Frontier: 1776-1848

This course will examine the nation's shifting frontier from independence through the Mexican-American War. It will consider people and places in flux as their nationality, demography, and social order underwent dramatic changes. Students will make use of an

extensive electronic archive of primary sources including period documents, historic maps, and contemporary artwork, in order to consider how these sources confirm, reject, or expand on the ideas they encounter in published scholarship.
Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: HUM
Typical periods offered: Fall

HISTORY 3158 The Birth Crisis of Democracy: The New United States of America, 1776-1850
Go get yourself some democracy! Americans have so often preached to other nations, but just how did Americans themselves go about creating the world's largest and most successful democratic republic? How democratic was this violent new nation that reeled from one crisis to another and ultimately to the brink of collapse in its first 75 years? This survey of American history from the creation of the Republic to the eve of the Civil War explores the Revolution and its ambiguous legacies, the starkly paradoxical marriage of slavery and freedom, and the creation of much of the America that we know; mass political parties; a powerful presidency; sustained capitalist growth; individualistic creeds; formalized and folkloric racism; heteronormative patriarchal family life; technological innovation; literary experimentation; distinctively American legal, scientific and religious cultures; and the modern movements of labor, feminism, and African-American empowerment. Prerequisite: sophomore standing or permission of the instructor. Modern, U.S.
Credit 3 units. A&S IQ: HUM Art: HUM BU: HUM, IS EN: H UColl: HSP, HUS
Typical periods offered: Fall

HISTORY 3160 African Civilization to 1800
Beginning with an introduction to the methodological and theoretical approaches to African history, this course surveys African civilization and culture from the Neolithic age until 1800 AD. Topics include African geography and environmental history, migration and cross-cultural exchange, the development of Swahili culture, the western Sudanese states, the trans-Atlantic slave trade, and the historical roots of apartheid. For AFAS majors, this course counts as Area Requirement 4.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H

HISTORY 3174 Heroes and Saints in India: Religion, Myth, History
This course provides an introduction to the history of modern India and Pakistan through the voices of the Indian subcontinent's major thinkers. We will spend time in the company of saints, from the great-souled Mahatma Gandhi to the Sufi scholar Ashraf 'Ali Thanawi, and we will travel alongside the heroes of peasant politics, women's rights, and struggles for national and social freedom and equality. We will immerse ourselves in the rich narrative heritage of India -- as it has been challenged, reworked, and harnessed for present and future needs -- from the 19th century through the present. Lecture and discussion format; prior knowledge of India or Pakistan not required.
Credit 3 units. A&S IQ: HUM, LCD BU: ETH, HUM, IS EN: H
Typical periods offered: Fall, Spring

HISTORY 3177 The History of Popular Culture in the United States
This course surveys major developments in the history of popular culture in America, stretching from the mid-nineteenth century to the present. It explores topics such as literature, drama/theater, dance halls, movies, radio, advertising, television, music and the internet; it covers different types of popular culture such as printing, performance, image, and audio; it looks at how popular culture has been depicted in terms of icons, myths, stereotypes, heroes, celebrities and rituals; it addresses the rise of mass production and consumption; it examines the ways in which race, class, gender, ethnicity and sexuality have been perceived and are portrayed in popular culture; and it illustrates how the content of popular culture shapes and reflects our personal, social, political and intellectual beliefs and values.
Credit 3 units. A&S IQ: HUM BU: BA, HUM EN: H
Typical periods offered: Fall

HISTORY 3178 The United States in the 20th Century
This course will explore the dramatic changes that transformed American society from the 1890s to the 1980s. Covering the main themes of twentieth century U.S. history, students will connect domestic policies and developments to international events, and study how Americans of diverse backgrounds thought about, experienced, and defined democracy and citizenship in the United States.
Credit 3 units. A&S IQ: HUM BU: HUM EN: H
Typical periods offered: Spring

HISTORY 3179 Law in American Life: 1776 to the Present
Among the many contradictions of American history, none has been more recurrent than the tension of justice and law--of aspiration and reality--as Americans have sought to make good on the promises of the Revolution. Although we pride ourselves as a nation devoted to the principle of equal justice under the law, the terms equal and justice have prompted bitter debate, and the way we place them under law has divided Americans as often as it has united them. It is the purpose of this course to examine the many and conflicting ways in which Americans have sought to use law to achieve the goals of the republic established in 1776. Viewing law as the contested terrain of justice, cultural construction, social necessity, and self-interest, this course will pay close attention to the way Americans have used, abused, or evaded law thoughout their national history.
Credit 3 units. A&S IQ: HUM BU: ETH, HUM, IS
Typical periods offered: Spring

HISTORY 3181 American Politics and Society in the 1970s
This course provides both a chronological and thematic approach to the history of 1970s America. Class time will focus on only a few of the most significant shifts in American politics, culture, and society. The course will encourage students to think more deeply about: the fate of liberalism in post-1960s America; the rise of ethnic identity and its impact on the rights revolution; gender and the politics of sexuality; religion and the rise of the South; Nixon and Watergate; Carter and political malaise; urban decay; environmentalism; and the United States' earliest encounters with terrorism.
Credit 3 units. A&S IQ: HUM BU: HUM EN: H
Typical periods offered: Fall

HISTORY 3184 U.S. Immigration in Historical Perspective
The idea of the United States as a nation of immigrants has become a widely accepted feature of American identity, but defining who and which immigrants to include (and exclude) in the nation remains a hotly debated issue today. This course will put some of today's immigration debates in a historical perspective, examining how past Americans debated questions about the fitness of immigrants for freedom and citizenship, and how those debates in turn shaped immigrant experiences and American identity.
Credit 3 units. A&S IQ: LCD, SSC BU: BA
Typical periods offered: Fall

HISTORY 3185 History of U.S. Foreign Relations Since 1920
This course explores the major diplomatic, political, legal, and economic issues shaping U.S. relations with the wider world from the 1920s through the aftermath of the 9/11 attacks.

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM, IS EN: H
UColl: HSM, HUS
Typical periods offered: Spring

HISTORY 3186 Law and History: Colonial Era to Reconstruction
This course analyzes the development of American law and the constitutional system from the colonial era through the era of the Civil War and Reconstruction, beginning with a general theoretical background on the study of legal history. The course concludes with an analysis of the role of law in controversies around the commemoration of the Civil War era.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA, HUM EN: H
Typical periods offered: Fall

HISTORY 3187 Women, Gender and Sexuality in Postwar America
We will explore the history of the United States since 1945 by focusing on the ways that gender and sexuality have shaped the lives of Americans, particularly the diverse group of women who make up more than half the nation's population. Topics will include: domesticity and the culture of the 1950s; gendering the cold war; the gender politics of racial liberation; the sexual revolution; second-wave feminism and the transformation of American culture; the new right's gender politics; and the impact of new conceptions of sexual and gender identity at century's end. Course texts will include scholarly literature, memoirs, novels and film.
Credit 3 units. A&S IQ: HUM, SC Art: HUM BU: BA, HUM EN: H
Typical periods offered: Fall

HISTORY 3199 Topics in American History: The Urban Crisis: Historical Perspectives on Modern American Cities.
Since World War II, American cities have undergone enormous changes. Industrial decline, rumbling neighborhoods, rigid segregation, racial trauma, and suburban sprawl have all contributed to a troubled urban world. This course will equip students with an historical perspective on the urban crisis. Rather than simply identifying urban problems, we will use the tools of historical inquiry to grapple with the underlying causes of these problems. Students will learn the value of history as a method for illuminating the social, cultural, political, and economic forces that underlie the current urban crisis. Students will also apply their historical understandings toward the creation of an informed position on metropolitan policy and planning issues.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH, HUM
Typical periods offered: Fall

HISTORY 3209 How Free is Free?: African American History Since Emancipation
The events that unfolded in Ferguson this past fall revealed the contradictions of a national government that is led by a black president yet also sanctions the susceptibility of its black citizens to police brutality. What has freedom really meant for African Americans since emancipation? This course addresses key events and movements that shaped African Americans' definition and pursuit of freedom and citizenship, emphasizing various strategies, successes, failures, and legacies developed as a result. Key developments will include the Reconstruction, Jim Crow, the Harlem Renaissance, the World Wars, the Civil Rights Movement, and mass incarceration.
Credit 3 units. A&S IQ: HUM Art: HUM BU: HUM
Typical periods offered: Spring

HISTORY 3214 Religion and Politics in South Asia: Writing-Intensive Seminar
The relationship between religion, community, and nation is a topic of central concern and contestation in the study of South Asian history. This course will explore alternative positions and debates on such topics as: changing religious identities; understandings of the proper relationship between religion, community, and nation in India and Pakistan; and the violence of Partition (the division of India and Pakistan in 1947). The course will treat India, Pakistan and other South Asian regions in the colonial and post-colonial periods.
Credit 3 units. A&S IQ: HUM, LCD, WI BU: HUM, IS EN: H
Typical periods offered: Fall

HISTORY 3215 The Making of the Modern American Landscape-Writing-Intensive Seminar
This writing intensive seminar explores environmental change in relation to human actions in the United States. It provides a vision of American history from the perspective of the land itself. It traces transformations in the organization and uses of landed property from the eighteenth century surveys of western lands: through the expansion of slavery and the cotton kingdom; the construction of irrigation systems in the west; the emergence of new technologies of production and communication in nineteenth century cities to the mass production of surburban housing; and finally to the rise of Disneyland and Las Vegas.
Credit 3 units. A&S IQ: HUM, WI BU: HUM EN: H
Typical periods offered: Spring

HISTORY 3216 The Russian Revolution: Writing-Intensive Seminar
The Ten Days that Shook the World divided Russian, European, and American society from 1917 until the dissolution of the USSR in 1991. This seminar will examine major interpretations of the Russian Revolution through readings and a series of written exercises including a formal book review, a comparative essay, and an analytical research paper.
Credit 3 units. A&S IQ: HUM, LCD, WI BU: HUM, IS EN: H
Typical periods offered: Spring

HISTORY 3217 Imagining the African Diaspora: Slavery, Black Radicalism & Globalization: Writing Intensive Seminar
This course introduces students to the African diaspora as both a practice and a subject of study. From Latin America to the U.S., the Atlantic World, and Asia, students will critically consider the construction of the African diaspora across time and space, and the foundational role of people of African descent in the making of the modern world. While the overarching framework of the course is historical, we will assume an interdisciplinary approach, examining memoirs and historical works as well as film, music, and the performing arts. We will think about how the African diaspora complicates our understandings of home, identity, race, geography, gender, and politics. This course does not aim to establish a single understanding of the African diaspora but to appreciate its flexibility as both a practice and concept.
Credit 3 units. A&S IQ: HUM, LCD BU: HUM EN: H
Typical periods offered: Spring

HISTORY 3224 Senior Honors Thesis and Colloquium: Writing-Intensive Seminar
Senior Honors Thesis and Colloquium: Writing-Intensive Seminar
Credit 4 units. A&S IQ: HUM, WI BU: HUM EN: H
Typical periods offered: Fall, Spring

HISTORY 3226 Gender and Sexuality in 1950s America: Writing-Intensive Seminar

Historians have recently begun to reconsider the dominant view of the 1950s as an era characterized by complacency and conformity. In this writing intensive seminar we will use the prism of gender history to gain a more complex understanding of the intricate relationship between conformity and crisis, domesticity and dissent that characterized the 1950s for both women and men.

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

Typical periods offered: Fall

HISTORY 3228 England's Internal Empire, 1500-1700: Writing-Intensive Seminar

The establishment and the costs of English hegemony over the British Isles. Political and cultural aggression, religious conflict, and social and economic development all contributed to identity formation, whether in the triumphant metropolitan core or in the embittered Celtic periphery.

Credit 3 units. A&S IQ: HUM, WI BU: HUM, IS EN: H

Typical periods offered: Spring

HISTORY 3229 Mapping the Early Modern World: Writing-Intensive Seminar

Societies use maps not just to see the world, but also to assign meaning and order to space: both nearby spaces and spaces on the other side of the world. In this seminar, we will study how maps were created, circulated, and interpreted between the sixteenth and eighteenth century, when Europeans came into contact with new regions throughout the world and reshaped their own backyards through the rise of the modern state and the development of national identity.

Credit 3 units. A&S IQ: HUM, WI BU: HUM, IS EN: H

Typical periods offered: Fall

HISTORY 3234 Women and Crime in the Evolution of American History

Crime happens. Property is damaged and stolen, lives are lost, and law, order, and justice evolves. This course taps into that ongoing reality by centering the herstorical evolution of female crime, highlighting women and girls of many kinds across time and spaces of America. It moves across centuries (through to the contemporary period) probing within and far beyond icons to unveil the gendered nature of crime and moreover to empower students to see and trace everyday female criminality that ignited across racial, ethnic, as well as lines of age in the winding path of American history. While men and boys dominate public and even scholarly expectations of crime and carceral conversations for many, students will leave this course with a far more rigorous understanding of the herstories gained by taking serious the types of crimes that women and girls acted out by exploring: robbery, assault, infanticide, larceny, murder, arson, prostitution, serial killers, and drug-related crimes. As well as going further to probe state and federal power through carceral medicine - showing the interior world of female prisoners, physicians, the movement of females into asylums'' and mental state hospitals, incarceration based on insanity while going further to examine births, illnesses, and death of women and teens in jails and prisons. Students will be likewise pushed to engage America's timeline of race, gender, and executions that includes women and girls. Racialized and gendered criminality, law enforcement violence, healthcare and deathcare in prisons are critical public health issues that students can better understand the complicated evolutions by deeply probing the herstorical lives of women, girls, and crime through this course. Students will read, learn, dig up the past, and write to ensure a future of herstory and remembrance.

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

Typical periods offered: Fall

HISTORY 3236 Mao and the World

Was Mao Zedong an uncompromising tyrant who caused the death of millions, or was he a revolutionary leader who was daring enough to imagine an alternative existence? This course is a close investigation of Mao and his world through a global perspective. The students will be exposed to primary sources written by Mao himself, and they will situate Mao within the turbulent decades of China's engagement with Western colonialism, imperialism, and revolutionary thought in the 20th century. Putting Maoism at the center of world history, students will learn the intimate links between China, Southeast Asia, Africa, and North America, and they will examine in detail how Maoism shaped a variety of political and infrastructural transformations around the world, from the Black Panthers to Tanzanian railroads. By the end of the course, students will have a strong grasp of the contradictions that Mao himself faced throughout his life -- contradictions that changed nothing less than the world itself.

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

Typical periods offered: Fall

HISTORY 3242 Politics, Religion, and Society in Early Modern Britain, 1485-1714

This lecture course is intended to provide an introduction to the political, religious and economic development of English society between the late fifteenth and the early eighteenth centuries. Particular issues addressed in the lectures will include: changing social structure; households; local communities; gender roles; economic development; urbanization; religious change from the Reformation to the Act of Toleration; the Tudor and Stuart monarchies; rebellion, popular protest and civil war; witchcraft; education, literacy and print culture; crime and the law; poverty and social welfare; the changing structures and dynamics of political participation; the emergence of parliamentary government; and the early development of imperial ambitions.

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

Typical periods offered: Fall

HISTORY 3247 England Under the Tudors

The late medieval collapse of order and the Tudor reaction, with the assertion of a strong personal monarchy. Analysis of the nature of protest (noble, parliamentary, peasant) and its limitations, to establish how the Crown was able to consolidate its authority; the impact of religious change (the Reformation, Puritanism). Prerequisite: sophomore standing, or permission of instructor.

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

Typical periods offered: Fall, Spring

HISTORY 3249 America in the Age of Inequality: The Gilded Age & the Progressive Era, 1877-1919

This course will explore dramatic changes in American society during the half-century from the Civil War to the end of WWI. We will discuss industrialization; mass immigration from Europe, Asia and Latin America; the vast movement of rural people to cities; the fall of Reconstruction and rise of Jim Crow; the expansion of organized labor; birth of American Socialism; and the rise of the American empire in the Caribbean and the Philippines. The course will, in addition, analyze the many and varied social reform efforts of the turn of the twentieth century, from women's suffrage to anti-lynching campaigns; from trust-busting and anti-immigrant crusades to the settlement house movement.

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

Typical periods offered: Fall, Spring

HISTORY 3255 Seminar: Perceptions of Time and Place in Early Modern England

This seminar analyses perceptions of time and place in England, c.1500-1800, and their relationship to both personal and social identity. These issues will be explored using appropriate theoretical and substantive readings and both visual and textual primary sources. Particular attention will be given to the use of visual images as historical evidence. Specific issues addressed include the development of cartography, chorography and antiquarianism; conventions of time reckoning and the dating of events; perceptions of the life course; the creation of social memory and historical narratives; representations of social place; agrarian change and the transformation of the landscape; the impact of the Reformation on the calendar, the landscape, and senses of the past; and representations of previously unknown places and peoples. Primary sources for discussion include maps and prospects; chorographical surveys; illustrated antiquarian writings; almanacs; pictorial representations of notable events; engravings; paintings (portraits; 'country house portraits'; landscapes; 'conversation pieces'; history painting and 'documentary' works); memorials; family histories; extracts from court records.

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

Typical periods offered: Fall

HISTORY 3259 I Know IT When I See It: A History of Obscenity & Pornography in the United States

When Supreme Court Justice Potter Stewart was asked to describe his test for obscenity in 1964, he responded: I know it when I see it. But do we? What is pornography and how has it changed over the last two and a half centuries? What role does pornography play in our society and how is our society reflected in its contents? This course seeks to explore these questions and more and actively engages in the debate and controversies inherent to discussions of pornography in America. In this course we will engage with primary sources to track the changing nature of pornographic material- written, physical, and visual- and to recognize the way pornography reflects changes in the wider social milieu, as well as secondary and theoretical sources to contextualize and provoke our understanding of patterns of pornography use and regulation. It is likely that our definition of pornography will change over the semester- our initial definition is broadly bounded by material considered pornographic by its contemporaries and that which is created with the intent of erotic simulation.

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

Typical periods offered: Spring

HISTORY 3274 The High Middle Ages: 1000-1500

This course begins with Latin Christendom in the first millennium and ends with the arrival of Europeans in the Americas. We will study, amongst other topics, the relationship of popes to kings, cities to villages, Jews to Christians, vernacular literature to Latin, knights to peasants, the sacred to the profane, as well as different forms of religious life, farming, heresy, the shift from a penitential culture to a confessional one, the crusades and Islam, troubadour poetry, love, universities, leprosy, the inquisition, Gothic art, the devil, chivalry, manuscript illumination, the Mongol Empire, shoes, definitions of feudalism, environment, trade, scholastic philosophy, female spirituality, witchcraft, sex, the Black Death, food, the Hundred Years War, the formation of Europe, the renaissance in Italy, enslaved Africans in the Iberian peninsula, and the conquest of the Mexica.

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

Typical periods offered: Spring

HISTORY 3275 History of United States Foreign Relations to 1914

This course explores the major diplomatic, political, legal, and economic issues shaping U.S. Foreign Relations in the 18th, 19th, and early 20th centuries, up until the U.S. entry into the First World War.

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

Typical periods offered: Fall

HISTORY 3276 Independent Work

Permission of the instructor is required.

Credit 3 units.

Typical periods offered: Fall, Spring

HISTORY 3277 Hinduism & the Hindu Right

We are witnessing a global rise in rightwing politics, and India is no exception. In May 2019, Narendra Modi and his Hindu Nationalist party were elected to power for a second term. Observers in the United States and Europe may be stunned by what seems to be a new development, but observers in India have been following the rise of the Hindu Right since the early 1990s. In its wake, the Hindu Right has brought violence against minorities; curbs on free speech; and moves toward second-class citizenship for Indian Muslims. This course will track the history of the Hindu Right in India from its 19th-century roots to the present. The struggle to come to grips with the Hindu Right is of immediate political relevance. It also raises big questions about the history of religion and the politics of secularism.

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

Typical periods offered: Fall, Spring

HISTORY 3283 South Asia in Global History

In this course, we will explore the vibrant global history of modern South Asia from 1750 to the present. Through an in-depth exploration of the histories, cultures, and global connections of South Asia, a region encompassing the modern nations of Afghanistan, Bangladesh, Bhutan, India, the Maldives, Nepal, Pakistan, and Sri Lanka, we will trace the region's history from its early modern periods to the period of decolonization. Although anchored in the modern chronology of South Asia, the aim is to explore the subcontinent's global connections with Eastern and Southern Africa, the Indian Ocean World, the Middle East, East and Southeast Asia, and Western Europe. This means that students will acquire tools to understand themes such as colonization, modernization, democracy, and social change more broadly and apply them to other geographic regions. Themes include the early modern global economy, the rise and influence of Indo-Persianate culture, colonial encounters, the complex process of decolonization, and nation-building in the 20th century. Through the circulation of peoples, ideas, and objects we will explore the region's oceanic, subterranean, and peripheral connections that help us understand how South Asians experienced and historicized their history.

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

Typical periods offered: Spring

HISTORY 3284 The Late Ottoman Middle East

This course surveys the Middle East in the late Ottoman period (essentially the 18th and 19th centuries, up to the First World War). It examines the central Ottoman state and the Ottoman provinces as they were incorporated into the world economy, and how they responded to their peripheralization in that process. Students will focus on how everyday people's lived experiences were affected by the increased monetarization of social and economic relations; changes in patterns of land tenure and agriculture; the rise of colonialism; state efforts at modernization and reform; shifts in gender relations; and debates over the relationship of religion to community and political identity.

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

Typical periods offered: Fall, Spring

HISTORY 3287 A History of Modern China
This course explores the 19th- and 20th-century history of China. Its purpose is to provide students with a historical foundation to understand the momentous changes the country underwent during its traumatic transition from an empire to a nation-state. We start the course at the height of the empire's power in the late 18th century, when the Qing dynasty (1637-1912) conquered vast swathes of lands and people in Inner Asia. We then move on to the Qing's troubled relationship with Western capitalism and imperialism in the 19th century, which challenged the economic, social, and ideological structures of the imperial regime, culminating in the emergence of China as a nation-state. By situating China's national history within a global context, the course outlines in detail the transformations that took place in the 20th century, from the rise of communism and fascism to the Second World War to Maoism and cultural revolution. We end the semester with yet another major change that took place in the 1980s, when a revolutionary Maoist ideology was replaced with a technocratic regime, the legacies of which are still with us today.
Credit 3 units. A&S IQ: HUM, LCD BU: HUM, IS EN: H
Typical periods offered: Spring

HISTORY 3289 Economic History of China: From the Silver Age to Reform and Opening, 1500-1990
This seminar explores the economic history of China from the 16th to the 20th century; this time period is the half a millennium during which China became part of the world economy and defined its development in major ways. Over the course of the semester, students will be exposed to the main debates in the field of Chinese economic history while acquiring a strong grasp of the nuts and bolts of how economy functioned and changed from the imperial to the modern times. Situating China within a comparative perspective, we will examine a multitude of debates ranging from the global silver age of the 16th century to the birth of capitalism, the socialist economy, and the PRC's recent involvement in Africa. We will in particular discuss the contradictions that arose out of China's integration into the world economy and the different kinds of economic regimes that existed and continue to exist within China. While this course assumes a basic familiarity with Asian history, students with backgrounds in other world histories and/or social science disciplines should feel comfortable with the course material.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H
Typical periods offered: Fall, Spring

HISTORY 3294 History of Global Capitalism: From Slavery to Neoliberalism
This course introduces the methods, issues, and debates that shape our understanding of economic change and development from the Industrial Revolution to the post-industrial age. Engaging economic theorists from Marx to Smith to Weber and Wallerstein, this course problematizes the notion of rational economic actors and interrogates notions of free trade in an attempt to understand the impact of capitalism on the world. We start the course with a discussion of the exceptionalism of Great Britain as the first industrial nation and reconsider the impact of new trade, production, property and monetary/financial regimes that resulted in the so-called Great Divergence between China and the West. We then turn to the late industrializers of China, Japan, and Mexico in order to investigate the varieties of development, specifically focusing on monetary integration, legal integration and the global impact of the great depression. Continuing into the Bretton Woods Conference and the post-war international monetary systems, we bring the course to a close with the advent of the post-industrial age. This course is designed both for students specializing in economic history and students in all disciplines interested in historical approaches to political/economic development.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM, IS EN: H
Typical periods offered: Fall, Spring

HISTORY 3295 Modern South Asia
This course will cover the history of the Indian sub-continent in the 19th and 20th centuries. We shall look closely at a number of issues including colonialism in India; anti-colonial movements; the experiences of women; the interplay between religion and national identity; and popular culture in modern India. Political and social history will be emphasized equally.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H
Typical periods offered: Fall

HISTORY 3296 Environment and Empire
In this course we study British imperialism from the ground up. At bottom, the British empire was about extracting the wealth contained in the labour and the natural resources of the colonized. How did imperial efforts to maximize productivity and profits impact the ecological balance of forests, pastures, and farm lands, rivers and rainfall, animals and humans? We'll ask, with environmental historians of the U.S., how colonialism marked a watershed of radical ecological change. The course will cover examples from Asia to Africa, with a focus on the jewel in the crown of the British empire: the Indian subcontinent. We'll learn how the colonized contributed to the science of environmentalism, and how they forged a distinctive politics of environmentalism built upon local resistance and global vision, inspired by religious traditions and formative thinkers, not least Mahatma Gandhi.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H
Typical periods offered: Spring

HISTORY 3297 Empire and Ethnicity: Qing Legacies in China and Inner Asia, 1600 to Today
Eschewing traditional narratives of a closed Chinese civilization, this course explores the cultural, religious, and ethnic diversity of China and its dynamic interactions with Inner Asia during the early modern period. It questions the myth of a monolithic Chinese culture and uncovers the region's multiple and ethnically entangled past through an in-depth look at the Manchu-led Qing dynasty (1644-1912). This was the last non-Han dynasty of the Imperial Era, and it gave the People's Republic of China its vast Inner Asian territories: Xinjiang, Inner Mongolia, and Tibet. In rethinking the Qing Empire, this course particularly focuses on Tibetan Buddhism and Islam as religious ideologies that linked China with Tibetan, Mongolian, and Turkic-Muslim regions of Inner Asia through the imperial center at Beijing. Specific topics will range from food culture (Halal) to the Qing's expansion into and later colonization of Xinjiang, the reverberations of which persist even today under the Belt and Road Initiative.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H
Typical periods offered: Fall

HISTORY 3313 Modern Mexico: Land, Politics and Development
This course is designed to provide students with an overview of the political, social, economic and cultural history of Mexico from the era of Independence (roughly 1810) to the present. Lectures will outline basic theoretical models for analyzing historical trends and then present a basic chronological historical narrative.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H
Typical periods offered: Spring

HISTORY 3314 Historical Methods-European History
This is a small-group reading course in which students are introduced to the skills essential to the historian's craft. Emphasis will be on acquiring research skills, learning to read historical works critically, and learning to use primary and secondary sources to make a persuasive and original argument. See Course Listings for current topics. Required for history majors. Preference given to History majors; other interested students welcome.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H
UColl: HEU, HSM
Typical periods offered: Fall, Spring

HISTORY 3315 Historical Methods-Transregional History
This is a small-group reading course in which students are introduced to the skills essential to the historian's craft. Emphasis will be on acquiring research skills, learning to read historical works critically, and learning to use primary and secondary sources to make a persuasive and original argument. See Course Listings for current topics. Required for history majors. Preference given to History majors; other interested students welcome.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H
Typical periods offered: Fall, Spring

HISTORY 3318 The Early Medieval World: 200-1000
This course begins with the crisis of the Roman Empire in the third century and the conversion of the Emperor Constantine to Christianity in 312. We will study the so-called barbarian invasions of the fourth and fifth centuries and the collapse of the Roman Empire in the West. The Roman Empire in the East (and commonly known as the Byzantine Empire after the seventh century) survived intact, developing a very different style of Christianity than in the lands of the former western empire. Apart from examining Christianization in the deserts of Egypt or the chilly North Sea, we will discuss the phenomenon of Islam in the seventh century (especially after the Prophet Muhammad's death in 632) and the Arab conquests of the eastern Mediterranean and north Africa. In the post-Roman world of the West we will read about the Anglo-Saxons, the Carolingians, and the Vikings. In exploring these topics we will have to think about the relationship of kings to popes, Emperors to patriarchs, of missionaries to pagans, of cities to villages, of the sacred to the profane. Our attention will be directed to things as various as different forms of monasticism, the establishment of frontier communities, the culture of the Arabian peninsula, magic, paganism, military tactics, Romanesque churches, sea travel, manuscript illumination, the architecture of mosques, early medieval philosophy, the changing imagery of Christ, holiness, and violence as a redemptive act.
Credit 3 units. A&S IQ: HUM, LCD BU: HUM, IS EN: H
Typical periods offered: Spring

HISTORY 3319 Historical Methods:
This is a small-group reading course in which students are introduced to the skills essential to the historian's craft. Emphasis will be on acquiring research skills, learning to read historical works critically, and learning to use primary and secondary sources to make a persuasive and original argument. Required for history majors. Preference given to History majors; other interested students welcome.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

HISTORY 3322 Japan Since 1868
For some, the word Japan evokes Hello Kitty, animated films, cartoons, and sushi. For others, it makes them think of the Nanjing Atrocity, comfort women, the Bataan Death March, and problematic textbooks. Still others will think of woodblock prints, tea ceremonies, and cherry blossoms or perhaps of Sony Walkmans and Toyota automobiles. At the same time, still others may have no image of Japan at all. Tracing the story of Japan's transformations - from a preindustrial peasant society managed by samurai-bureaucrats into an expansionist nation-state and then into its current paradoxical guise of a peaceful nation of culture led by conservative nationalists - provides the means for deepening our understandings of historical change in one region and grappling with the methods and aims of the discipline of history.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H
Typical periods offered: Spring

HISTORY 3323 Introduction to Colonial Latin America Until 1825
This course surveys the history of Latin America from the pre-Columbian civilizations through the Iberian exploration and conquest of the Americas until the Wars of Independence (roughly 1400-1815). Stressing the experiences and cultural contributions of Americans, Europeans, and Africans, we consider the following topics through primary written documents, first-hand accounts, and excellent secondary scholarship, as well as through art, music, and architecture: Aztec, Maya, Inca, and Iberian civilizations; models of conquest in comparative perspective (Spanish, Portuguese, and Amerindian); environmental histories; consolidation of colonialism in labor, tributary, and judicial systems; race, ethnicity, slavery, caste, and class; religion and the Catholic Church and Inquisition; sugar and mining industries, trade, and global economies; urban and rural life; the roles of women, gender, and sexuality in the colonies. Geographically, we will cover Mexico, the Andes, and to a lesser extent, Brazil, the Southwest, Cuba, and the Southern Cone. Pre-modern, Latin America.
Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

HISTORY 3335 Hands On the Past: History, Murder and the Archive
The future depends on the past. This course taps into that understanding by offering an alternative hands-on methods class to encourage undergraduate student engagement with history and archives, both on and off line. In this particular class, students will be nurtured to more deeply interact with the historical past by exploring gender, race, violence and sexuality through three central questions explored throughout the course: What and how is African American history conducted? How do we best document the past with students fully at the intellectual table of production and preservation? How do we make history with history? These exciting and diverse interests will be pursued through in class discussions and course assigned readings, but especially by taking a spring break research project trip across Missouri to various local repositories and the State archives, to activate and fuel the idea of putting hands on the past.
Credit 3 units. A&S IQ: SSC BU: BA
Typical periods offered: Fall

HISTORY 3338 Understanding Lincoln: Writing-Intensive Seminar
This course explores the life, art (political and literary) and historical significance of Abraham Lincoln. It focuses first on how he understood himself and foregrounds his inspired conception of his own world-historical role in the Civil War. The course also traces how the larger world furnished the contexts of Lincoln's career, how his consciousness, speeches and writings, and presidential decisions can be understood against the backdrop of the revolutionary national democratic upheavals of the 19th century. Finally the course will investigate how the sixteenth president, so controversial in his day, has remained a site of cultural contestation, with historians, novelists, poets, cartoonists, filmmakers, advertisers, and politicians struggling over his memory and meaning, to the present.
Credit 3 units. A&S IQ: HUM, WI BU: HUM EN: H
Typical periods offered: Fall

HISTORY 3351 Out of the Shtetl: Jewish Life in Central and Eastern Europe in the 19th and 20th Centuries

Out of the Shtetl is a course about tradition and transformation; small towns and urban centers; ethnicity and citizenship; and nations, states, and empires. At its core, this course asks the following questions: What did it mean for the Jews of Central and Eastern Europe to emerge from small market towns and villages to confront modern ethnicities, nations, and empires? What lasting impact did the shtetl experience have on Jewish life in a rapidly changing environment? The focus is on the Jewish historical experience in the countries that make up Central and Eastern Europe (mainly the Bohemian lands, Hungary, Poland, and Russia) from the late 18th century to the fall of the Soviet Union. Among the topics that we will cover are Jews and the nobility in Poland-Lithuania; the multicultural imperial state; Hasidism and its opponents; absolutism and reform in imperial settings; the emergence of modern European nationalisms and their impact on Jewish identity; antisemitism and popular violence; nationalist and radical movements among Jews; war, revolution, and genocide; and the transition from Soviet dominion to democratic states.

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

Typical periods offered: Fall, Spring

HISTORY 3421 Americans and Their Presidents

How have Americans understood what it means to be President of the United States? This seminar uses that question as a point of departure for a multidisciplinary cultural approach to the presidency in the United States, examining the shifting roles of the chief executive from George Washington through Barack Obama. In addition to a consideration of the President's political and policymaking roles, this course examines how the lived experiences of presidents have informed the ways Americans have conceived of public and private life within a broader political culture. In the process, this course uses the presidency as a means to explore topics ranging from electioneering to gender, foreign policy to popular media. Readings are drawn from a broad range of fields.

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

Typical periods offered: Spring

HISTORY 3458 Cultural Encounters: China and Eurasia Since the Middle Ages

Eschewing traditional narratives of Chinese civilization, which imply a society closed to the outside world, this course follows current scholarship in situating Chinese history within a broader spatial context. In particular, this course explores cultural encounters between China and other subregions of the Eurasian continent to the north and west of China, from the Tang Dynasty (618-907) to the present. The course begins by analyzing the relationship between nomadic societies on the steppe (and, more generally, non-state spaces) and settled agricultural societies such as China. We then turn to the influence of two religions imported from central Eurasia: Buddhism and Islam. A related theme is the relationship, in the early modern era, between trade, which tended to erode boundaries, and states, which sought to create boundaries. We will then trace the changing dynamics among commerce, religion, and nation-states in the 20th century. Finally, we return to the role of Buddhism and Islam in the contemporary relationship between China and the various peoples and states across its western frontier.

Credit 3 units. A&S IQ: HUM, LCD BU: HUM, IS EN: H

Typical periods offered: Fall

HISTORY 3514 Race, Ethnicity, and Migration: A Transatlantic History

This course interrogates the making and re-making of racial and ethnic categories in the long history of transatlantic migration from the 1850s to the present. We will examine how the steady movement of people and ideas between Europe and the United States have shaped the discourses and policies of immigration, social reform, and globalization on both sides of the mighty Atlantic. Students will be exposed to historical processes and discourses which not only affected the racialization of different groups in various nations but also the ways in which those processes and discourses were influenced by events unfolding across vast spaces. Rather than simply working in a comparative modality, students will think relationally and transnationally to explore the material and representational consequences of racial and ethnic politics.

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

Typical periods offered: Fall

HISTORY 3607 Beyond Sea, Sunshine and Soca: A History of the Caribbean

This course examines major themes in the history of the Caribbean from the fifteenth to the twentieth century. The first half of the course will focus on the fifteenth to the nineteenth century, exploring issues such as indigenous societies, European encounter and conquest, plantation slavery, the resistance of enslaved Africans and emancipation. The remainder of the course focuses on aspects of the cultural, economic, political and social experiences of Caribbean peoples during the twentieth century. Major areas of inquiry include the labor rebellions of the 1930s, decolonization, diasporic alliances, Black Power, identity construction and the politics of tourism. While the English-speaking Caribbean constitutes the main focus, references will be made to other areas such as Cuba and Haiti.

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

Typical periods offered: Fall

HISTORY 3608 Science and Society Since 1800

This course surveys selected topics and themes in the history of modern science from 1800 to the present. Emphasis will be on the life sciences, with some attention to the physical sciences.

Credit 3 units. A&S IQ: HUM Art: HUM BU: HUM EN: H

Typical periods offered: Fall

HISTORY 3614 Artificial Intelligence: The Mind and the Machine

At once bewildered and terrified, here we enter the age of artificial intelligence (AI). Can this new technology be the solution to all problems plaguing our societies? Or will it be the Pandora's Box? As heated discussions around AI take place around the world, this course will examine the deeper history of mechanizing the human mind. Students will explore the first attempts to build calculating machines, the origins of the information age that started much earlier than the invention of computers, the cybernetic revolution that transformed the meaning of the human, and the politics that drove the desire to invent the first artificial intelligence. We will collectively ponder the past of AI to see what the future holds.

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

Typical periods offered: Spring

HISTORY 3615 Renaissance Italy
This course examines the social, cultural, intellectual, and political history of late medieval and Renaissance Italy: civic life and urban culture; the crisis of the fourteenth century; the city-states of Renaissance Italy; the revival of classical antiquity; art and humanism of the Renaissance; culture, poliics, and society; Machiavelli and Renaissance political thought; the wars of Italy; religious crisis and religious reaction in the sixteenth century.
Credit 3 units. A&S IQ: HUM BU: HUM, IS EN: H UColl: HEU, HSP
Typical periods offered: Fall, Spring

HISTORY 3620 Aliens and Undesirables: The Making of American Immigrants
What makes the right kind of immigrant? This question has been on the minds of Americans for generations, yet we still are often left without an answer. This course explores that question by proposing another set of questions: what is an immigrant? How are certain people included or excluded from this category?, and why is immigration still a concern in the 21st century? We will explore these questions by examining cultural materials such as film, music, photographs, and ephemera alongside the social, legal, and political discourses which framed immigration throughout the long 20th century. We will learn about refugees from Europe, migrants from Latin America, and those deemed undesirable from around the world as they travelled to our own fine city of Saint Louis. Starting in the late 19th century this course will untangle the legislative, cultural, and political actions that impact the discussions around immigration and migration today. A large component of the course will explore the cultural productions which overlapped with the social and political discourses and ensured the longevity and spread of those ideas far beyond the homes and halls of the powerful and into the streets and theaters of the nation. Examining the cultural artifacts that individuals and groups produced for the public allows us to practice historical thinking, material cultural analysis, and draw connections between different time periods and emergent concerns. Throughout the course students will have the opportunity to examine primary source material alongside selected texts which explore the various immigration issues related to concerns around mobility including race, ethnicity, gender, sexuality, and progressive and liberal politics. In the end students will walk away from this course with an understanding of the historical forces which have shaped American immigration from the calls of Benjamin Franklin to exclude Germans to the cries of Build the Wall in the 21st century.
Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM BU: HUM
Typical periods offered: Fall

HISTORY 3665 Experts, Administrators and Soldiers: Governance and Development in Post-Colonial Africa
Between 1957 and 1975, one African territory after another made the transition from European colony to independent nation state. Widespread optimism that these transfers of power would bring a new era of prosperity and dignity dissipated quickly as the new nations struggled with political instability, military coups, social unrest, and persistent poverty. Consequently many western observers and development specialists are certain that they have become failed states requiring foreign assistance to develop properly. This course challenges these assumptions by tracing the origins of African governance and economic development from their imperial origins into the independence era. By exploring nation-building, economic planning, and public administration from the perspective of political elites, foreign experts, and ordinary people the class takes an intimate look at how colonies became nation states. These new perspectives offer students a historical grounding in international public administration and development by exploring how imperial ideas and concepts continue to influence contemporary social planning and development policy in both Africa and the wider world.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H
Typical periods offered: Fall, Spring

HISTORY 3672 Medicine, Healing and Experimentation in the Contours of Black History
Conversations regarding the history of medicine continue to undergo considerable transformation within academia and the general public. The infamous Tuskegee syphilis experiment serves as a marker in the historical consciousness regarding African Americans and the medical profession. This course taps into this particular evolution, prompting students to broaden their gaze to explore the often delicate relationship of people of African descent within the realm of medicine and healing. Tracing the social nature of these medical interactions from the period of enslavement through the 20th century, this course examines the changing patterns of disease and illness, social responses to physical and psychological ailments, and the experimental and exploitative use of black bodies in the field of medicine. As a history course, the focus will be extended towards the underpinnings of race and gender in the medical treatment allocated across time and space--the U.S., Caribbean, and Latin America--to give further insight into the roots of contemporary practice of medicine.
Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM BU: BA, HUM EN: H
Typical periods offered: Fall, Spring

HISTORY 3682 The Cold War, 1945-1991
This course presents an assessment of the Cold War from the perspective of its major participants. Topics include: the origins of the Cold War in Europe and Asia; the Korean War; the Stalin regime; McCarthyism and the Red Scare; the nuclear arms race; the conflict over Berlin; Cold War film and literature; superpower rivalry in Guatemala, Cuba, Vietnam, Africa, and the Middle East; the rise and fall of detente; the Reagan years and the impact of Gorbechev; the East European Revolutions; and the end of the Cold War.
Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: HUM, IS EN: H
Typical periods offered: Fall

HISTORY 3683 The U.S. War in Iraq, 2003-2011
This course presents a historical assessment of the United States' eight year war in Iraq from its inception on March 20, 2003, to the withdrawal of all combat troops on December 15, 2011. Topics to be covered include: the Bush Administration's decision to make Iraq part of the War on Terror and the subsequent plan of attack; the combat operations; losing the victory; sectarian violence; torture; the insurgency; battling Al-Qaeda in Iraq; reassessment; the surge; the drawdown; and the end of the war. The course will conclude with an assessment of the war's effectiveness regarding the Global War on Terrorism and U.S. policy in the Middle East.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H
Typical periods offered: Fall

HISTORY 3714 What a Way to Make a Living: Work, Politics, & Culture in the 20th Century United States
This course explores the lives, labors, and leisure of working people in the twentieth century United States. Students will focus on the seismic transformations and bitter conflicts that went into making a mass production, mass consumption society. How did working people experience and fight to exert control over jobs increasingly dictated by the unyielding pace of vast assembly lines? What happened when manufacturing jobs disappeared? Who left? Who got left behind? How were households and neighborhoods made and remade by huge movements of people from the countryside into cities, and then from urban centers to suburban sprawl? How have working people narrated their own stories from below, and, in turn, how has working life was

narrated and (re)packaged from above? To answer these questions, and many more, we will pay close attention to how the organization of work under 20th century capitalism (re)defined social hierarchies, the meaning of citizenship, and racial, gendered, and sexual identity.
Credit 3 units. A&S IQ: HUM BU: HUM EN: H
Typical periods offered: Fall

HISTORY 3722 The American South: Histories, Cultures, and Representatives Beyond a Region
In 1995 Atlanta based hip hop group Goodie Mob released their debut album entitled Soul Food. On the record is a song called Dirty South. The track talks about life in the South highlighting the war on drugs, racism, and stereotypes that people thought about Black southerners. That same year another Southern hip hop group, Outkast, won the best new hip hop award and brought widespread attention to the rap and hip-hop scene which had been dominated by East Coast and West Coast artists. A new generation of Southern music would quickly become the dominant form of hip hop we hear today. In the early albums you hear lines which ask what it means to be Southern, questions where the South is, and speaks of Southern culture. We will attempt to answer some of those questions that Goodie Mob, Outkast, and more recently Beyoncé posed through a historical exploration of a region steeped in mystery and mystique. The South has fascinated generations of Americans, often represented as a deeply divided and troubled area of backward peoples and histories which continue to shock the nation. At the same time, the South is home to more diverse peoples, businesses, foodstuffs, and geography than most of the United States. The South often defies expectations and surprises the most seasoned social scientist. This course will introduce students to the history of a place that is both familiar and strange while exploring difficult issues of race, ethnicity, and identity. Students will be exposed to a variety of sources including music, film, and art produced by and/or about Southerners. Students will walk away from this course with a deeper understanding of the diversity of cultures and histories of the South and question what makes the South exceptional.
Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Spring

HISTORY 3746 Great Ideas That Changed the World: Humanism to Postmodernism
With a focus on Western Europe, this course is designed to make you familiar with the major intellectual movements and thinkers in the modern period. We cover both the towering, canonical figures and those critical of the canon. We look at the main schools of thought, the major political doctrines, and key literary and artistic groups, including humanism, Protestantism, Enlightenment rationalism, Romanticism, realism, nationalism, liberalism, capitalism, socialism, racism, feminism, colonialism, impressionism to surrealism, fascism, existentialism, and postmodernism. We also discuss the most significant conceptual categories that have defined the modern European world, including the concepts of nature, human nature, God, truth, reason, freedom, justice, gender, and race. The course differs from other history courses in that its emphasis is on intellectual matters--ideas, discourses, thinkers, schools of thought--and differs from a philosophy, literature or social science course in its emphasis on how ideas both reflect and contest their historical contexts.
Credit 3 units. A&S IQ: HUM BU: HUM EN: H
Typical periods offered: Fall

HISTORY 3749 History of United States: Foreign Relations: 1920-1989
This course explores the major diplomatic, political, legal, and economic issues shaping U.S. Foreign relations with the wider world from the 1920s to the fall of communism in 1989.
Credit 3 units. A&S IQ: HUM Art: HUM BU: HUM, IS EN: H
Typical periods offered: Spring

HISTORY 3788 Building St. Louis Oral History
This course aims to provide a national and local understanding of how Americans and St. Louisians dealt with the problems of racism, poverty, and sexism from 1945 to the present. While history courses traditionally require that students analyze the credibility and subjectivity of each historical source, this course will further challenge students to use the methods of oral history to compare evidence from oral historical memory with written texts. By comparing St. Louis history with that of the rest of the nation, students will analyze regional differences and understand the unique historical conditions that shaped this city.
Credit 3 units. A&S IQ: HUM BU: HUM EN: H
Typical periods offered: Fall

HISTORY 3813 Between Sand and Sea: History, Environment, and Politics in the Arabian Peninsula
Although it is today primarily associated with oil, the Arabian peninsula was for most of its history defined by water: its surrounding seas, its monsoon-driven winds, and its lack of water in its vast and forbidding interior deserts. As home to the major holy cities of Islam and a key source of global oil, the region has played an important role in the Western European and North American imagination. Despite being relatively sparsely populated, the peninsula hosts millions of believers each year on the annual Muslim pilgrimage, and it has been the site of major wars and military occupations by European, American, and other Middle Eastern countries for much of the 20th and 21st centuries. It has been an outpost of the Ottoman Empire, a center of British colonialism and (at Aden) an axis of its global empire, the location of Egypt's Vietnam (its long war in Yemen in the 1960s), the Gulf Wars I and II, and the recent wars in Yemen, to name just a few of the major conflicts. Often depicted as unchanging until caught up by the influx of massive oil wealth, this region is frequently characterized as a place of contradictions: home to some of the world's largest skyscrapers and also the most inhospitable and largest sand desert in the world, known as the Empty Quarter; the location of crucial American allies and the home of al-Qa'eda founder `Usama Bin Laden. In this course, we will examine the development of the peninsula historically to understand these contradictory images. We will investigate changes in the following arenas: environment and society; colonial occupation; newly independent states; the demise and development of key economic sectors (pearling; shipping; agriculture; oil; finance; piracy); political regimes; resources such as water, oil, and date palms; the growth of oil extraction infrastructure and its effects on the political regimes and societies in the region; the emergence of new Gulf cities; Islamic law; women's rights; human rights debates; and religious and ethnic minorities.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H
Typical periods offered: Fall

HISTORY 3904 Existentialist Thought
Existentialism begins with a disoriented individual facing a confused world that s/he cannot accept (Robert Solomon). Existentialists seek to make meaning of the brokenness (Marcel), dislocation (Merleau-Ponty), and ambiguity (de Beauvoir) of modern life. While its origins go back to the nineteenth-century (Kierkegaard, Dostoevsky, Nietzsche), with even older antecedents, as a specific moment in the history of ideas existentialism was created in response to the age of anxiety from the end of World War I through the 1960s. It continues to ripple through to the present. We will explore the richness and depth of the canonic figures of existentialism. But we will also consider how that canon was itself shaped and what this entailed for how these thinkers have been understood. We will consider existentialist giants such as Sartre and Heidegger. But we will also spend time with less totemic thinkers. One

key thematic strand will focus on is race and existentialism. In short, we will explore why existentialism continues to speak to the Millennial generation's concerns about the meaning and purpose of human existence.
Credit 3 units. A&S IQ: HUM, SC BU: HUM EN: H
Typical periods offered: Fall

HISTORY 3922 Secular & Religious: A Global History
Recent years have seen a dramatic rethinking of the past in nearly every corner of the world as scholars revisit fundamental questions about the importance of religion for individuals, societies and politics. Is religion as a personal orientation in decline? Is Europe becoming more secular? Is secularism a European invention? Many scholars now argue that religion is a European term that doesn't apply in Asian societies. This course brings together cutting-edge historical scholarship on Europe and Asia in pursuit of a truly global understanding. Countries covered will vary, but may include Britain, France, Turkey, China, Japan, India and Pakistan.
Credit 3 units. A&S IQ: HUM, LCD BU: HUM, IS EN: H
Typical periods offered: Spring

HISTORY 3931 Medieval Christianity
This course surveys the historical development of Christian doctrine, ecclesiastical organization, and religious practice between the 5th century and the 15th, with an emphasis on the interaction of religion, culture, politics, and society. Topics covered include: the Christianization of Europe; monasticism; the liturgy; sacramental theology and practice; the Gregorian reform; religious architecture; the mendicant orders and the attack on heresy; lay devotions; the papal monarchy; schism and conciliarism; and the reform movements of the 15th century.
Credit 3 units. A&S IQ: HUM, LCD BU: HUM

HISTORY 3977 The Making of the Modern Catholic Church
This course examines the work of three church councils that put their stamp on the Catholic Church at key moments in its history, making it what it is today. The first section is dedicated to the Fourth Lateran Council (1215), which defined the high medieval church as an all-encompassing papal monarchy with broad powers over the lives of all Europeans, Christian and non-Christian alike. In the second section we turn our attention to the Council of Trent (1545-1563), which responded to the threat posed by the Protestant Reformation by reforming the Catholic church, tightening ecclesiastical discipline, improving clerical education, and defining and defending Catholic doctrine. We conclude with a consideration of the largest church council ever, Vatican II (1962-1965), which reformed the liturgy and redefined the church to meet the challenges of the modern, multicultural, post-colonial world.
Credit 3 units. A&S IQ: HUM, LCD BU: HUM

HISTORY 3996 History Elective: 300-Level
This course is for 3000 level transfer credit.
Credit 3 units. EN: H
Typical periods offered: Fall, Spring, Summer

HISTORY 4017 Technology, Empire, and Science in China
How did technology, science, and empire intersect in early modern and modern Chinese history? Was there a unique Chinese way of studying nature? How did non-Chinese scientists and engineers contribute to China's knowledge of the world? This course offers a historical and historiographical survey of science and technology studies in China, from the 13th to the 20th century. It particularly examines the global circulation of scientific knowledge in the late imperial period, the place of technology in the empire building of the Qing dynasty (1637-1912), and the violent epistemic encounters between the West and China from the 19th century onward. Throughout the semester, we will explore Confucian scientists as well as Muslim geographers, Jesuit engineers, Manchu anatomies, and Chinese barefoot doctors. Positioning China within a global order, the students will question the premises of modern scientific discourses and try to respond to a seemingly simple question: What does science and technology even mean in a Chinese context?
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H
Typical periods offered: Fall

HISTORY 4018 European Intellectual History, 1789-1890
The development of modern rationalist individualism out of the French and Industrial Revolutions, its extension in Romanticism and Hegelian thought, and the reactions of modern ideologies (liberalism, conservativism, nationalism, and socialism); Romantic individuality; the conflicted responses to industrialization and modernity; liberal culture; Marxism; the aesthetic reaction; Nietzsche.
Credit 4 units. A&S IQ: HUM, LCD BU: HUM, IS
Typical periods offered: Spring

HISTORY 4031 Imperial Russia
The Russian tsars, from Peter the Great to Nicholas II, built the empire which became the Soviet Union. Now that the USSR is gone, historians focus not only on the governance of the Russians, but also on the fate of scores of nationalities ruled by them. This course also explores the changing reputation of Russia's rulers, especially the women rulers of the 18th century; the rise of an intelligentsia committed to radical reform; the fate of millions of serfs, and the government's efforts to steer a path between Muscovite traditions and a dynamic West.
Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: HUM
Typical periods offered: Fall

HISTORY 4032 Captives, Slaves, & Renegades in the Early Modern Mediterranean
This reading-intensive course introduces students to the social, political, and cultural history of the Early Modern Mediterranean, and surveys the recent historiography on captives and converts as significant social actors and cultural brokers. The case studies in this course will be broad, ranging from the Persian empire and the Ottoman lands to Spain, France and England.
Credit 3 units. A&S IQ: HUM, LCD BU: HUM EN: H
Typical periods offered: Fall

HISTORY 4034 American Pragmatism
This course examines the history of American pragmatism through three of its primary founders, the philosophers Charles Peirce, William James, and John Dewey. It considers pragmatism as a response to the experience of uncertainty brought on my modernity, and contextualizes it amidst late nineteenth and early twentieth century thought and politics, namely, scientific methodology, evolutionary theory, the probabilistic revolution, Transcendentalism, the rise of secularism, slavery, Abolitionism, and the Civil War. Major essays by each thinker will be read as well as three intellectual biographies and one critical survey.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Spring

HISTORY 4035 The Fascist Challenge in Europe, 1919-1945
European Fascism was both a transnational and an international phenomenon. This course will focus on the study of national and transnational cultures of Fascism and fascist networks, the range and consistency of their ideological specificity, their internal cohesion as well as their ideas about the future. The central theme of the course will be the potential for violence and destruction, which became a horrific reality during the Second World War and the Holocaust.

Credit 3 units. A&S IQ: HUM, LCD BU: HUM, IS EN: H
Typical periods offered: Spring

HISTORY 4038 Beyond the Harem: Women, Gender, and Revolution
This course examines the history and current situations of women in Middle Eastern societies. The first half of the course is devoted to studying historical changes in factors structuring women's status and their sociopolitical roles. The second half of the course will focus on several case studies of women's participation in broad anticolonial social revolutions and how these revolutions affected the position of women in those societies.
Credit 3 units. A&S IQ: HUM, LCD BU: BA, HUM EN: H
Typical periods offered: Fall, Spring

HISTORY 4041 American Intellectual History Since 1865
This course concentrates on social, cultural, philosophical and political thought since the end of the Civil War, and investigates how American thinkers have responded to the challenge of modernity. After an examination of the end of the old religious order and the revolt against Victorianism, it analyzes the subsequent rise of pragmatism, progressivism, literary modernism, radical liberalism, political realism, protest movements and the New Left, neo-conservatism and the New Right, and the current state of intellectuals in post-911 America.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA, HUM EN: H
Typical periods offered: Spring

HISTORY 4049 Research Seminar in Post-War Urbanism: Shrinking City or Growth Machine?
This course will explore the way that American cities have evolved in the face of shrinking de-industrialized economies and the shift to neo-liberal post-industrial growth. Focusing on the 1960s to the present, the class will examine the process of urban change in the late 20th century, including: de-industrialization; urban decline; growth policies; and gentrification.
Credit 4 units. A&S IQ: HUM BU: HUM EN: H
Typical periods offered: Spring

HISTORY 4052 Advanced Seminar: Mexican Agriculture: Land, Politics and Development
Access to and ownership of land has been a major issue in Mexican history. Land tenure in economic development has been a constant source of tension and debate since the 18th century. Paradoxically, land tenure has been put forth as both the obstacle and the solution to the country's modernization. Given its centrality in the construction of the modern period, this course examines liberalism, agrarian revolts, the revolution, the green revolution and neoliberalism through the lens of land issues. This course will also explore how these have shaped and have been shaped by indigenous peoples and peasants, from land disentailment to the fight against GMO maize. Students will evaluate agrarian reforms, agricultural modernization programs, concepts of and transformations of natural resources, food production/consumption and social policies.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall

HISTORY 4056 Advanced Seminar: Mad: Mental Illness, Power and Resistance in Africa and the Caribbean
This seminar explores the history of mental illness in Africa and the Caribbean during the colonial and post-colonial periods. We will be guided by the following questions: What is mental illness? How do social, cultural and political realities affect how mental illness is defined? Should mental illness always be analyzed within a specific cultural context? How did psychiatry factor into the efforts of European colonizers to maintain social order in their colonies? How have colonized people resisted colonial notions of madness? What is the place of religion in these histories? How did mental institutions change after the end of colonial rule and how was post-colonial Caribbean and African psychiatry harnessed in service of decolonization? The course will pay special attention to how European colonial powers employed similar understandings of blackness across regions as they formulated ideas concerning the black populations they deemed mad across Africa and the Caribbean.
Credit 3 units. A&S IQ: HUM, LCD BU: HUM EN: H
Typical periods offered: Spring

HISTORY 4057 Advanced Seminar: Medicine, Disease and Empire
This course examines the history of medicine in connection to the politics of colonialism and empire-building, spanning the sixteenth century through the twentieth century. Topics covered include: epidemic disease outbreaks (e.g. smallpox, cholera, malaria); the role of science and medicine in endorsing the civilizing missions of empires; tropical climates and tropical diseases as western constructs; tensions between western medicine and indigenous healing practices and beliefs; ideas of race and racism in science and medicine; modern advancements in sanitation and public health and their implementation overseas; and the historical roots of the modern global health movement.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H
Typical periods offered: Fall, Spring

HISTORY 4070 Advanced Seminar: Japan in World War II-History and Memory
This course examines the history of World War II in Asia and how it has been remembered in the postwar era. We will trace the war, from the first Japanese military attack on China in 1931 through the US atomic bombings of Hiroshima and Nagasaki in 1945. We will also examine several postwar controversies concerning how the war has been forgotten and remembered in Japan, in the rest of Asia, and in the United States. Goals include grasping the empirical history of the war as a step to becoming familiar with the theories and methods of Memory Studies in History.
Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: HUM, IS EN: H
Typical periods offered: Fall

HISTORY 4072 Advanced Seminar: Sexuality in the United States
Does sex have a history, and if so, how can we study it? This seminar examines important themes in the history of sexuality: the relationship between sexual ideologies and practices; racial hierarchy and sexuality; the policing of sexuality; construction of sexual identities and communities; and sexual politics at the end of the century. Students will also spend time discussing theoretical approaches to the history of sexuality, as well as methodological issues, including problems of source and interpretation.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall

HISTORY 4080 Nuns
Nuns -- women vowed to a shared life of poverty, chastity, and obedience in a cloistered community -- were central figures in medieval and early modern religion and society. This course explores life in the convent, with the distinctive culture that developed among communities of women, and the complex relations between the world of the cloister and the world outside the cloister. We look at how female celibacy served social and political, as well as religious, interests. We read works by nuns: both willing and unwilling; and works about nuns: nuns behaving well, and nuns behaving scandalously badly; nuns

embracing their heavenly spouse, and nuns putting on plays; nuns possessed by the devil, and nuns managing their possessions; nuns as enraptured visionaries, and nuns grappling with the mundane realities of life in a cloistered community.
Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM BU: BA, HUM EN: H

HISTORY 4087 Advanced Seminar: The Inquisition in Europe, Asia, and Latin America, 1200-1700
This seminar will study the history of the Inquisition from its beginnings in southern France in the first half of the 13th century up to the investigations undertaken by Dominicans and Franciscans in 17th century Mexico and Peru. Along the way the seminar will focus upon other inquisitions in Europe (especially those made in Italy, Spain, and Germany), and the hunt for heresy in Goa and the Phillipines. This course will read inquisitional manuals (books on how to conduct an inquisition), and original inquisitional documents (the records of the trials and interrogations). Consequently, the history of heresy and witchcraft, as understood by people in the past and historians in the present, will be discussed.
Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: HUM
Typical periods offered: Fall

HISTORY 4088 Advanced Seminar: Europe's Jewish Question: Emanicpation, Antisemitism, & Jewish-Christian Confrontation
The so-called Jewish Question was a product of European modernity. It emerged in conjunction with the formation of modern states, Enlightenment projects for political reform, the decline of religious influence in society, and struggles over Jewish emancipation. In this seminar, students will examine the unusual career of this obsession from the sixteenth through the twentieth century by focusing selectively on a number of illustrative episodes: Christian Hebraism and the Reformation; the Enlightenment assault on religious power; European debates on Jewish emancipation; the emergence of the Jewish Question in the nineteenth century; antisemitism as a modern political phenomenon; the renewed discourse of Jewish ritual murder at the turn of the 20th century; Zionism and other forms of Jewish nationalism; and the question of anti-Zionism in the reformulation of the Jewish Question during the past half-century.
Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: HUM
Typical periods offered: Spring

HISTORY 4092 Humanitarianism and Human Rights: Power, Paradigms, Protection
This course charts the twin development of Western humanitarianism and human rights, with a particular focus on aid and protection as forms of European and US imperialism. Each week, we will focus on one particular set of actors in the humanitarian field each week: representatives of states, international organizations, NGOs, philanthropists, emergency workers, legal experts, reporters, and not least the affected communities themselves. We will conclude with a discussion of how the complicated history of Western humanitarianism frames our understanding of more recent humanitarian emergencies, such as the European refugee crisis of 2015.
Credit 3 units. A&S IQ: HUM, SC BU: HUM
Typical periods offered: Spring

HISTORY 4115 Advanced Seminar: Gender, Race, and Class in South Africa, 1880-Present
By focusing on the complex historical dynamics of race, gender and class in South Africa over the past 120 years, this course is aimed at understanding the development of segregation, apartheid, and racial capitalism, as well as the emergence of multiple forms of resistance to counter white minority rule. Topics include: white settler expansion and the defeat of the African peasantry; the rise of mining capital and the emergence of a racially divided working class; the origins of African and Afrikaner nationalisms; migrant labor and the subordination of African women; and the prospects for a non-racial, non-sexist democracy in a unified South Africa.
Credit 3 units. A&S IQ: HUM, LCD BU: HUM EN: H
Typical periods offered: Fall

HISTORY 4116 Advanced Seminar: Historical Perspectives on Human Rights
This course offers a historical perspective on the modern international human rights regime, using materials drawn from diplomatic, legal, political, and cultural studies. Successful completion of this seminar involves designing, researching, and writing a 25-30 page paper on a historically-oriented, human-rights-related topic of your choice.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Spring

HISTORY 4118 Advanced Seminar: Renaissance Florence and Venice
Venice was the most famously stable city-state in Renaissance Italy, Florence the most notoriously unstable one. This course explores how those contrasting political environments and experiences shaped social relations and cultural production (and vice versa) in those two cities.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall

HISTORY 4124 Advanced Seminar: Women and Religion in Medieval Europe
This course explores the religious experience of women in medieval Europe and attempts a gendered analysis of the Christian Middle Ages. In it, we will examine the religious experience of women in a variety of settings - from household to convent. In particular, we will try to understand how and why women came to assume public roles of unprecedented prominence in European religious culture between the twelfth century and the sixteenth, even though the institutional church barred them from the priesthood and religious precepts remained a principal source of the ideology of female inferiority.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Spring

HISTORY 4129 Advanced Seminar: The Crusades
This seminar will study the phenomenon of crusading in medieval Latin Christendom, from the First Crusade proclaimed by Pope Urban II in 1095 to the late crusades of the fourteenth and fifteenth centuries. We will particularly focus on crusading in the twelfth and thirteenth centuries, when the ideas and practices of being a martial pilgrim were developed and formalized by the Church. The concept of holy war in Latin Christianity and Islam will be examined. We will analyze the Fourth Crusade and the sack of Constantinople in 1204. We will investigate the Albigensian Crusade (1208-1229) into what is now southern France, when Christians were promised salvation for killing other Christians and whether genocidal moments occurred during this holy war against heretics. Topics to be discussed are the Kingdom of Jerusalem and other crusader colonies in the Levant, women on crusade, the poetry of crusading, chivalry, military orders like the Knights Templars and the Hospitallers, and violence as a redemptive act. One historiographic paper and a research essay are required.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Spring

HISTORY 4132 Advanced Seminar: Religion and the Secular: Struggles Over Modernity

A generation ago, scholars and observers around the world felt assured that modernization would bring the quiet retreat of religion from public life. But the theory of secularization now stands debunked by world events, and a host of questions has been reopened. This course provides students with a forum to think through these issues as they prepare research papers on topics of their own choosing.

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

Typical periods offered: Spring

HISTORY 4133 Advanced Seminar: Medicine On the Frontiers

When Europeans established maritime empires and trading routes beginning in the sixteenth century, they encountered not only new cultures, but new environments, natural products, and understandings of the human body. The encounters also introduced new ideas and vectors of disease, injury, and death to the societies of Africa, Asia, and the New World. This course examines how ideas about health and healing shaped global interactions in the early modern period and how these ideas were transformed by the movement of information, drugs, and medical practitioners around the world.

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

Typical periods offered: Fall

HISTORY 4134 Advanced Seminar: Women in Renaissance Italy

In Renaissance Italy, long-standing yet self-contradictory stereotypes of women contended with one another, as well as with new notions of domesticity, emergent models of education for women, and harsh social realities of legal subordination and political exclusion. This course explores ideas about women and the lived experience of women in the varied environments of Renaissance Italy, from the merchant republics of Florence and Venice to the princely courts of the Po valley, and from middle-class households to aristocratic convents. Readings will include primary sources (sermons, short stories, letters, diaries, chronicles, treatises, and court records, as well as surviving examples of material culture including paintings and sculpture) in English translation, as well as modern studies of women in Renaissance culture, society, and politics. Pre-modern, Europe.

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

Typical periods offered: Spring

HISTORY 4136 Advanced Seminar: Meet Me in St. Louis

This seminar uses the 1904 Louisiana Purchase Exposition held in St. Louis as a lens to explore the intersection of exhibitionary culture, nation building and history. In the second half of the 19th century, world's fairs became a fact of life in many parts of the world. By the end of the century, American historian and cultural critic Henry Adams argued there was indeed a religion of world's fairs. These international expositions, as sites of pilgrimages not only informed people's perception of the world but also were ideal stages for young countries to showcase their achievements, to attract investors and to craft a national identity. Students will examine the rise of exhibitionary culture and the construction of patriotic histories and national symbols, the manufacturing of racial ideologies and otherness, and how these were all embedded in debates on civilization, modernity and progress.

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

Typical periods offered: Spring

HISTORY 4137 Independent Research for Capstone

This course is to be taken in addition to any Advanced Seminar for which a student registers. Course is 1 unit.

Credit 1 unit. EN: H

Typical periods offered: Fall, Spring

HISTORY 4138 Advanced Seminar: Blood & Sacred Bodies: Ritual Murder & Host Desecration Accusations

This seminar follows the history of the Ritual Murder and Host Desecration accusations from the origins in 12th and 13th century Europe to the 20th century. It pays close attention to the social and political functions of the narratives; their symbolic importance in Christianity's salviric drama; attacks on such beliefs from both within and outside the community of the faithful; the suppression and decline of the ritual murder accusation; the integration of Jews into European societies in the 19th century; and the reappearance of the blood libel in the aftermath of emancipation.

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

Typical periods offered: Spring

HISTORY 4139 Advanced Seminar: Fixing Boundaries, Crossing Borders: History of the U.S.-Mexico Borderlands

This seminar will cover the history of the U.S.-Mexico borderlands from its indigenous past to the era of colonial encounters and national consolidations. Emphasizing the formation of the borderlands as a process, the course will examine a variety of economic, political, socio-cultural, and legal factors that have shaped and reshaped the development of the border region.

Credit 4 units. A&S IQ: HUM BU: HUM EN: H

Typical periods offered: Fall

HISTORY 4140 Advanced Seminar: The U.S. in Afghanistan: Origins, Developments, Consequences

This course offers a historical examination and analysis of America's involvement in Afghanistan from the Cold War through the present, focusing in particular on the US War in Afghanistan from 2001 onward. Special attention will be given to political, military, diplomatic and economic dynamics as well as to international relationships, the experience of war and the subsequent developments upon both American and Afghani societies. Major topics covered include US covert operations against the Soviets in Afghanistan during the 1980s; revolution, civil war and the rise of the Taliban during the 1990s; 9/11 and the War on Terror; national building and stability measures during the early 2000s and subsequent security threats in the form of an insurgency, warlords, drug gangs, criminal networks and the al-Qaeda alliance of terrorist organizations; the key roles played by Pakistan, India, Iran, Russia, China and Central Asian states; the Obama surge and counterinsurgency operations starting in 2009; the soldier's experience, special forces, and covert operations; prisoners, torture and human rights abuses; the end of NATO's mission in 2014 and subsequent developments: the Ghani government, the return of the Taliban, the arrival of ISIS, the peace process, the U.S. drawdown and the elusive quest for peace and stability in Afghanistan. This is a capstone course open to history majors only. This course fulfills the History major capstone requirement as an Advanced Seminar.

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

Typical periods offered: Fall

HISTORY 4141 Advanced Seminar: Visual Culture and American History

How does United States history look different with visual culture at the center of the story? Focusing on the nineteenth century in particular, this course investigates how images and other visual objects did not simply reflect, but also shaped society, culture, politics, ideas and identities. The course moves from the Revoltion to the mass-culture society of the early twentieth century. During this period, American experienced a litany of profound transformations in the growth of cities to the emancipation of slaves.

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

Typical periods offered: Spring

HISTORY 4142 Advanced Seminar: Women and Gender in Modern Caribbean History

This course will highlight women in the making of Caribbean history, and it will consider how men and women were made in the English-speaking Caribbean from emancipation (1838) to the present. We will explore women and gender issues within the context of significant political shifts including the transition from slavery to wage and indentured labor, the labor rebellions of the 1930s, the rise of labor unions and political parties, anti-colonial activism, decolonization and nationalism. The course will also situate the Caribbean within an international context, paying attention to migration, black internationalism and the Third World movement.

Credit 3 units. A&S IQ: HUM, LCD BU: HUM, IS EN: H

Typical periods offered: Fall

HISTORY 4143 Advanced Seminar: Planning Global Cities

This team-taught advanced seminar will address the history and theory of a variety of metropolitan environments from the mid-nineteenth century to the present. Readings will move from the nineteenth century state-centered urbanism of Paris of Vienna, through the colonial remaking of cities like Manila or Caracas and their connections to urban reform and the City Beautiful movement in the U.S., then through the rise of planning, zoning, auto-centered cities, federal interventions like urban renewal, the emergence of the preservation movement and new urbanism.

Credit 3 units.

Typical periods offered: Spring

HISTORY 4144 Federalists, Antifederalists, and the Making of the Constitution

In this course, students will return to the brief but critical time in U.S. history when the Constitution was not the holiest of holy document it is today, but a highly controversial proposal for a more powerful national government. Students will closely examine key documents produced by the most vocal supporters and critics of the Constitution, as well as historical essays by leading scholars attempting to contextualize the debate.

Credit 4 units. A&S IQ: HUM BU: HUM EN: H

Typical periods offered: Spring

HISTORY 4145 Advanced Seminar: Egypt and the Arab Spring: Middle Eastern Revolution in Historical Perspective

The uprisings of the Arab Spring of 2011 captivated global media and observers. The movements brought down established regimes in Tunisia, Libya, Yemen, and Egypt. The focus of this course will be to understand the historical background and primary contemporary issues that have shaped Egypt's Arab Spring, and to examine the huge popular effort to document Egypt's revolution. Each student will design, research, and write a 25-page paper on a topic of his/her choice related to the Arab Spring.

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

Typical periods offered: Spring

HISTORY 4146 Advanced Seminar: The Founding Fathers' Government in an Electronic Age

This is a research seminar that examines how Americans sought to translate their notions of government into a realistic set of priorities and a functioning set of public institutions. Extending from 1789 through the 1820s, this course investigates how the federal government came into being, what it did, and who populated the civilian and military rank of American officialdom. This is also a course in digital history. Students will create new knowledge through their own contributions to an ongoing digital project that seeks to reconstitute the early federal workforce. In the process, students will learn a variety of digital techniques, ranging from encoding languages to electronic systems to software packages.

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

Typical periods offered: Spring

HISTORY 4147 Advanced Seminar: The Enlightenment in Latin America: Science & Reason On the Colonial Frontier

What is Enlightenment? Neither the harbinger of a utopian society 'philosophes' and bureaucrats in the Age of Revolutions anticipated nor as totalitarian or destructive as social critics judged from the twentieth century, the projects of self-styled rationalists and empiricists have had repercussions in seemingly every aspect of life. This course invites students to consider the contributions of non-Western actors to the emergence of our modern world. Specifically, we examine the variety of ways scientists, administrators, and laypeople in Latin America and the Caribbean thought about medicine and disease, race, religion, social and political organization, and problems of truth and empiricism in the eighteenth and nineteenth centuries. The goal is to engage critically with the view that the modern world emerged from predominantly textual, literate, English, or French traditions and to think about how we can recover the cultural contributions of non-literate groups of indigenous American, African, and Spanish descent.

Credit 4 units. A&S IQ: HUM, LCD BU: HUM EN: H

Typical periods offered: Spring

HISTORY 4148 Advanced Seminar: Gender, Sexuality, and the Body in Latin America

This course offers students an immersion in the relevent debates on gender, sexuality, and the body as lenses through which Latin America can be understood. Through a variety of methodologies, perspectives, and document types, students will engage such diverse topics as: colonial gender systems; state violence; homosexuality; love and relationship; work; emotive culture; social discourse; citizenship; revolution; and identity. Through memoirs, primary archival sources, and secondary treatments of the past and present, as well as film, we will explore how gender, sexuality, and the body are not only important in understanding Latin America, but vital.

Credit 4 units. EN: H

Typical periods offered: Spring

HISTORY 4149 Advanced Seminar: Slavery in America: The Politics of Knowledge Production

This course focuses on the long history of chattel slavery in North America, from origins through emancipation, encompassing Black and Indigenous enslavement. The course foregrounds the struggles over power, over life and death, that were at the heart of slavery's traumatic and grotesquely violent two-hundred-fifty-year career in North America, with attention to hemispheric context. At the same time, it highlights the fiercely contested historical battleground where scholars have argued about how to define American slavery--as a system or site of labor, production, and reproduction; law, property, and dispossession; racial and gender domination; sexual violation, rape, and incest; psychological terror and social death; containment and marooning; selfhood and nationality; agency and resistance; anti-colonial and revolutionary liberation and millennial redemption. Finally, it engages the politics of knowledge production that have produced the slavery archive, replete with its annihilating silences, repressions, and erasures, and overdetermined presences. In the end, the course's overarching question is how the politics of slavery, of its material experiences, interpretations, and archives, have shaped the lives and afterlives of slavery and race, to the present day. Students will conduct original research on topics related to North American slavery in consultation with the instructor that will culminate in a 12-15-page

final essay. The course includes attention to the role of slavery in the founding and development of Washington University, and research projects that engage the University's slavery archive and questions related to enslavement in the history of the University and/or the history of St. Louis are welcome and will be supported by Olin Library Special Collections and other resources. Modern, U.S.
Credit 3 units. A&S IQ: HUM BU: BA, ETH, HUM EN: H
Typical periods offered: Spring

HISTORY 4150 Advanced Seminar: Inventing India
From Christopher Columbus' misguided search for a mythical notion of India, to the Incredible India branding campaign launched by the Indian State's Department of Tourism, to the allure of yoga and true love, the notion of India has its own history. In this Advanced Seminar we trace the invention of India - as a concept - over time. We'll learn how the fabrication of India has proceeded through the centuries, and how the many meanings of India coalesce, nimbly side-stepping any popular or professional narrative of Indian history. Mobilizing an array of interdisciplinary tools, we will plot how the fetishization of India has itself become a flexible industry, how the management of Indian exceptionalism drives caste expansion. We'll study how the process renders certain subject positions and hierarchies as neutral and hegemonic while violently discarding others; how India is a product collectively manufactured, circulated, and consumed by a range of people around the world; the very real work of translation in bringing India into our everyday lives and imaginaries. This course fulfills the History major capstone requirement as an Advanced Seminar.
Credit 3 units. A&S IQ: HUM, LCD BU: HUM EN: H
Typical periods offered: Fall

HISTORY 4158 Topics in American History: Race and Drugs in American History
This course explores the racial construction of the use of legal and illegal substances in American history from the mid-19th century to the present. We will spend time engaging in a historical analysis of the social, economic, and racial dynamics that defined drug addiction in popular imagination, and examine how these factors contributed to discussions about legality, access to substances, one's ability to be rehabilitated, and criminal status. Regarding criminality we will particularly explore sociological and theoretical perspectives of labeling, habitual and occasional offenders, and moral panic in order to understand how racial minority groups were targeted for different rhetorical, legislative, and economic purposes. One major goal of the course will be to outline the early 20th century beginnings of the war on drugs and connect it to the century long growth of a militarized police system and prison industrial complex. We will secondly work to understand the role of local and national political actors, law enforcement, and the media in manufacturing and maintaining connections between race, crime and drugs. Ultimately, we will use our study of drugs to contextualize 21st century issues of police violence, increases in homicide in minority communities, mass incarceration, poverty, segregation, and mass movements of protest.
Credit 3 units. A&S IQ: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

HISTORY 4160 The Culture of Death in East Asia
This course explains a wide range of historical themes pertaining to death in East Asia, namely China, Korea, and Japan. The key questions addressed in this course are how and why people in the past understood and experienced death in certain ways, and in what ways the experience and meaning of death transformed over time. We will try to answer these questions by exploring historical and cultural terrains that shaped the ways in which people conceptualized death and afterlife in the three countries. Throughout the first half of the semester, we will observe how notions of death and afterlife evolved and were shaped and influenced within the multifaceted interplay between religions, philosophies, ideologies, and popular customs. We then move on to the impact of modernization on the practices of death in the late 19th and 20th centuries. Students will be asked to think critically and creatively about how to define death as a historical experience or event, as well as how we could see history differently through the lens of death. For this purpose, we will consult a variety of course materials, such as selected secondary scholarship, primary documents, ghost tales, and films. Although a short lecture will be given when necessary, the class will be discussion-based. Studenets who are interested in death but have no background in East Asian studies and history are welcome; we value any creative input from the perspective of diverse cultural backgrounds as far as death is taken seriously.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Spring

HISTORY 4161 Directed Fieldwork in Historical and Archival Professions
A fieldwork project under the direction of a faculty member from the Department of History. Normally planned and undertaken in conjunction with an established museum or archival program.
Credit 4 units.
Typical periods offered: Fall

HISTORY 4163 Directed Fieldwork in Historical and Archival Professions
A fieldwork project under the direction of a faculty member from the Department of History. Normally planned and undertaken in conjunction with an established museum or archival program.
Credit 4 units. EN: H
Typical periods offered: Fall, Spring

HISTORY 4251 Advanced Seminar: Race, Crime, and American Prisons
This course will explore the politics of race, crime, policing, criminal justice, and the American prison system. Specifically, the race component of the class will focus on the racial dichotomy of Black and White, and how that has manifest in crime and imprisonment. Students will read several important texts that engage these subjects and will become familiar with the prominent ideas in a growing historiography that addresses inequality in law enforcement. We will also examine a few historical theories that have shaped this scholarship in order to understand how historians have dealt with the problem of racial prejudice in crime and punishment. As a result, the class will begin with themes of criminalization along lines of gender and racial identity, and ultimately lead to a history of the American carceral state.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM
Typical periods offered: Spring

HISTORY 4254 Advanced Seminar: Medieval Foundations of Modern Law
This seminar will study the law codes, legal theories, forensic methods, modes of litigation, judicial processes, criminal punishments, and legal cultures of the medieval West from the fifth century to the fifteenth. Topics to be discussed include the Late Roman Theodosian and Justinianic Codes, law in a lawless world after the collapse of the Western Roman Empire, the early English (or Anglo-Saxon) law codes, laws as songs, monastic Rules, Carolingian capitularies, the early medieval penitentials, feudal law, the Gregorian Reforms, secular and canon law, the rediscovery of Roman law, the rise of lawyer popes, the first university law schools in the twelfth century, the Fourth Lateran Council, Magna Carta, the early inquisitions into heretical depravity, courtroom testimony and confession, methods of interrogation and cross-examination, torture, life imprisonment, the development of English common law and the jury system, law as a secular profession,

and the writing of laws and legal documents in vernacular languages (especially English and French) rather than Latin by the fifteenth century. The modern legal system of the United States (and the United Kingdom, Canada, New Zealand, and Australia) was founded upon the legal history of this medieval millennium. The fundamental differences between Anglo-American and European law (and much of Central and South American law) also derives from these early centuries. Students will participate in weekly seminars reading and discussing primary and secondary sources in translation. Students are required to write a historiographic essay (4-6 pages) and a research essay (20-30 pages) on topics of their choosing. No prerequisites. 4 Units.
Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Spring

HISTORY 4275 Palestine, Israel, and the Arab-Israeli Conflict
This course examines the history of the Arab-Israeli conflict from the mid-nineteenth century to the present. Topics include: Palestine in the late Ottoman period; the development of modern Zionism; British colonialism and the establishment of the Palestine Mandate; Arab-Jewish relations during the Mandate; the growth of Palestinian nationalism and resistance; the establishment of the state of Israel and the dispersion of the Palestinians in 1948; the Arab-Israeli wars; both Palestinian uprisings; and the peace process.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H
Typical periods offered: Fall

HISTORY 4351 Advanced Seminar: Connected Histories of Sciences, Technology and Medicine in East Asia and South Asia
Asia has been a key site for the rise of new disciplines and modes of inquiry in early modern and modern world history. By focusing on a series of ways of knowing – from anthropology and astronomy to botany, surveying, medicine and racial and gendered science, this course embeds knowledge and its practice in the specific cultural, environmental, infrastructural, economic and political context of East Asia and South Asia. It draws from over three decades of charged debates undertaken by scholars who have advocated, challenged, or amended the framework of "Asia as a Method" in the study of science, technology, medicine, and the environment. The course will also provide methodological insights into the sociology of scientific knowledge to the intersection of postcolonial theory, the Anthropocene debate, climate change and posthumanism. Decidedly anti-diffusionist and soundly empirical in its approach, the course will have the added aim of introducing students to a variety of sources within the collections of our medical library and museums as a means of grounding the discussions in a rich archive.
Credit 3 units. A&S IQ: HUM, LCD BU: HUM
Typical periods offered: Fall

HISTORY 4432 Advanced Seminar: Medieval Foundations of Modern Law
This seminar will study the law codes, legal theories, forensic methods, modes of litigation, judicial processes, criminal punishments, and legal cultures of the medieval West from the fifth century to the fifteenth. Topics to be discussed include the Late Roman Theodosian and Justinianic Codes, law in a lawless world after the collapse of the Western Roman Empire, the early English (or Anglo-Saxon) law codes, laws as songs, monastic Rules, Carolingian capitularies, the early medieval penitentials, feudal law, the Gregorian Reforms, secular and canon law, the rediscovery of Roman law, the rise of lawyer popes, the first university law schools in the twelfth century, the Fourth Lateran Council, Magna Carta, the early inquisitions into heretical depravity, courtroom testimony and confession, methods of interrogation and cross-examination, torture, life imprisonment, the development of English common law and the jury system, law as a secular profession, and the writing of laws and legal documents in vernacular languages (especially English and French) rather than Latin by the fifteenth century. The modern legal system of the United States (and the United Kingdom, Canada, New Zealand, and Australia) was founded upon the legal history of this medieval millennium. The fundamental differences between Anglo-American and European law (and much of Central and South American law) also derives from these early centuries. Students will participate in weekly seminars reading and discussing primary and secondary sources in translation. Students are required to write a historiographic essay (4-6 pages) and a research essay (20-30 pages) on topics of their choosing. No prerequisites. 4 Units.
Credit 4 units.
Typical periods offered: Fall, Spring

HISTORY 4521 Race, Crime, and Prisons in American History
This course will explore the politics of race, crime, policing, criminal justice, and the American prison system. Specifically, the race component of the class will focus on the racial dichotomy of Black and White, and how that has manifest in crime and imprisonment. Students will read several important texts that engage these subjects and will become familiar with the prominent ideas in a growing historiography that addresses inequality in law enforcement. We will also examine a few historical theories that have shaped this scholarship in order to understand how historians have dealt with the problem of racial prejudice in crime and punishment. As a result, the class will begin with themes of criminalization along lines of gender and racial identity, and ultimately lead to a history of the American carceral state.
Credit 3 units.
Typical periods offered: Fall, Spring

HISTORY 4532 The Culture of the Renaissance
The scholars, artists, and assorted adventurers who self-consciously broke with the medieval past and called for new methods of communication, the rethinking of human affairs, and the exploration of the wide world created a vast and influential culture. Once thought to herald the start of the modern era, the Renaissance has been revealed as contradictory, complex, and cross-cultural; a subject worthy of examination in its own right. In this course we will analyze key primary sources and use recent scholarly works to consider the social, political, and intellectual contexts that produced and promoted this cultural transformation. As historians, we will always be concerned with the purpose(s) culture serves and who culture is for.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Spring

HISTORY 4804 Advanced Seminar: Partition: The Making of India and Pakistan
The division of India and Pakistan at the time of Independence from British colonial rule was a major event that has left its mark on the lives, memories, and politics of contemporary South Asians. Why did British India break apart along apparently religious lines? Was sectarian or communal violence inevitable, or endemic in South Asian society? How was Partition - a time of violence, mistrust, dispossession, displacement, and mass migration -- experienced by ordinary people? How is the traumatic memory of this event borne by individual women, children, by families? How does its legacy persist, and how is it being remembered, and reckoned with, today? In this course, we will not find final answers to these difficult questions, but we will learn how to explore them responsibly, using literature, film, and other archival sources. This course provides students with a forum to discuss and explore topics of their own choosing.
Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall

HISTORY 4815 Advanced Seminar: New York, New York: The Empire City From Stuyvesant to Trump

This research seminar engages the long history of greater New York City: from the place Native Americans called Manna-hata to the largest city in the United States and the world political, financial, and cultural capital that it is today. The course explores New York City's ambivalent relationship with America, with the world, and with itself. It focuses on matters of power - how, in different moments of the city's history, it was defined, who held it, and how various groups managed to contest for it; matters of exchange and extraction - political, cultural, and economic; and matters of belonging - whether a city of immigrants, exiles and refugees succeeded in becoming a home for the homeless. It pays close attention to both the micro - the street corner and the political ward; the bridge and the tunnel; the gentrifying neighborhood; the mosaic of the city's foodways; the theater, financial, slaughterhouse, brothel, and other districts - and the macro - the banks and the stock exchange; the port and transit authorities; the instrumentalities of knowledge and cultural production in the city's universities, print media, clubs, and salons; the sports empires; and the political machines, organized crime, grassroots labor and political movements, insurgencies, and undergrounds. Above all, the course will foreground the city's massive and unbearable contradictions, as a city of skyscrapers and of basement dives, lures, and snares; as a symbol of the future and freedom bound to traumatic, slave, and unfree pasts; as a symbol of modern independence bound to modern interdependence; and as a place of renaissances and ruinations, where the world either comes together or spectacularly falls apart. Sites of potential investigation, in a list that is suggestive rather than exhaustive, range from the African Burial Ground to the 9/11 Memorial and Museum, from Hamilton to Hamilton, from Boss Tweed to Robert Moses, from the Five Points to Chinatown, from Delmonico's to Sylvia's, from Blackwell's Island Lunatic Asylum to Hart Island Potter's Field, from the African Free School to Ocean Hill-Brownsville, from Marcus Garvey to Amadou Diallo, from Billie Holiday to Andy Warhol, from James Baldwin's Harlem to Stonewall, from George Steinbrenner to Jerry Seinfeld, from the Gowanus Canal to Estée Lauder, and, in the spirit of the course title, from Stuyvesant to Trump. Students will engage with the history of New York City via two three-page book reviews, a three-page site analysis, and two five-minute oral reports on assigned readings before conducting their own original research in consultation with the instructor that will culminate in a 15-page final essay. Attendance at all classes and participation in class discussions required. This course fulfills the history major capstone requirement as an Advanced Seminar.

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

Typical periods offered: Fall

HISTORY 4871 Colonial Cities and the Making of Modernity

Massive urban growth has been a central result of the incorporation of many areas--both central and peripheral--into the global economy in the 19th and 20th centuries. Scholars have long theorized urbanization as a key component of modernity, but they have usually done so by looking at urbanization and modernization from the perspective of the West. This course will investigate the character of cities in the colony and then use these empirical and analytical entry points to examine critically some theories of modernity. The geographical focus of the course will be primarily on cities in the Middle East, North Africa, and South Asia.

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

Typical periods offered: Spring

HISTORY 4880 History Elective: 400-Level

This course is for 4000 level transfer credit.

Credit 12 units. EN: H

Typical periods offered: Fall, Spring, Summer

HISTORY 4882 Advanced Seminar: Money Talks: Readings in Economic History

To date, economic history has been dominated by quantitative research. In recent years, however, there has been a turn toward more qualitative analysis. With his landmark Capital in the Twenty-First Century, Thomas Piketty argued that Economics ought to return to its origins in political and moral philosophy. Similarly, on this side of the Atlantic, a new generation of historians has begun to revisit the history of capitalism with methods that combine both numbers and narrative. In this advanced seminar, students will read both contemporary and seminal works in the field of economic history as well as writings from a wide variety of social scientists and humanistic scholars who study the economy. The aim of this course is to think critically about the historical construction of both economics as a discipline and the economy as a field of inquiry.

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

Typical periods offered: Spring

HISTORY 4883 History Coursework Completed Abroad

This course is for 4000 level study abroad credit.

Credit 12 units.

Typical periods offered: Fall, Spring

HISTORY 4884 Advance Seminar: The Roots of the American Working Classes: Myths, Realities, Histories

The diverse realities of American labor and working-class experience have long been submerged under layers of politics and ideology. How should we study the lives of working people? What questions should we ask? Where do we go to answer them? This research seminar engages the lived experiences of the American working classes, in all their complexity, over the long 19th- and 20th-centuries, to the present. The course has the double project of (1) exploring the roots of mythologies about American working people that have the effect of distorting or erasing their experiences, efforts and accomplishments, and struggles for organization, visibility, citizenship, and power, with special attention to mythologies about American workers who are non-white, non-male, and non-U.S.-born who did/do not fit conventional tropes of American labor or the white worker; and (2) exploring the roots of working people's experiences, as shaped by forces of technology, class, race, gender and sexuality, religion, nationalism, and violence : what are the challenges, conceptual and archival, of studying the people, in their working and familial/community lives, as producers and consumers, in their organizing efforts, and in their civic and political capacities? How did the transformation of work, technology, culture, and society over this long era from Enslavement to Artificial Intelligence, from Blackface Minstrelsy to Hip Hop, shape working people's lives and struggles? How did working people survive cataclysmic crises, from the Civil War to Covid, and mold the evolution of American citizenship and democracy? Each student will produce a 12-15 page original research paper related to the course material, based on an analysis of primary sources, in consultation with the instructor, and due at the end of the semester; the course is designed to closely mentor students in this project.

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

Typical periods offered: Spring

HISTORY 4886 Advanced Seminar: The U.S. in Vietnam: Origins, Developments, and Consequences

This course will focus on America's involvement in Vietnam from the era of French colonialism through the collapse of United States intervention. Special attention will be given to political, military, economic, and cultural aspects, as well as to international relationships, and the significance of the experience and subsequent developments upon both American and Vietnamese societies.

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

Typical periods offered: Fall

HISTORY 4888 Advanced Seminar: Digital Frontiers in History
Can digital technologies offer new ways to rethink historical narratives? Is DH the future of the humanities and of history as a profession? Can DH and critical inquiry be brought together? This course explores the history, present, and future of digital humanities (DH) to seek responses to these questions. From its origins in the Cold War to its rise to fame in the 1990s, the digital turn in the humanities has garnered excitement and support as well as critique and even disavowal from historians. In this course, we will examine the debates in the field of DH and learn about new ways in which historians are using digital tools for academic research as well as public outreach and activism. The course will be divided into two parts. The first half of the course will be devoted to understanding the historical growth and the present status of the field. In the second half, students will be learning basic digital tools to conduct research. The purpose of the course is not to turn historians into coders; it is to understand what codes can do for historians.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall

HISTORY 4889 Advanced Seminar: History of the Body
Do bodies have a history? Recent research suggests that they do. Historians have tapped a wide variety of sources - including vital statistics, paintings and photographs, hospital records, and sex manuals - to reconstruct changes in how humans have conceptualized and experienced their own bodies. We will pay particular attention to the intersection of European cultural history and history of medicine since 1500. This course fulfills the History major capstone requirement as an Advanced Seminar.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall

HISTORY 4965 Advanced Seminar: Magic, Heresy and Witchcraft in the Medieval World, 350-1550
This seminar will study the history of magic, heresy, and witchcraft in the medieval world. It will begin in the fourth century after the conversion of Constantine the Great and end with the great witchcraft trials of the fifteenth and sixteenth centuries. The seminar will read magical treatises, ecclesiastical polemics against vulgar belief, inquisitorial trials, chronicles, and histories, in our attempt to define what was considered the ordinary and the extraordinary, the natural and the supernatural, good and evil, the boundaries of heaven and earth. How do modern historians use medieval documents to evoke the lives of men, women, and children who believed in magic or were accused of heresy? Can this only be done through a form of historical anthropology? What methods do historians use in trying to understand past ideas and practices? What is historical truth then? What is the relationship of supposedly heterodox belief and behavior with religious orthodoxy? How do we define religion? A theme throughout this seminar will be the definition of evil and the powers of the devil. Students will write a short historiographic essay and a long research essay. Pre-modern, Europe. PREREQUISITE: Sophomore standing or permission of the instructor.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Spring

Medical Humanities

MEDH 1996 Medical Humanities Elective
This course is for independent study in Medical Humanities.
Credit 0 units.
Typical periods offered: Fall, Spring

MEDH 2996 Medical Humanities Elective
This course is for independent study in Medical Humanities.
Credit 0 units.
Typical periods offered: Fall, Spring

MEDH 3000 What is Medical Humanities?
What is medical humanities? What are its core questions and methods? When and how did the field emerge? To whom does it matter and why? These questions will ground our exploration of recent work in medical humanities. We begin with readings chosen by the instructor to illuminate various humanistic methods (e.g., historical, literary, philosophical) and their approach to recurrent topics and problems in the field (e.g., the doctor-patient relationship, illness as experience, the social construction of disease, health inequality, medicalization). In the second part of the course, students will be guided in co-writing and co-teaching the rest of the syllabus. Students will finish the class able to provide their own definition of medical humanities and to explain the field's origins and concerns as well as why and to whom the field matters. Enrollment preference will be given to students who have already declared the minor in medical humanities.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA, ETH, HUM EN: H
Typical periods offered: Fall, Spring

MEDH 3995 Medical Humanities Coursework Taken Abroad
This course is for study abroad credits.
Credit 3 units.
Typical periods offered: Summer

MEDH 3996 Medical Humanities Elective
This course is for independent study in Medical Humanities.
Credit 0 units.
Typical periods offered: Fall, Spring

MEDH 3999 Independent Work in Medical Humanities
This designation can be used for independent studies and reading courses in medical humanities. It requires prior approval from the director of the medical humanities minor.
Credit 3 units.
Typical periods offered: Fall, Spring

MEDH 4996 Medical Humanities Elective
This course is for independent study in Medical Humanities.
Credit 0 units.
Typical periods offered: Fall, Spring

History Major

Program Requirements

- **Total Units Required:** 28
- **Grade Requirement:** Students much achieve a grade of C- or higher in a course in order for that course to count toward the major requirements.

Required Courses

Requirements	Units
Introductory courses	6
Upper-level courses	18
Capstone experience	4

Introductory Courses

- One introductory survey (1000 level)
- One additional introductory course, chosen from any 1000- or 2000-level course listed in History and taught by history department faculty*

Note: Students may satisfy introductory course requirements using AP credit if they have earned *a score of 5* on the AP European, U.S., or World History examinations.**

* This course can be an introductory survey, lecture, or seminar, and it can be either home-based or cross-listed in History. **Note:** "History department faculty" does *not* include affiliated faculty.

** Students will be awarded 3 units of credit per AP exam for a maximum of 6 credits toward the major or minor. A score of 4 on any of these exams may earn 3 units of elective credit but will not be counted toward the major or minor.

Upper-Level Courses

History majors must complete at least 18 units at the 3000- or 4000-level (History units or courses in other units listed under Academic Requirements as counting toward the History major), *plus* a capstone experience (for a minimum of 22 advanced units). Requirements at this level include the following:

- At least one course designated "premodern" and one course designated "modern"
- At least one course from three of the following geographical areas: Africa, East Asia, South Asia, Europe, Latin America, Middle East, or the United States or in transregional history (please refer to note 5 below)
- The capstone experience: History majors must, prior to graduation, complete a capstone experience that consists of the following:
  - Successful completion of the senior honors thesis; *or*
  - An advanced seminar; *or*
  - An independent research project with a significant writing component; *or*
  - Directed fieldwork in the historical or archival profession, with a significant writing component

Notes

1. Students much achieve a grade of C- or higher in a course in order for that course to count toward the major requirements.
2. International Baccalaureate: The department recognizes the superior preparation that many students have received in this program; however, no credit is awarded for the International Baccalaureate.
3. The department recognizes that some students take their first history course or develop an interest in majoring in history only during their junior year and then face a dilemma in choosing between required introductory courses and upper-level course work more appropriate to their abilities. Such students, with the recommendation of their advisor in history, may petition the director of undergraduate studies to permit a designated upper-level course to substitute for one of the introductory courses. In all such cases, the minimum number of units remains 18 in the minor and 28 in the major.
4. All upper-level units must be separate courses that are not double-counted toward a minor or second major. Courses in the major are excluded from the Pass/No Pass option.
5. If a student chooses to count a transregional course toward the geographical requirement, at least one of the two other geographical areas that the student counts toward the major must cover a region that is not included in the transregional course. For example, a student who has completed courses in U.S. and Latin American history could not count a transregional course that examines the comparative history of the United States and Latin America. However, a student who has taken a transregional course on the United States and Latin America could take a course on either U.S. or Latin American history and would then need to take a course covering an area other than the United States or Latin America to satisfy the third area requirement.
6. Courses taken Pass/No Pass do not count toward the major or minor.

Additional Information

Fieldwork

History majors are eligible for fieldwork at the Missouri Historical Society or at other museums. Opportunities are also sometimes available in the special collections at Olin Library, with local businesses, and at historical sites.

Study Abroad

The Department of History strongly encourages student participation in the various year and semester abroad programs approved by the College. A maximum of 6 history credits earned from studying abroad may be applied to the major in history. Students must have their courses preapproved by the department's study abroad advisor prior to departure. It is possible to pursue a senior honors thesis after study abroad, but careful planning is required.

Transfer Credits

While the Department of History does not restrict the number of transfer credits a student can apply to the major requirements, University policy does specify that at least half of the units for the major must be completed in residence at Washington University.

Senior Honors

Students who have a strong academic record may work toward Latin Honors. Students graduating with Latin Honors must meet grade point average requirements and satisfactorily complete HISTORY 3224 Senior Honors Thesis and Colloquium while writing a thesis during the senior year.

Awards and Prizes

The Department of History annually awards the following prizes:

- The Helen and Isaac Izenberg Prize for a superior paper written for an Advanced Seminar
- The Shirley McDonald Wallace Prize for an outstanding first-year student enrolled in both semesters of Western Civilization
- The J. Walter Goldstein Prize for an excellent, well-written senior honors thesis
- The Konig Prize in Law & History for the best-written paper addressing the connection between law and history in any history course

Special Opportunities

Undergraduates interested in history are encouraged to join the Undergraduate History Association, which is the local chapter of Phi Alpha Theta (PAT). Led by the ongoing campus PAT members, the chapter usually holds an initial organizing meeting in the fall of each year. The activities of the chapter vary, but they typically include sponsorship of lectures, films, discussions and social events. Although national PAT membership requires 12 completed units of history courses, the local chapter welcomes the participation of all students interested in history. Each year, PAT publishes *The Gateway History Journal*, an anthology of the best student historical writing at Washington University.

Phone:	314-935-5450
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History Minor

Program Requirements

- **Total Units Required:** 18
- **Grade Requirement:** Students must achieve a grade of C- or higher; Pass/No Pass grades do not count for the minor.

Required Courses

Requirements	Units
Introductory courses	6
Upper-level courses	12

Introductory Courses

- One introductory survey (1000 level)
- One additional introductory course, chosen from any 1000- or 2000-level course listed in history and taught by history department faculty*

Note: Students may satisfy introductory course requirements using AP credit if they have earned *a score of 5* on the AP European, U.S., or World History examinations.**

* This course can be an introductory survey, lecture, or seminar, and it can be either home-based or cross-listed in History. **Note:** "History department faculty" does *not* include affiliated faculty.

** Students will be awarded 3 units of credit per AP exam for a maximum of 6 credits toward the major or minor. A score of 4 on any of these exams may earn 3 units of elective credit but will not be counted toward the major or minor.

Upper-Level Courses

- Students must complete 12 additional history units or courses in other units listed under academic requirements as counting toward the history minor, 9 of which must be at the 3000 or 4000 level.

Additional Information

- All 18 units must be separate courses not double-counted toward the major or another minor.
- The department recognizes that some students take their first history course or develop an interest in declaring a minor in history only during their junior year and then face a dilemma in choosing between required introductory courses and upper-level course work more appropriate to their abilities. Such students, with the recommendation of their advisor in history, may petition the director of undergraduate studies to permit a designated upper-level course to substitute for one of the introductory courses. In all such cases, the minimum number of units in the minor remains 18.

Study Abroad

The Department of History strongly encourages student participation in the various year and semester abroad programs approved by the college. A maximum of 3 history credits earned from studying abroad may be applied to the minor. Students must have their courses preapproved by the department's study abroad advisor prior to departure.

Transfer Credit

While the history department does not restrict the number of transfer credits a student can apply to the minor requirements, college policy does specify that at least half of the units for the minor must be completed in residence at the Washington University.

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Medical Humanities Minor

Program Requirements

Total Units Required: 18

- Of the 18 required units, 15 units (i.e., five courses) must be core courses.
- The remaining 3 units (i.e., one course) can be either a core course or an affiliate course.
- Of the 18 required units, 9 units (i.e., three courses) must be at the 3000 level or above. For example, “What is Medical Humanities?” is a 3000-level core course.

Core Courses

Code	Title	Units
AFAS 4656	Historical Racial Violence: Legacies & Reckonings	3
ANTHRO 4134	The AIDS Epidemic: Inequalities, Ethnography, and Ethics	3
BEYOND 1009	The Art of Medicine	3
BIOL 2444	The Language of Cancer	3
CLASSICS 3800	Ancient Greek and Roman Medicine	3
CLASSICS 4640	Ancient Madness	3
CLASSICS 4701	Ancient Greek and Roman Gynecology	3
COMPLITTHT 420A	Bodies in Pain: Disability and Illness in the Nineteenth Century	3
DRAMA 4530	Presence in Performance: Alexander Technique and Mindful Movement for Performing Artists	3
DRAMA 4911	Staging Illness	3
EALC 4200	Nature, Technology, and Medicine in Korea	3
EALC 4320	Topics in Medical Humanities in East Asia: Illness, Healing and the Body in East Asia	3
ELIT 3504	Literature and Medicine	3
FRENCH 2140	Medical French*	3
FRENCH 311C	Advanced Medical French*	3
FRENCH 361	Thinking-It-Through: Transplants*	3
FRENCH 3720	The Art of Health in Nice (summer course)*	3
FRENCH 375	Medical Narratives, Narrative Medicine*	3
FRENCH 3795	In Depth: Care Work*	3
FRENCH 4680	Topics in French Literature: Disability Studies, Before "Disability"*	3
GREEK 4710	Galen's "On Prognosis": A Social History of Medicine in Second-Century Rome	3
HISTORY 1151	Health and Disease in World History	3
HISTORY 3017	Humors, Pox, and Plague: Medieval and Early Modern Medicine	3
HISTORY 3027	Topics in the History of Medicine: History of Madness	3
HISTORY 3234	Women and Crime in the Evolution of American History	3
HISTORY 3314	Historical Methods-European History (when offered as "The Black Death and the Plague in Europe")	3
HISTORY 3672	Medicine, Healing and Experimentation in the Contours of Black History	3
HISTORY 4057	Advanced Seminar: Medicine, Disease, and Empire	3
HISTORY 4889	Advanced Seminar: History of the Body	3
ITAL 2800	Sex In Italian Culture and Media	3
ITAL 4080	Disease, Madness, and Death Italian Style	3
ITAL 4100	Mamma Mia!: Motherhood, Maternity, and the Female Reproductive Body in the Italian Cultural Context	3
MEDH 3000	What is Medical Humanities?	3
MEDH 3999	Independent Work in Medical Humanities	3
PHIL 2060	Biomedical Ethics	3
PHIL 3000	Philosophy of Medicine	3
PHIL 3140	Philosophy of Biology	3
PHIL 3320	Art and the Mind-Brain	3
PHIL 4180	Topics in Advanced Philosophy of Science (when offered as "Philosophy of Medicine")	3
PNP 4500	PNP Seminar: Mental Health & Mental Illness: Philosophical Questions	3
RELPOL 2350	Religion, Health, and Wellness in Modern America	3
REST 3033	Religion and Healing	3
SPAN 3530	Medical Spanish	3
WGSS 3055	Making Sex and Gender: Understanding the History of the Body	3
WGSS 3081	From Hysteria to Hysterectomy: Women's Health Care in America	3
WGSS 3135	The Racial and Sexual Politics of Public Health	3
WGSS 3155	Feminist Health Studies	3

WGSS 3500	Trans Studies	3
WGSS 4017	Healing and Social Justice	3
WGSS 4115	Gender, Religion, Medicine, and Science	3
WRITING 3004	Writing and Medicine	3

* This course has French-language prerequisites.

Core courses fall into seven disciplinary categories: (1) Classics & Art History; (2) History; (3) Languages, Literatures, Culture; (4) Medicine, Race, and Ethnicity; (5) Performing Arts and Music; (6) Philosophy & Religious Studies; (7) Women, Gender, and Sexuality Studies. Students must select courses within at least two of the seven disciplinary categories.

Affiliate Courses

Code	Title	Units
AMCS 3755	Disability, Quality of Life & Community Responsibility	3
ANTHRO 3201	Gender, Culture, and Madness	3
ANTHRO 3283	Introduction to Global Health	3
ANTHRO 3310	Health, Healing and Ethics: Introduction to Medical Anthropology	3
ANTHRO 3620	Anthropological Perspectives on the Fetus	3
ANTHRO 3625	The Female Life-Cycle in Cross-Cultural Perspective	3
ANTHRO 3626	Adventures in Nosology: The Nature and Meaning of Disease	3
ANTHRO 4033	Culture, Illness, and Healing in Asia	3
GLOBAL 3006	Global Health and Language	3
LATAM 3160	Cultures of Health in Latin America	3
PSYCH 3460	Living, Dying, and Death: A Biopsychosocial Approach to Understanding the End of Life	3
SOC 2050	Inequality By Design: Understanding Racial/Ethnic Health Disparities	3
SOC 4111	Sick Society: Social Determinants of Health and Health Disparities in the United States	3

On a case-by-case basis, and at the student's request, the Director of the Medical Humanities Minor may allow a course not on this list to serve as an affiliate course.

Additional Information

The most up to date list of Medical Humanities courses can be found by searching "Medical Humanities" in Workday or by consulting the course requirements online.

Website:	https://history.wustl.edu/medical-humanities-minor-requirements

Jewish, Islamic, and Middle Eastern Studies

Jewish, Islamic, and Middle Eastern Studies is an academic department, unique in North America, in which Jewish studies, Islamic studies, and Middle Eastern studies are integrated. It is an interdisciplinary department that motivates students to explore the historical experience; the literary, religious, and cultural expression; and the political and material life of Jewish, Islamic, and Middle Eastern civilizations. Whether students favor the study of language, literature, religion, history, or politics, they will find a way to deepen their appreciation and understanding of these complex and diverse societies and cultures in our courses. Students will also be inspired to explore the interaction of Jews and Muslims with neighboring societies and cultures in the Middle East, Europe, North Africa, and other parts of the world.

Students completing our majors and minors have gone on to do many things after graduation. Many have entered professional schools in such fields as law, government, journalism, international affairs, education, the rabbinate or ministry, and communal or social work. Others have gone on to do graduate work in either Jewish, Islamic, or Middle Eastern studies or related disciplines. Still others have combined their interest in Jewish, Islamic, and Middle Eastern Studies with careers in business, medicine, or scientific research. All have found the major to be an intellectually and emotionally rewarding experience and an important component of their overall development.

The goals of the department are as follows:

- Convey an appreciation for the complexities, depth, diversity, and cultural richness of Jewish and Islamic civilizations in their historical context, from antiquity to the present.
- Explore the interaction of Jewish, Islamic, and other Middle Eastern societies and cultures with neighboring peoples both within and outside the Middle East.
- Encourage the mastery of the primary languages and literatures in which Jews and Muslims have expressed their cultures.
- Prepare students for graduate or professional studies in these or related fields.

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Faculty

Chair

Jonathan Judaken
Gloria M. Goldstein Professor of Jewish History and Thought
PhD, University of California-Irvine

Director of Graduate Studies

Nancy E. Berg
Professor of Hebrew Language and Literature
PhD, University of Pennsylvania

Director of Undergraduate Studies

Pamela Barmash
Professor of Hebrew Bible and Biblical Hebrew
PhD, Harvard University

Department Faculty

Housni Bennis
Senior Lecturer in Arabic Language
MA, Washington University in St. Louis

Robert Canfield
Professor Emeritus
PhD, University of Michigan

Flora Cassen
Associate Professor of Jewish, Islamic, and Middle Eastern Studies
PhD, New York University

Erin Faigin
Friedman Postdoctoral Fellow in Jewish Studies
PhD, University of Wisconsin, Madison

Martin Jacobs
Professor of Rabbinic Studies
PhD and Habilitation, Free University of Berlin

Meera Jain
Lecturer of Hindi Languages and Cultures
MArch, University of Texas at Austin

Sara Jay
Lecturer in Jewish, Islamic, and Middle Eastern Studies
PhD, Washington University in St. Louis

Mona Kareem
Assistant Professor of Jewish, Islamic, and Middle Eastern Studies
PhD, State University of New York at Binghamton

Hillel J. Kieval
Professor Emeritus
PhD, Harvard University

Erin McGlothlin
Vice Dean of Undergraduate Affairs in Arts & Sciences
Professor of German and Jewish Studies
PhD, University of Virginia

Nancy Reynolds
Associate Professor of History and of Jewish, Islamic, and Middle Eastern Studies
PhD, Stanford University

Joseph Schraibman
Professor Emeritus
PhD, University of Illinois

Eyal Tamir
Lecturer of Hebrew
PhD, University of Massachusetts, Amherst

Younasse Tarbouni
Teaching Professor in Arabic
PhD, L'École des Hautes Études en Sciences Sociales (EHESS)

Madhavi Verma
Lecturer in Hindi Languages and Cultures
MA, Patna University

David H. Warren
Lecturer of Middle East Studies and Arabic
PhD, University of Manchester

Noa Weinberg
Lecturer of Hebrew
MA, Tel Aviv University

Hayrettin Yücesoy
Professor of Arabic and Islamic Studies
PhD, University of Chicago

Majors

- Arabic Major (p. 667)
- Hebrew Major (p. 668)
- Jewish, Islamic, and Middle Eastern Studies Major, Comparative Jewish and Islamic Studies Concentration (p. 670)
- Jewish, Islamic, and Middle Eastern Studies Major, Modern Middle Eastern Studies Concentration (p. 671)

Minors

- Arabic Minor (p. 672)
- Hebrew Minor (p. 673)
- Jewish, Islamic, and Middle Eastern Studies Minor, Comparative Jewish and Islamic Studies Concentration (p. 674)
- Jewish, Islamic, and Middle Eastern Studies Minor, Modern Middle Eastern Studies Concentration (p. 675)
- South Asian Studies (Hindi) Minor (p. 676)

Courses

Courses include the following:

- Arabic (p. 648)
- Hebrew (p. 650)
- Hindi (p. 652)
- Jewish, Islamic, and Middle Eastern Studies (p. 656)

Arabic

ARAB 1000 Beginning Arabic I
Introduction to modern Arabic; concentrates on rapidly developing basic skills in reading, writing, speaking, and understanding. Students with previous Arabic language background must take a placement examination.
Credit 5 units. A&S IQ: LCD, LS EN: H
Typical periods offered: Fall

ARAB 1001 Beginning Arabic II
Continuation of Beginning Arabic I. Emphasis on enhancing skills in reading, writing, speaking, and aural comprehension of modern Arabic. PREREQ: Grade of B- or better in L49 107D Beginning Arabic I or placement by examination.
Credit 5 units. A&S IQ: LCD, LS EN: H
Typical periods offered: Spring

ARAB 1021 Basic Arabic I
Elementary course provides basic competence in modern standard Arabic and introduces general aspects of Arabic culture. Emphasis on fast acquisition of speaking skills, although basic grammar and Arabic script also are introduced. Course intended to meet practical needs for travel and business. (Note: this course does not replace the Arabic 107-108 sequence in the College of Arts & Sciences.)
Credit 3 units.

ARAB 1030 Intensive Arabic
Introduction to Modern Standard Arabic. This intensive course provides basic competence in the four language skills: reading, writing, speaking, and listening. Authentic simple reading and listening materials from Arab newspapers, magazines and Arab satellite television are used. Students will also be exposed to basic phrases of Egyptian Colloquial Arabic, the most widely understood dialect in the Arab world. In addition, the course introduces general aspects of Arabic culture. The course is based on the communicative approach in language teaching and learning. It focuses on functional usage of the language and on communication in context. Note: students with some previous Arabic language background must take a placement examination.
Credit 5 units.

ARAB 1600 Arab Culture and Media
An introduction to modern Arab culture with emphasis on changes in the Arab society during the 20th century. In this course students will view and discuss films and programs relating to major cultural and religious traditions in various Arab countries including Egypt, Lebanon, the Gulf region, and North Africa. The course will also examine the role of the Arab media in society, with special focus on the international war on terrorism.
Credit 3 units. BU: IS

ARAB 1995 Arabic Coursework Completed Abroad
This course is designed for Study Abroad credit.
Credit 12 units.
Typical periods offered: Fall, Spring

ARAB 1996 Arabic Elective
This course is designed for transfer credit.
Credit 12 units. EN: H
Typical periods offered: Fall, Spring, Summer

ARAB 2010 Intermediate Arabic I
Study of grammar of literary Arabic and reading of annotated classical and modern prose texts; elementary composition; practice in speaking and comprehending modern Arabic. PREREQ: Grade of B- or better in L49 108D Beginning Arabic II or placement by examination.
Credit 4 units. A&S IQ: LCD, LS EN: H
Typical periods offered: Fall

ARAB 2011 Intermediate Arabic II
Continuation of Intermediate Arabic I. Study of grammar of literary Arabic and reading of annotated classical and modern prose texts; elementary composition; practice in speaking and comprehending modern Arabic. PREREQ: Grade of B- or better in L49 207D Intermediate Arabic I or placement by examination.
Credit 5 units. A&S IQ: LCD, LS EN: H
Typical periods offered: Spring

ARAB 2996 Arabic Elective
This course is for 2000 level transfer credit.
Credit 12 units.
Typical periods offered: Fall, Spring, Summer

ARAB 3000 Advanced Arabic I
Continuation of Arabic 208D. Competence in reading, writing, speaking, listening and culture is developed through intensive exposure to media language in its written and audio-visual forms. Continued introduction to Egyptian colloquial Arabic. Prerequisite: Grade of B- or better in Arab 208D or placement by examination.
Credit 4 units. BU: IS
Typical periods offered: Fall

ARAB 3010 Third-Level Arabic I
This course is a continuation of Intermediate Arabic II. Competence in reading, writing, speaking, listening and culture is developed through intensive exposure to classical and modern standard Arabic in its written and audiovisual forms. Prerequisite: Grade of B- or better in L49 208D or placement by examination. Note: L75 5075 is intended for graduate students only.
Credit 3 units. A&S IQ: LCD, LS EN: H
Typical periods offered: Fall

ARAB 3011 Third-Level Arabic II
This course is a continuation of Third-Level Arabic I. The continued integration of language development will occur through reading, writing, speaking, and listening activities centered around advanced authentic material. This semester will prove critical for making the transition from modern Arabic to classical Arabic, including Qur'anic Arabic. There will also be focus on the continued development of colloquial Arabic. Prerequisite: Grade of B- or better in L49 3075 or placement by examination. Note: L75 5085 is intended for graduate students only.
Credit 3 units. A&S IQ: LCD, LS EN: H
Typical periods offered: Spring

ARAB 3020 Advanced Arabic I
Continuation of Arabic 208D. Competence in reading, writing, speaking, listening and culture is developed through intensive exposure to classical and modern standard Arabic in its written and audio-visual forms. Prerequisite: grade of B- or better in Arab 208D or placement by examination. Three class hours a week with one additional laboratory hour as assigned by instructor. Student may not take this class pass/fail or audit.

Credit 4 units. A&S IQ: LCD, LS EN: H
Typical periods offered: Fall

ARAB 3021 Advanced Arabic II
A continuation of Arabic 307D. Continued integration of language development through reading, writing, speaking, and listening activities centered around advanced authentic material. This semester will prove critical for making the transition from Modern Arabic to Classical Arabic, including Qur'anic Arabic. Continued development of colloquial Arabic. Prerequisite, Arabic 307D or equivalent. Student may not take this class pass/fail or audit.
Credit 4 units. A&S IQ: LCD, LS EN: H
Typical periods offered: Spring

ARAB 3050 Introduction to Arabic Literature
A survey of the major genres and themes in Arabic literature from the pre-Islamic era to the modern period. Texts will include pre-Islamic, classical and Sufi poetry, as well as popular tales and critical prose from the Umayyad and Abbasid empires and Andalusia. The modern sections of the course will interrogate political commitment in Arabic literature and introduce students to feminist and magical realist novels from North Africa and the Levant. All readings will be in English translation. Please note: L75 525 is intended for graduate students only.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H
Typical periods offered: Fall

ARAB 3060 Middle Eastern Islamic Literatures in Translation
This course will study, in English translation, several great works of Islamic literature that still influence or reflect the ways in which we perceive Islamic culture today. We will critically consider great and disparate literary works, originally written in a variety of languages including Arabic, Turkish, and Persian and stretched from Spain to India, which share the common backdrop of an urban and educated milieu in which they were produced, widely read, and circulated. The course aims at exploring the literary cultures in their historical and social context. Possible themes include court literature, politics, Sufi literature, history, theology, and literature of romance. All readings are in English.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall

ARAB 3070 Iraqi Literature
This course introduces students to major works in Iraqi literature in the twentieth and twenty-first centuries, with a focus on the post-World War Two period up to the present day.
Credit 3 units. A&S IQ: HUM BU: HUM, IS EN: H

ARAB 3995 Arabic Coursework Completed Abroad
This course is designed for study abroad credit.
Credit 12 units.
Typical periods offered: Fall, Spring

ARAB 3996 Arabic Elective
This course is designed for transfer credit.
Credit 0 units. EN: H
Typical periods offered: Fall, Spring, Summer

ARAB 4020 Colloquial Arabic
The aim of this course is to introduce the students to colloquial Arabic through their knowledge of Modern Standard Arabic (MSA). We will focus on the main differences between colloquial and MSA so that the students can use the colloquial form for practical purposes in everyday life. Prerequisite: Arab 208D or instructor's permission.
Credit 3 units. A&S IQ: LCD BU: IS EN: H
Typical periods offered: Spring

ARAB 4051 Fourth-Level Arabic: Modern Literature
Focused reading and discussion of texts written by modern Arab intellectuals. These texts will center on the interrelated topics of modernity, politics, and religion. The course will emphasize: (1) increasing reading speed; (2) increasing depth of reading comprehension; (3) strengthening grammar; (4) building Arabic to English translation skills. PREREQ: Grade of B- or better in L49 308D Advanced Arabic I or L49 3085 Third-Level Arabic II or placement by examination.
Credit 3 units. A&S IQ: LCD, LS Art: HUM EN: H
Typical periods offered: Fall

ARAB 4061 Fourth-Level Arabic: Classical Literature
This class provides an overview of pre-modern Arabic-Islamic thought (i.e., Islamicate intellectual traditions expressed in the Arabic language). Topics to be covered include Pre-Islamic Poetry, Quran, Hadith, Islamic Law, Sufism, Philosophy, Natural Science, and Social Thought. Students will be introduced to these topics through focused reading and discussion of Classical Arabic texts by key thinkers like al-abari, Ibn ajar, Ibn Qudama, al-Ghazali, Ibn Sina, Ibn Rushd, and Ibn Khaldun. In addition to reading Classical Arabic texts, students will be given select exercises designed to strengthen their grammar, expand their vocabulary, and build their translation. PREREQ: Grade of B- or better in L49 308D Advanced Arabic I or L49 3085 Third-Level Arabic II or placement by examination.
Credit 3 units. A&S IQ: LCD, LS Arch: HUM Art: HUM EN: H
Typical periods offered: Spring

ARAB 4070 Topics in Classical Arabic Literature and Culture
Exploration of medieval Arabic Belles-Lettres (Adab). All texts read in Arabic. Prerequisite: senior standing.
Credit 3 units. Arch: HUM Art: HUM BU: IS
Typical periods offered: Fall

ARAB 4080 Topics in Modern Arabic Literature and Culture
This course allows students to explore topics in modern Arabic literature and culture.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Spring

ARAB 4100 Arabic Textual Analysis
This course introduces the advanced student of Arabic to a variety of prose narratives in the modern language. Readings, which will include literary texts and topical essays on aspects of Arabic society and culture, will reflect the needs and interests of the enrolled students.
Credit 3 units. A&S IQ: HUM, LCD, LS Art: HUM BU: HUM EN: H
Typical periods offered: Fall

ARAB 4110 Topics in Arabic
This course will be an in-depth study of a particular segment of Arabic literature and/or culture.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Spring

ARAB 4130 Topics in Modern Arabic Literature in Translation
Modern Arabic narratives read in English translation foregrounding themes such as the conflict between tradition and modernity, civil war, poverty, alienation, religion and politics, and changing gender roles.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH, HUM EN: H
Typical periods offered: Fall

ARAB 4140 Guided Readings in Arabic
Prerequisites: senior standing, and permission of instructor and Department Chair.
Credit 5 units.
Typical periods offered: Fall

ARAB 4150 Guided Readings in Arabic
Prerequisites: senior standing, and permission of the instructor and the Department Chair.
Credit 3 units.
Typical periods offered: Spring

ARAB 4995 Arabic Coursework Completed Abroad
This course is for 4000 level study abroad credit.
Credit 12 units.
Typical periods offered: Fall, Spring

ARAB 4996 Arabic Elective
Credit 12 units.
Typical periods offered: Fall, Spring, Summer

ARAB 4997 Independent Work for Senior Honors
This course to be taken in the spring semester. Prerequisite: senior standing, eligibility for honors, and permission of the Department.
Credit 3 units.
Typical periods offered: Spring

ARAB 4998 Independent Work for Senior Honors
This course to be taken in the fall semester. Prerequisites: senior standing, eligibility for honors, and permission of the Department.
Credit 3 units.
Typical periods offered: Fall

Hebrew

HBRW 1001 First Year Modern Hebrew I
For the student with no knowledge of Hebrew. Students with background in Hebrew are required to take the placement exam. Foundation for modern Israeli Hebrew. Skills for writing and speaking are introduced. Limit: 16 students per section. Student may not take this class pass/fail or audit.
Credit 3 units. A&S IQ: LCD, LS EN: H
Typical periods offered: Fall

HBRW 1002 First Year Modern Hebrew II
Spring Semester - For the student with no knowledge of Hebrew. Students with background in Hebrew are required to take the placement exam. Foundation for modern Israeli Hebrew. Skills for writing and speaking are introduced. Limit: 16 students per section. Student may not take this class pass/fail or audit.
Credit 3 units. A&S IQ: LCD, LS EN: H
Typical periods offered: Spring

HBRW 1500 Beginning Modern Hebrew I
For the student with no knowledge of Hebrew. Students with background in Hebrew are required to take the placement exam. Foundation for modern conversational Hebrew. Skills for writing and speaking introduced.
Credit 5 units. A&S IQ: LCD, LS EN: H
Typical periods offered: Fall

HBRW 1510 Beginning Modern Hebrew II
Foundation for modern conversational Hebrew. Skills for writing and speaking introduced. PREREQ: Grade of B- or better in L74 105D Beginning Modern Hebrew I or placement by examination.
Credit 5 units. A&S IQ: LCD, LS EN: H
Typical periods offered: Spring

HBRW 1520 Advanced Beginning Modern Hebrew I
Designed for the student with some background in Hebrew. Emphasis will be on review of grammar, increased fluency and vocabulary enrichment. This course prepares students for HBRW 106D. Limit 15 students. Student may not take this class pass/fail or audit.
Credit 3 units. A&S IQ: HUM, LCD, LS BU: HUM
Typical periods offered: Fall

HBRW 1995 Modern Hebrew Coursework Completed Abroad
This course is for study abroad credits.
Credit 12 units.
Typical periods offered: Fall, Spring, Summer

HBRW 1996 Hebrew Elective
This course is for elective or transfer credits.
Credit 0 units. EN: H
Typical periods offered: Fall, Spring, Summer

HBRW 2010 Second Year Modern Hebrew I
Reading and discussion on the intermediate level of selected topics pertaining to contemporary Israel. Review and further study of grammar and development of conversational skills. PREREQUISITE: Grade of B- or better in Beginning/First Year Modern Hebrew or placement by examination. Limit: 16 students per section. Student may not take this class pass/fail or audit.
Credit 3 units. A&S IQ: LCD, LS EN: H
Typical periods offered: Fall

HBRW 2013 Second Year Modern Hebrew II
Spring Semester - Reading and discussion on the intermediate level of selected topics pertaining to contemporary Israel. Review and further study of grammar and development of conversational skills. PREREQUISITE: Grade of B- or better in Beginning/First Year Modern Hebrew or placement by examination. Limit: 16 students per section. Student may not take this class pass/fail or audit.
Credit 3 units. A&S IQ: LCD, LS EN: H
Typical periods offered: Spring

HBRW 2040 Intermediate Modern Hebrew I
Reading and discussion on the intermediate level of selected topics pertaining to contemporary Israel. Review and further study of grammar and development of conversational skills. PREREQ: Grade of B- or better in L74 106D Beginning Modern Hebrew II or placement by examination.
Credit 5 units. A&S IQ: LCD, LS EN: H
Typical periods offered: Fall

HBRW 2041 Intermediate Modern Hebrew II
Intermediate modern Hebrew reading and discussion of modern Hebrew fiction. Development of language skills in special drill sessions. Conducted in Hebrew. PREREQ: Grade of B- or better in L74 213D Intermediate Modern Hebrew I or placement by examination.
Credit 5 units. A&S IQ: LCD, LS EN: H
Typical periods offered: Spring

HBRW 2995 Modern Hebrew Coursework Completed Abroad
This course is for study abroad credits.
Credit 12 units.
Typical periods offered: Fall, Spring, Summer

HBRW 2996 Hebrew Elective
This course is for elective or transfer credits.
Credit 0 units. EN: H
Typical periods offered: Fall, Spring, Summer

HBRW 3040 Third-Level Modern Hebrew I
Designed to improve proficiency in the oral and written use of modern Hebrew through reading and discussion of short stories, Israeli newspaper articles, and other selected materials. Students will also have an opportunity to discuss, in Hebrew, current events and public issues related to contemporary Israeli society. PREREQ: Grade of B- or better in L74 214D Intermediate Modern Hebrew II or placement by examination. Please note: L75 520 is intended for graduate students only.
Credit 3 units. A&S IQ: LCD, LS EN: H
Typical periods offered: Fall

HBRW 3041 Third-Level Modern Hebrew II
Designed to develop communicative skills, this course provides opportunities for students to practice the art of speaking and writing correctly, clearly, and effectively. Includes reading and discussion of selected short stories from modern Hebrew literature as well as articles from current Hebrew newspapers. Class discussions deal with literary topics as well as contemporary social and political issues related to life and institutions in Israel. PREREQ: Grade of B- or better in L74 320D Third-Level Modern Hebrew I or placement by examination. Please note: L75 522D is intended for graduate students only.
Credit 3 units. A&S IQ: LCD, LS EN: H
Typical periods offered: Spring

HBRW 3051 Conversational Hebrew
Designed to focus on and strengthen oral proficiency, we will explore a variety of different topics together based on our common interests - not limited to current affairs, space travel and exploration, advances in medical technology, climate change, pandemic preparedness, economic inequality, and the future of work. With each topic, we will learn relevant vocabulary and structures and apply them in small group discussions, individual presentations, simulated interviews, and classroom debates. Students will also listen to different to Israeli news reports and documentaries in order to learn how to present at a formal level. The course is designed to simulate a variety of real-life situations, which require the balance of both rehearsal as well as improvisation. By learning Hebrew in different contexts, students will be exposed to a wide range of vocabulary and will be prepared to use the language in a variety of situations. The language of instruction is Hebrew only. PREREQ: Grade of B- or better in L74 214D Intermediate Modern Hebrew II or placement by examination. Please note: L75 5211 is intended for graduate students only.
Credit 3 units. A&S IQ: LCD, LS
Typical periods offered: Spring

HBRW 3090 Israeli Women Writers
Study of selected novels and shorter fiction by women. Attention to the texts as women's writing and as products of Israeli literature. No knowledge of Hebrew necessary; all readings in English translation.
Credit 3 units. A&S IQ: HUM, LCD, SC, WI Art: HUM BU: HUM EN: H
Typical periods offered: Spring

HBRW 3140 Intro to Biblical Hebrew
This course will enable students to read the Bible in the original Hebrew. Review of Hebrew grammar. History of the Hebrew language. Intended for students with a foundation in modern Hebrew. PREREQ: Grade of B- or better in L74 214D Intermediate Modern Hebrew II or instructor's permission. Please note: L75 584 is intended for graduate students only.
Credit 3 units. A&S IQ: LCD, LS EN: H
Typical periods offered: Fall

HBRW 3150 Topics in Biblical Hebrew Texts:
The topic covered in this course varies. Recent course topics include Jeremiah, The Book of Isaiah, and Biblical Poetry. Prerequisite: Grade of B- or better in L74 384 or permission of instructor. Note: L75 585D is intended for graduate students only.
Credit 3 units. A&S IQ: HUM BU: HUM EN: H
Typical periods offered: Spring

HBRW 3170 Topics in Hebrew Literature
Hebrew works read in English translation. Prerequisite: sophomore standing; previous courses in literature recommended.
Credit 3 units. Art: HUM
Typical periods offered: Fall

HBRW 3995 Modern Hebrew Coursework Completed Abroad
This course is for study abroad credits.
Credit 12 units.
Typical periods offered: Fall, Spring, Summer

HBRW 3996 Hebrew Elective
This course is for elective or transfer credits.
Credit 0 units. EN: H
Typical periods offered: Fall, Spring, Summer

HBRW 4000 Fourth-Level Modern Hebrew I
Seminar in Israeli culture for advanced students of Hebrew. This semester we will focus on children's literature in Hebrew, from the ways in which it reflects, critiques, and shapes society to its humor and the sheer joy of language. Prerequisite: successful completion of third year Hebrew, placement by exam, or instructor's permission.
Credit 3 units. A&S IQ: LCD, LS, WI EN: H
Typical periods offered: Fall

HBRW 4010 Fourth-Level Modern Hebrew I
Writing intensive course for the advanced student of Hebrew. We will explore the development of the personal voice in Israeli cinema. Films will be supplemented with articles, reviews, interviews, and fiction as class texts. Graduated writing assignments to help you find your voice in Hebrew. Conducted in Hebrew. PREREQ: Grade of B- or better in L74 322D Third-Level Modern Hebrew II or placement by examination.
Credit 3 units. A&S IQ: HUM, LCD, LS, WI BU: HUM EN: H
Typical periods offered: Fall

HBRW 4020 Fourth-Level Modern Hebrew I: Seminar in Israeli Culture (Writing Intensive)
Writing intensive course for the advanced student of Hebrew. We will explore the development of the personal voice in Israeli cinema. Films will be supplemented with articles, reviews, interviews, and fiction as class texts. Graduated writing assignments to help you find your voice in Hebrew. Conducted in Hebrew. PREREQ: Grade of B- or better in L74 322D Third-Level Modern Hebrew II or placement by examination.
Credit 3 units. A&S IQ: HUM, LCD, LS, WI BU: HUM EN: H
Typical periods offered: Fall

HBRW 4030 Fourth-Level Modern Hebrew II
Students with advanced proficiency maintain and develop reading, speaking, and writing skills. Class conducted in Hebrew. Readings focus on key works of Hebrew poetry and fiction from earlier in this century and from contemporary Israel; additional reading and discussion of essays and editorials from current Israeli press, viewing of films and current news broadcasts produced in Israel. PREREQ: Grade of B- or better in L74 401W Fourth-Level Modern Hebrew I or placement by examination.
Credit 3 units. A&S IQ: LCD, LS EN: H
Typical periods offered: Spring

HBRW 4060 Topics in Modern Hebrew Literature
Various themes in Hebrew belles lettres, e.g., the intertwining of politics and literature, the survival of rabbinic metaphors.
Credit 3 units. A&S IQ: LCD Art: HUM
Typical periods offered: Fall

HBRW 4070 Study of Selected Texts in Modern Hebrew Literature
Major works in Hebrew belles lettres by writers such as Bialik and Agnon studied in detail and depth.
Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: HUM EN: H
Typical periods offered: Spring

HBRW 4080 Topics in Rabbinic Texts
The course aims to introduce students to independent reading of selected rabbinic texts in the original language. We will focus on a number of topics representing the range of rabbinic discussion, including legal, narrative, and ethical issues. At the same time, we will study the necessary linguistic tools for understanding rabbinic texts. Prereq: HBRW 385 or HBRW 401 or instructor's permission.
Credit 3 units. A&S IQ: HUM, LCD BU: HUM EN: H
Typical periods offered: Fall

HBRW 4100 Guided Readings in Hebrew
Prerequisites: senior standing, and permission of the instructor and the Department Chair.
Credit 5 units.
Typical periods offered: Fall

HBRW 4110 Guided Readings in Akkadian
Prereq: Permission of the instructor and the Department Chair.
Credit 6 units.
Typical periods offered: Fall, Spring

HBRW 4120 Guided Readings in Hebrew
Prerequisites: senior standing, and permission of the instructor and the Department Chair.
Credit 5 units.
Typical periods offered: Spring

HBRW 4130 Guided Readings in Aramaic
Prereq: Permission of the instructor and the Department Chair.
Credit 6 units.
Typical periods offered: Fall, Spring

HBRW 4140 Guided Readings in Biblical Hebrew
Prereq: Permission of the instructor and the Department Chair.
Credit 6 units.
Typical periods offered: Fall, Spring

HBRW 4995 Modern Hebrew Coursework Completed Abroad
This course is for study abroad credits.
Credit 12 units.
Typical periods offered: Fall, Spring, Summer

HBRW 4996 Hebrew Elective
This course is for elective or transfer credits.
Credit 0 units. EN: H
Typical periods offered: Fall, Spring, Summer

HBRW 4998 Independent Work for Senior Honors
This course to be taken in the fall semester. Prerequisite: senior standing, eligibility for honors, and permission of the Department.
Credit 3 units.
Typical periods offered: Fall

HBRW 4999 Independent Work for Senior Honors
This course to be taken in the spring semester. Prerequisite: senior standing, eligibility for honors, and permission of the Department.
Credit 3 units.
Typical periods offered: Spring

Hindi

HINDI 1010 Basic Conversational Hindi in India
An introduction to conversational Hindi offered on-site at Washington University's Summer Program in India. The course will provide beginning students with the practical conversational skills needed to conduct their local research projects (see JNE 225S, Indic Civilization) and to experience daily living in a Hindi-speaking environment. It will also provide an introduction to the Devanagari script and to the study of Hindi. Students will be encouraged to continue their study of Hindi at Washington University.
Credit 2 units.
Typical periods offered: Summer

HINDI 1020 Explorations in Hindi
This course is based on-site at Washington University's Summer Program in India. It is intended for students who already have some knowledge of Hindi. Students will improve their existing skills in a Hindi-literate environment and explore the language on their own. Students who plan to take this course must meet with Dr. Timalsina (in the Department of Asian & Near Eastern Languages & Literatures, 121 Busch Hall; e-mail samvidullasa@hotmail.com) by March 31. Students will be given an assignment (in literature, media study, translation, an interview-based project, etc.) that suits their interests and their level of proficiency in the language, and that they will complete in India under the guidance of Mr. Chundawat, the local Hindi instructor.
Credit 3 units. A&S IQ: HUM BU: HUM
Typical periods offered: Summer

HINDI 1030 Beginning Hindi I
An introduction to the most widely spoken language of South Asia. The aim of this course is to achieve proficiency in spoken comprehension, and to enable the student to acquire the major language skills--listening, speaking, reading, and writing. A standard text, web-based materials, a reader prepared by the instructor, as well as audio materials are used, with equal emphasis on both spoken and written Hindi. The language presented in the course is colloquial. The Hindi (Devanagari) script will be taught as part of the same class. Please note: There are no prerequisites (no previous knowledge of Hindi is required). Students with some previous Hindi language background must take a placement examination.
Credit 5 units. A&S IQ: LCD, LS EN: H
Typical periods offered: Fall

HINDI 1031 Beginning Hindi II
Continuation of Beginning Hindi I, devoted to the further development of basic skills--listening, speaking, reading, and writing--with a particular emphasis on the acquisition of speaking proficiency. PREREQ: Grade of B- or better in L73 111D Beginning Hindi I or placement by examination.
Credit 5 units. A&S IQ: LCD, LS EN: H
Typical periods offered: Spring

HINDI 1032 Beginning Urdu II
Beginning Urdu II is the continuation of the 130 Beginning Urdu course, devoted to the further development of basic skills - listening, speaking, reading and writing - with a particular emphasis on the acquisition of speaking proficiency. Training in spoken Urdu emphasizes speaking and listening at normal speed with near native pronunciation and intonation. The course meets 3 hours per week. Those who have not taken the sequence of Urdu courses offered by the department may be able to join this course, if they have obtained prior knowledge of the language by some other means (see instructor for placement). The course is tailored to address students' interests not only in the language, but also in the culture it is rooted in. Along with texts for script and grammar, new and additional materials will be constantly introduced, especially as the students develop increased facility and proficiency in the language. The class sequence relies heavily on student interaction, partner activities and group work. Prerequisite: Urdu-I (130) or placement by examination.
Credit 3 units. A&S IQ: LCD, LS EN: H
Typical periods offered: Spring

HINDI 1050 Beginning Urdu
This course covers all five skills (reading, writing, listening, speaking, cultural competency) for beginning students. Starting with the Nastaliq script and simple greetings, we will then cover the basics of Urdu grammar while building vocabulary. The class will be conducted in Urdu. Homework is due by the beginning of class the day it is assigned. All work must be completed to pass the course. Student may not take this class pass/fail or audit.
Credit 3 units. A&S IQ: LCD, LS EN: H
Typical periods offered: Fall

HINDI 1060 First-Year Urdu I
This course covers all five skills -- reading, writing, listening, speaking, cultural competency -- for beginning students. Starting with the Nastaliq script and simple greetings, we will then cover the basics of Urdu grammar while building vocabulary. The course will be conducted in Urdu.
Credit 5 units. A&S IQ: LCD, LS EN: H
Typical periods offered: Fall

HINDI 1061 First-Year Urdu II
This course is a continuation of the first semester of First-Year Urdu I. It is devoted to the further development of basic skills - listening, speaking, reading and writing - with a particular emphasis on the acquisition of speaking proficiency. Training in spoken Urdu emphasizes speaking and listening at normal speed with near native pronunciation and intonation. Prerequisite: Grade of B- or better in L73 150 First-Year Urdu I or placement by examination.
Credit 5 units. A&S IQ: LCD, LS
Typical periods offered: Spring

HINDI 1070 Advanced Beginning Hindi I
Designed for the student with some background in Hindi. Emphasis on review of grammar, increased fluency, and vocabulary enrichment. Prerequisite: placement by examination or instructor's permission. Student may not take this class pass/fail or audit.
Credit 3 units. A&S IQ: HUM, LCD BU: HUM EN: H
Typical periods offered: Fall

HINDI 1995 Hindi Coursework Completed Abroad
This course is for study abroad credits.
Credit 3 units.
Typical periods offered: Fall, Spring, Summer

HINDI 1996 Hindi Elective
This course is for transfer credits
Credit 0 units. EN: H
Typical periods offered: Fall, Spring, Summer

HINDI 2000 Intermediate Hindi I
Continuation of Beginning Hindi II. This course is designed to further develop skills in speaking and reading comprehension. Emphasis is given especially to communicative skill development, that is, use of language in various socio-cultural contexts. PREREQ: Grade of B- or better in L73 112D Beginning Hindi II or placement by examination.
Credit 5 units. A&S IQ: LCD, LS EN: H
Typical periods offered: Fall

HINDI 2001 Intermediate Hindi II
This course is a continuation of Intermediate Hindi I. In this course, special emphasis is given especially to communicative skill development, that is, use of language in various socio-cultural contexts. It is designed to further develop skills in speaking and reading comprehension. Students engage in multiple activities such as role-playing, debate and discussion to enhance spoken language skills. A standard text, web-based materials, and a reader prepared by the instructor, as well as audio and visual materials are used. PREREQ: Grade of B- or better in L73 201 Intermediate Hindi I or placement by examination.
Credit 5 units. A&S IQ: LCD, LS EN: H
Typical periods offered: Spring

HINDI 2018 Intermediate Hindi II
Continuation of Intermediate Hindi I. In this course, special emphasis is given especially to communicative skill development (i.e., the use of language in various sociocultural contexts). It is designed to further develop skills in speaking and reading comprehension. Students engage in multiple activities such as role-playing, debate, and discussion to enhance their spoken language skills. A standard text, web-based materials, a reader prepared by the instructor, and audio and visual materials are used. Prerequisite: Grade of B- or better in L73 218 or placement by examination.
Credit 3 units. A&S IQ: LCD, LS EN: H
Typical periods offered: Spring

HINDI 2020 Intermediate Hindi I
Continuation of Beginning Hindi II. This course is designed to further develop skills in speaking and reading comprehension. Emphasis is given especially to communicative skill development, that is, use of language in various socio-cultural contexts. In general, one fourth of the time will be devoted to reading, one fourth to conversation, one fourth to grammar, and one fourth to drills of various kinds. Standard text, web-based materials, language lab, audio-video materials, and a course reader prepared by the instructor are used. PREREQ: Grade of B- or better in L73 112D Beginning Hindi II or placement by examination. Those who have not taken the sequence of Hindi courses offered by this department may be able to join this course if they have obtained prior knowledge of the language by some other means (see the instructor for placement). Students may not take this course pass/fail or audit
Credit 3 units. A&S IQ: LCD, LS EN: H
Typical periods offered: Fall

HINDI 2030 Hindi for Heritage Students
This course will focus on reading and writing for students who already speak Hindi. Starting with the Devanagari script, we will then cover the basics of Hindi grammar. After completing this course, students should take the Hindi placement test to determine their next course in Hindi.
Credit 3 units. A&S IQ: LCD, LS EN: H
Typical periods offered: Fall, Spring

HINDI 2040 Introduction to India Culture and Civilization
A guided classroom tour of the cultures of the Indian subcontinent both past and present. Highlights of the journey will include such topics as geography and climate; major historical events, religious expressions; arts and music; languages and literatures; foods and apparel; Indian cinema; women's issues, etc. The tour will conclude with an exploration of the many influences on Indic culture in the West, with emphasis on contemporary North America. No prerequisites.
Credit 3 units. BU: BA, IS
Typical periods offered: Spring

HINDI 2050 Intermediate Urdu I
This course is a continuation of first-year Beginning Urdu. Those who have not taken the sequence of Urdu courses offered by this department may be able to join this course if they have obtained prior knowledge of the language by some other means (see the instructor for placement). This course is designed to further develop skills in speaking and reading comprehension. Emphasis is given especially to communicative skill development (i.e., the use of language in various sociocultural contexts). In general, one fourth of the time will be devoted to reading, one fourth to conversation, one fourth to grammar, and one fourth to drills of various kinds. Standard text, web-based materials, language lab, audio-video materials, and a course reader prepared by the instructor are used. Students may not take this course pass/fail or audit.
Credit 3 units. A&S IQ: LCD, LS EN: H
Typical periods offered: Fall

HINDI 2051 Intermediate Urdu II
This course is a continuation of Intermediate Urdu I. Those who have not taken the sequence of Urdu courses offered by this department may be able to join this course if they have obtained prior knowledge of the language by some other means (see the instructor for placement exam). This course is designed to further develop skills in speaking and reading comprehension. Emphasis is given especially to communicative skill development (i.e., the use of language in various sociocultural contexts) and to introducing a wide range of constructions to develop comprehension skills. Standard text, web-based materials, language lab, audio-video materials, and a course reader prepared by the instructor are used.
Credit 3 units. A&S IQ: LCD, LS EN: H
Typical periods offered: Spring

HINDI 2060 Second-Year Urdu I
This course is the continuation of the First-Year Urdu II course, and it is devoted to the further development of basic skills -- listening, speaking, reading, and writing -- with a particular emphasis on the acquisition of speaking proficiency. Training in spoken Urdu emphasizes speaking and listening at normal speed with near-native pronunciation and intonation. Prerequisite: Grade of B- or better in L73 151 or placement by examination.
Credit 5 units. A&S IQ: LCD, LS EN: H
Typical periods offered: Fall

HINDI 2061 Second-Year Urdu II
This course is the continuation of the Second-Year Urdu I course, and it is devoted to the further development of basic skills -- listening, speaking, reading, and writing -- with a particular emphasis on the acquisition of speaking proficiency. Training in spoken Urdu emphasizes speaking and listening at normal speed with near-native pronunciation and intonation. Prerequisite: Grade of B- or better in L73 250 or placement by examination.
Credit 5 units. A&S IQ: LCD, LS
Typical periods offered: Spring

HINDI 2995 Hindi Coursework Completed Abroad
This course is for study abroad credits.
Credit 3 units.
Typical periods offered: Fall, Spring, Summer

HINDI 2996 Hindi Elective
This course is for transfer credits.
Credit 0 units. EN: H
Typical periods offered: Fall, Spring, Summer

HINDI 2999 Undergraduate Independent Study
Prerequisite: Hindi 202, and permission of the instructor and the Department Chair.
Credit 6 units.
Typical periods offered: Fall, Spring

HINDI 3000 Third Level Hindi I
This course is designed to help students gain advanced proficiency in the oral and written use of Hindi through reading and discussion of short stories, newspaper articles, and other selected materials.. Students will engage in discussions and debates based on these readings as well as current topics, to improve spoken and conversational language skills. Group and project-based learning is encouraged to enhance students' critical thinking in Hindi. PREREQ: Grade of B- or better in L72 202 Intermediate Hindi II or placement by examination.
Credit 3 units. A&S IQ: LCD, LS EN: H
Typical periods offered: Fall

HINDI 3001 Third Level Hindi II
A continuation of Third Level Hindi I, this course is designed to further enhance students' advanced proficiency in the oral and written use of Hindi language. Students are exposed to a variety of readings such as short stories and plays by renowned authors, magazine and newspaper articles, other selected readings and visuals. Students will engage in discussions and debates based on these readings to improve spoken and conversational language skills. Group and project based learning is encouraged to enhance students' critical thinking in Hindi. PREREQ: Grade of B- or better in L73 301 Third Level Hindi I or placement by examination.
Credit 3 units. A&S IQ: LCD, LS EN: H
Typical periods offered: Spring

HINDI 3010 Third-Level Urdu I
This course is a continuation of Second Year Urdu II. It has been designed to help students gain advanced proficiency in the oral and written use of Urdu through the reading and discussion of stories from Urdu books, newspaper articles, topics in advanced grammar, and other selected materials. Prerequisite: Grade of B- or better in L73 251 or L73 232A, or placement by examination.
Credit 3 units. A&S IQ: LCD, LS EN: H
Typical periods offered: Fall

HINDI 3011 Third-Level Urdu II
This course is a continuation of Third-Level Urdu I. It is designed to help students gain advanced proficiency in the oral and written use of Urdu through the reading and discussion of stories from Urdu books and newspaper articles, Topics in advanced grammar and Urdu poetry will also be included. Students will be expected to converse clearly across a wide variety of communicative tasks using diverse language strategies. Prerequisite: Grade of B- or better in L73 305 or placement by examination.
Credit 3 units. A&S IQ: LCD, LS EN: H
Typical periods offered: Spring

HINDI 3040 Sacred Architecture of the Indian Subcontinent
The built structure remains a principal visible record of the evolution of a civilization and its culture. Through this interdisciplinary course on culture, art, design, religion and society, students will be introduced to and gain a deeper insight into the rich diversity of South Asia through the study of the architecture of its significant sacred places. We will take a journey through the Hindu, Jain and Buddhist Temples; the Islamic Mosque; the Sikh Gurudwara; the Zoroastrian Fire Temple; the Jewish Synagogue; and the Christian Church, tracing the evolution of these places of worship from the Indus Valley Civilization to Pre-Colonial times. Through visuals, readings, and discussions, students will learn about the different architectural styles and motifs used in sacred buildings and how they came about. We will explore the inter-relationships between the design elements through the lens of political, social, religious, regional, artistic, and technological influences and understand the ways in which evolving design principles reflect these influences overtime. This course will be of interest to students of languages and cultures, architecture, archeology, art history, history, preservation, religion, and South Asian culture, among others. Please note: At the end of the semester, students will go on a field trip to experience the diverse sacred architecture in the St. Louis region. No prior knowledge of architecture or the history of this region is required.
Credit 3 units. A&S IQ: HUM, LCD BU: HUM, IS EN: H
Typical periods offered: Fall

HINDI 3050 Religion and Culture in South and Southeast Asia
Although it is now common to differentiate between South and Southeast Asia, historically these regions have often been conceptualized as part of a single geographical area. Known as the (East) Indies, this area is marked by a rich history of (earlier) Hindu and Buddhist influences, as well as (later) Islamic and Christian influences. The present course will take an in-depth look at the four aforementioned religious traditions, and examine how they have shaped local forms of culture in premodern and modern times. Students will be introduced to host of phenomena in South and Southeast Asian societies, including religious worship, education, law, traditional governance, colonial governance, art, architecture, economic production, kinship, gender, and sexuality. Countries to be studied in the course include India, Pakistan, Sri Lanka, Thailand, Myanmar, Indonesia, Malaysia, the Philippines, and Papua New Guinea.
Credit 3 units. A&S IQ: HUM, LCD, SC BU: ETH, HUM, IS
Typical periods offered: Spring

HINDI 3080 Introduction to South Asian Literature in Translation
An introduction to the primary works, themes, and authors of the Indian subcontinent. We will explore texts in different genres, including mystical and religious poetry, love songs, modern short stories, etc. We will also discuss the historical and social context of these works as well as the critical response to them on the part of readers. The emphasis will be on works originally composed in Hindi or Urdu, although all readings will be in English translation. Authors include Kabir, Surdas, Premchand, Saadat Hasan Manto, and others. No prerequisites.
Credit 3 units. A&S IQ: HUM BU: HUM
Typical periods offered: Spring

HINDI 3090 Understanding Indian (Hindi/Urdu) Literature: Through Text and Images (Visual)
This course focuses on the films and cultural traditions of South Asia in general and of India in particular. Students will be introduced to a variety of contemporary literary genres through visuals. Readings and class discussions will be followed by film screenings from the popular Hindi cinema (known as the Bollywood industry in India) to demonstrate how images and visuals influence modern-day cultural traditions. Students will also get a chance to work on films based on literary texts by well-known writers of the subcontinent. These readings and films focus on various social, cultural, political and historical aspects of Indian society. Students will be encouraged to explore these issues in their written assignments as well as in their class discussions.
Credit 3 units. A&S IQ: HUM, LCD BU: HUM, IS EN: H
Typical periods offered: Fall, Spring

HINDI 3995 Hindi Coursework Completed Abroad
This course is for study abroad credits.

Credit 3 units.
Typical periods offered: Fall, Spring, Summer

HINDI 3996 Hindi Elective
This course is for elective or transfer credits.
Credit 0 units. EN: H
Typical periods offered: Fall, Spring, Summer

HINDI 3999 Independent Study
Prerequisite: permission of instructor and the Department.
Credit 6 units.
Typical periods offered: Fall, Spring

HINDI 4995 Hindi Coursework Completed Abroad
This course is for study abroad credits.
Credit 3 units.
Typical periods offered: Fall, Spring, Summer

HINDI 4996 Hindi Elective
This course is for elective or transfer credits.
Credit 0 units. EN: H

HINDI 4999 Independent Study
Prerequisite: permission of instructor and the Department.
Credit 6 units.
Typical periods offered: Fall, Spring

Jewish, Islamic, and Middle Eastern Studies

JIMES 1020 First-Year Seminar: The New Arab Gulf: Migrants, Weirdos, and Rebels
The Arab Gulf (also known as the Arabian Peninsula, or the Persian Gulf) is a central yet understudied region of the modern Middle East. The six oil-rich countries (Saudi Arabia, United Arab Emirates, Qatar, Kuwait, Bahrain, and Oman) have been allies of the United States for decades, hosting some of the U.S. largest military bases, and spending billions on US arms sales every year. The Gulf region has also been a main destination for blue-collar workers from the Arab world, South and East Asia, and more recently from Africa. Historically, the region was a central point on the trade routes between the Indian subcontinent, West Asia, Africa, and into Europe. These routes involved spice and tea trades, pearl and gold trade, and what is known as the Indian Ocean slave trade. In addition to its colonial history and economic power, the Gulf region has become a place of cultural production, capital, and infrastructure, representing a shift away from the traditional centres of Arab culture like Egypt, Lebanon, and Iraq. It hosts remote campuses of western universities such as New York University Abu Dhabi, Georgetown Doha, or global branches of western arts institutions like the Louvre and Guggenheim. Moreover, most of the major literary and arts awards, funds, grants, and galleries in the Arabic-speaking world are now located in the Gulf region, established and funded as government initiatives. Parallel to this growing infrastructure, the Gulf region is also a hub of ideas and movements where diverse groups come to critique and contest conceptions of identity, class, gender, and race, against official histories. This course will explore the following set of special topics to help us learn about the region, its politics, cultures, and societies: Petro-capitalism, Race and Ethnicity, Migration, Ecology, Gender and Sexuality, and Pop Culture. We will be studying the region through an interdisciplinary lens that involves fiction, non-fiction, literary criticism, scholarship, and visual arts. Course is for first-year, non-transfer students only.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Spring

JIMES 1022 First Year Seminar: A Century of Egyptian Cinema
This First-Year-Seminar offers a survey of Egyptian Cinema, from silent film to contemporary productions. In addition to regular film screenings, we will be reading articles in film criticism, as well as in history and fiction. This course is designed to enable students to develop their academic and conceptual tools to critically approach national cinemas. Students should utilize and further advance their knowledge of major historical and theoretical themes in cinema studies, cultural studies, and literary studies and apply them to analyze Egyptian Cinema as a case study. Additionally, this course will function as a window to reflect on political, rand critical themes, such as: colonialism and postcolonialism, modernism and postmodernism, class, gender, identity, nationalism, representation among other questions.
Credit 3 units. A&S IQ: HUM, LCD, SC BU: HUM EN: H
Typical periods offered: Fall

JIMES 1110 Jewish History in Antiquity
Credit 3 units.

JIMES 1750 Discovering the Other and the Self: Jewish Travel Literature and Autobiographical Writing, 1200-1800
Travel literature usually describes other places and peoples--otherness and the unfamiliar are its major themes. At the same time, travel writers reflect on notions of the Self and the home. Autobiography is a representation of one's self. However, the self can only be explored in relation to others. Reading early Jewish travel accounts and autobiographies from the MIddle Ages to the 18th century, this class will address questions such as: How did premodern Jews perceive themselves in a world dominated by Christians and Muslims? Where did they locate themselves between East and West? Did Jewish travelers giong from the lands of Christendom to those of Islam share certain Western perceptions of the Islamic world? How did a Jew from Renaissance Italy negotiate between Jewish and Italian identities? Were Egyptian Jews to him distant relatives, or ultimately foreigners, Orientals? How did a German Jewish businesswoman view her role within a rapidly changing, yet male-dominated society? All primary sources will be read in translation. In the course of their study, attention will be paid to peculiarities of literary genre and the problem of how to diffeentiate between fact and fiction.Throughout the semester we will devote time to discussing practical questions such as how to use the library's catalogue and (electronic) reference sources, as well as techniques for structuring and writing students' essays.
Credit 3 units. A&S IQ: HUM, LCD BU: ETH, HUM EN: H

JIMES 1760 First Year Seminar: A Nation Apart? Jewish Identity in an Age of Nationalism
This course invites you to explore the varieties and limits of Jewish identity in a world in which nations appear to be the driving forces of history. In the age of nationalism, begining in the second half of the 18th and continuing to the end of the 20th century, traditional forms of Jewish identity as well as the place of Jews within the social fabric became problematic. Who were the Jews as individuals and as a collective? A nation? A religious group? Neither exactly? And what was their relationship to the emerging, modern nations of Europe to be? Did the process of emancipation resolve the problem? To what extent was antisemitism a response to the dilemma of defining and situating Jews

in the new European order? How has the existence of a Jewish nation state in the Middle East affected Jewish identity in other parts of the world? Finally, how has globalization altered the relationship of Jews to the state as well as toward other Jews?
Credit 3 units. A&S IQ: HUM BU: HUM EN: H

JIMES 1770 First Year Seminar: The Exodus in the Jewish Experience
This course will investigate how the Exodus has been, and continues to be, a crucial source of identity for both Jews and Judaism. We will explore how the Exodus has functioned as the primary model from which Jews have created historical self-understanding and theological meaning. We will investigate how and why this story continues to be vital to Jews throughout the unfolding of the Jewish experience. How does the Exodus remain pertinent? How has the Exodus been re-imagined multiple times throughout the history of Judaism? Why has the Passover celebration been transformed radically in different Jewish communities? We will analyze many types of expression: historical sources, liturgy, art, commentaries, theology, literature, film, mysticism, and music.
Credit 3 units. A&S IQ: HUM BU: HUM, IS EN: H

JIMES 1790 First Year Seminar: Midrash: The Imaginative Interpretation of Biblical Texts
FRESHMAN SEMINAR. The aim of this course is to introduce students to Midrash, the highly fascinating literature of Rabbinic Biblical interpretation. Among the topics to be studied are: How did the classical Rabbis read the Bible? What is the relationship between the plain meaning of the Biblical text and the polyphone interpretations of Midrash? How can numerous, at times even contradictory interpretations of the same verse coexist? What is the function of imaginative narratives, parables, and folklore in Midrash? Initially the Midrashic logic may seem elusive from the viewpoint of a modern Western reader, in turn its creative thinking will prove to be smart, playful, at times even slippery, and yet substantial. Addressing the literary, historical, and cultural context in which Rabbinic Midrash developed, we will get to know a variety of Midrashic collections and styles covering a time span from late antiquity to the Middle Ages. All primary sources will be read in translation. Throughout the semester we will devote time to discussing practical questions such as how to use the Library's catalogue and (electronic) reference sources, as well as techniques for structuring and writing students' essays.
Credit 3 units. A&S IQ: HUM BU: ETH, HUM EN: H

JIMES 1800 First-Year Seminar: Jewcy: Jewish Culture in the 21st Century
This course will examine cultural expressions of American Jewish identity within an ethnographic context. We will analyze processes of assimilation, Americanization, and innovation, as well as Jewish contributions to popular American culture and entertainment, from Irving Berlin to Madonna, and the 'The Joys of Yiddish' to 'jewlicious.com.' Moving from tradition to modernity, pluralism and transdenominationalism and back to tradition (sometimes with a vengeance) we explore challenges to Jewish identity and creative responses through the cultural lens. Course is for first-year, non-transfer students only.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA, HUM EN: H
Typical periods offered: Fall

JIMES 1881 Beginning Coptic I
Credit 4 units.

JIMES 1995 Jewish, Islamic & Near Eastern Studies Coursework Completed Abroad
This course is for 1000 level study abroad credit.
Credit 12 units.
Typical periods offered: Fall, Spring, Summer

JIMES 1996 Jewish, Islamic and Near Eastern Studies Elective
Credit 0 units. EN: H

JIMES 2000 Internship
For students with at least one course in Jewish and Near Eastern Studies who wish to do an internship. Prerequisite: permission of the director of the program. A learning agreement must be submitted and approved prior to beginning internship work.
Credit 3 units.
Typical periods offered: Fall, Spring

JIMES 2081 Introduction to Jewish Civilization: History and Identity
The anthropologist Clifford Geertz once famously invoked Max Weber in writing that man is an animal suspended in webs of significance he himself has spun. I take culture to be those webs. The main goal of this course-designed as an introduction to Jewish history, culture, and society-will be to investigate the webs of significance produced by Jewish societies and individuals, in a select number of historical periods, both as responses to historical circumstances and as expressions of Jewish identity. Over the course of the semester we will focus on the following historical settings: 7th century BCE Judah and the Babylonian exile; pre-Islamic Palestine and Babylonia (the period of the Mishnah and the Talmud); Europe in the period of the Crusades; Islamic and Christian Spain; Europe in the 18th and 19th centuries; North America in the 20th century; and the modern State of Israel. For each period we will investigate the social and political conditions of Jewish life; identify the major texts that Jews possessed, studied, and produced; determine the non-Jewish influences on their attitudes and aspirations; and the explore the efforts that Jews made to define what it meant to be part of a Jewish collective.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH, HUM, IS EN: H
Typical periods offered: Fall, Spring

JIMES 2100 Introduction to Islamic Civilization
A historical survey of Islamic civilization in global perspective. Chronological coverage of social, political, economic and cultural history will be balanced with focused attention to special topics, which will include: aspects of Islam as religion; science, medicine and technology in Islamic societies; art and architecture; philosophy and theology; interaction between Islamdom and Christendom; Islamic history in the Middle East, South Asia, Southeast Asia, and Central Asia as well as Africa; European colonialism; globalization of Islam and contemporary Islam.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH, HUM, IS EN: H
Typical periods offered: Fall, Spring

JIMES 2242 Ampersand: Migration Policies and Colonialism: Refugee Resettlement and Integration
This Course will continue our investigation of the Dynamics of Migration in the MENA and African countries primarily and re-orient the discussions towards a/the much-overlooked cause of migration: Colonialism. To achieve genuine refugee/ Migrant oriented reform policies, the Global North needs to reconcile with its colonial past. Towards this end, we will highlight how the history of Migration is deeply entangled with colonialism. Our readings-based discussions

will focus on analyzing how colonial logics continue to shape the dynamics of migration as well as fuel the growing Xenophobia and Anti-migration rhetoric in the Global North towards intercontinental human mobility. To understand the enduring legacies of colonialism on the contemporary politics of migration, our discussions will argue the premise that colonial histories should be central to migration studies today for there to be real reform in refugee, asylum, and migrant policies. We will explore a wide range of inspiring and challenging perspectives on migration and learn what postcolonial and decolonial scholarships can offer us studying international migration today. We will address these areas through our weekly readings of Migration Studies and Colonialism as a primary source; we will also survey a selection of articles as a secondary source. To supplement the readings, we will watch short documentaries addressing the topic as well as hear from activists, journalists, and specialists in the field. Course is for first-year, non-transfer students only.
Credit 3 units. A&S IQ: LCD, SSC BU: BA EN: S
Typical periods offered: Spring

JIMES 2243 Ampersand: Mediterranean Migration: Dymanics and Consequences on the Eu and Mena
First course in the Ampersand: Safe Asylum program. What are the causes, dynamics and consequences of international population movements? What are the key trends and patterns of migration in the major world region? How does migration trends form both destination and origin societies? What are the effects of migration and increasing ethnic diversity on national identity and politics? How has the Global North elected to manage the forced flow of people from the Global South? We will address these questions among others and survey the critical assessments of the policies whereby the host nations try to manage these flows and discourage mobility. The readings of the first weeks of the Spring semester - based on our main textbook the Age of Migration- will give us a profound understanding of the theories of migration, and empirical research from a variety of disciplines; namely Sociology, Political science, history, anthropology and geography. We will also have an opportunity to hear from some of the leading scholars and Journalists, lawyers specialized in international migration law...We will also watch short documentaries to get a closer sense of cases in the EU and MENA regions. Our End of the Semester project will be exploring success stories of migrants in St. Louis; this could be building on your project in the Fall semester; or we could agree on identifying success stories of refugees/ migrant communities in the state. E.g. the Iraqi, Senegalese, Bosnian communities. Besides the planned travel to Konstanz, Germany to get a closer look at the public-civic interaction in facilitating refugee incorporation, we will discuss our planned visits to Morocco as one of the main key crossing border states linking both sides of the Mediterranean.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: BA, HUM, IS EN: H
Typical periods offered: Fall

JIMES 2403 Representations of the Holocaust in Literature and Film
As the Holocaust recedes into the historical past, our knowledge of the event becomes increasingly dominated by literary and cinematic representations of it. This course focuses on such depictions of the Holocaust in literature and film and raises a number of provocative questions: What does it mean to represent the horror of the Holocaust? Can one effectively depict the event in realistic terms, or do unrealistic representations work better? What happens to the history of the Holocaust when it becomes the subject of a fictional text? Who is authorized to speak for the victims? Are representations of perpetrators appropriate? What types of representations will help us to remember the Holocaust in the twenty-first century? We will grapple with these challenging questions by examining both literary texts by American, European and Israeli authors from a range of genres, including survivor memoirs, fictional narratives, a graphic novel, drama and poetry, and a number of films that depict the Holocaust.
Credit 3 units. A&S IQ: HUM BU: BA, HUM EN: H

JIMES 2630 Democracies & Dictatorships in the Middle East
What makes a country a democracy? A dictatorship? How do we know? In this course, we take a comparative approach toward the regimes of the Middle East and North Africa in order to critically examine the history, politics, religions, demographics, and economies of different case studies. Students will learn to identify key characteristics of contemporary governments of prominent Middle Eastern countries, the extent to which they can be called democratic, and the different degrees and nuances of authoritarianism. With the 2011 Arab Spring and its aftermath in mind, students will also explore academic debates over why regimes do, or do not, respond to popular pressure for change as they continually adapt and upgrade their capacities to remain in power.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H
Typical periods offered: Fall, Spring

JIMES 2910 Racism and Antiracism
When President Obama was elected, it ignited a debate about whether America had finally become post-racial. This assertion was belied by an entrenched underclass of Blacks and others from immigrant backgrounds; by the regular killing of innocent, young Black men alongside their mass incarceration, along with a whole series of other social indicators; by the dramatic rise in anti-Semitic incidents and Islamophobia globally; and most evidently by the discourse used during the Trump era that weaponized white Christian nationalism. At the end of four years of the Trump presidency defined by racist discourse and policies, it culminated in an insurgent riot on the Capitol designed to block the peaceful transfer of power, the basis of American democracy. This course provides the long view to understanding this recent period in American and global history. We begin by defining key terms in the discussion around racism today, including what we mean by racism and what unites anti-Semitism, anti-Black racism and Islamophobia, but also notions like privilege, cultural appropriation, and microaggressions. We then move on to the long history of the category of race. We start with a unit on race and religion and then move on to the role of the discovery of the New World and the development of the Atlantic slave system, and its impact on the Enlightenment, which was the incubator for the concept of race. From there, we consider how fundamental race was to European and American colonial dominance by the end of the nineteenth-century and the role it played in racial states like Nazi Germany and South Africa. The last portion of the class will focus on struggles to dismantle racism over the the last century, considering the anti-colonial and Civil Rights movement, and the anti-apartheid struggle. Along the way, we will have addressed the overlaps and disconnects between anti-Black, anti-Jewish, and anti-Islamic racism and read a number of key thinkers and activists who can help us in the fight against racism.
Credit 3 units. A&S IQ: HUM, SC BU: HUM
Typical periods offered: Spring

JIMES 2996 JIMES 2000 level elective
This course is used for transcribing 2000-level elective units.
Credit 3 units. EN: H
Typical periods offered: Fall, Spring, Summer

JIMES 3013 Biblical Law and the Origins of Western Justice
This course will explore how law developed from the earliest periods of human history and how religious ideas and social institutions shaped law. The course will also illuminate how biblical law was influenced by earlier cultures and how the ancient Israelites reshaped the law they inherited. It will further analyze the impact of biblical law on Western culture and will investigate how the law dealt with those of different social classes and ethnic groups, and we will probe how women were treated by the law.
Credit 3 units. A&S IQ: HUM, LCD BU: ETH, HUM EN: H
Typical periods offered: Spring

JIMES 3015 Kings, Priests, Prophets, and Rabbis: The Jews in the Ancient World
We will trace Israelite and Jewish history from its beginnings in the biblical period (circa 1200 BCE) through the rise of rabbinic Judaism and Christianity until the birth of Islam (circa 620 CE). We will explore how Israel emerged as a distinct people and why the rise of the imperial powers tranformed the political, social, and religious institutions of ancient Israel. We will illuminate why the religion of the Bible developed into rabbinic Judaism and Christianity and how rabbinic literature and institutions were created.
Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: BA, HUM
Typical periods offered: Fall, Spring

JIMES 3023 Introduction to the History and Culture of Ancient Mesopotamia
This course will introduce students to the first great human civilization, Ancient Mesopotamia. Combining textual evidence and material remains we will survey all major facets of Mesopotamian culture: the environment, political history, and everyday life including portraits of several material, social, and economic aspects of society: religion, myth, art, science and medicine. The course will focus on helping the student to understand empathetically the Mesopotamian worldview, to interact with primary materials (in translation), and to evaluate the ideas of historians dedicated to investigating this culture. Since some of the practices of this ancient culture are quite different from our own (e.g. magic, divination, the gods), yet others have made important contributions to world civilization (including the West, e.g. writing and astronomy), the course will also be an important experience in cross-cultural learning.
Credit 3 units. A&S IQ: HUM BU: HUM, IS

JIMES 3026 Topics in Jimes: Race, Class, and Ethnicity in Israel
Credit 3 units. A&S IQ: HUM BU: HUM EN: H
Typical periods offered: Spring

JIMES 3031 Topics in Jimes: Education in Divided Societies - the Israeli Case
Education policies in Israel are designed in the context of a deeply divided society. In this course, we will question the potential for shared core values in a public system that serves a divided society. Israeli compulsory and higher education policies and practices will serve as case studies shaping the public sphere. Together, we will discuss the role of policies in creating, reducing, or enhancing divisions and disparities and question the relevance of the Israeli case to policies around the world. Each student will analyze educational experiences and policies in various national contexts and will have the opportunity to form their own opinion on the role education can play in diverse and divided societies.
Credit 3 units. A&S IQ: HUM BU: HUM EN: H
Typical periods offered: Spring

JIMES 3036 Antisemitism: History, Causes, Consequences
Why do people hate other people? Why have religion, race, gender, ethnicity and so on led to sectarian violence with terrifying regularity throughout history? Focused on antisemitism from Biblical times to today, this class will grapple with those questions. Please note: L75 5035 is intended for graduate students only.
Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM BU: BA, HUM EN: H
Typical periods offered: Fall

JIMES 3087 From Israelite Religion to Rabbinic Judaism
Though essentially a continuation of Biblical Israel, Rabbinic Judaism diverges from the Israelite religion of biblical times in many respects. In this course, we will explore the nature of the relationship between two religious systems. A large part of the course will be devoted to studying the highly diversified and dynamic spiritual world of Second Temple Judaism. A key question to be addressed will be in what ways does Rabbinic law relate to its roots in biblical law.
Credit 3 units. A&S IQ: HUM BU: HUM EN: H

JIMES 3090 Classical Jewish Philosophy
The history of Jewish philosophy, from the ancient world through medieval thinkers such as Maimonides and Halevi, is surveyed in the context of the development of Western philosophy.
Credit 3 units. BU: ETH

JIMES 3102 Contemporary Jewish Thought
A study of the representative figures and problems of modern Jewish thought from Spinoza to the present. Other topics include: the impact of the European Enlightenment; Zionism; Buber; Rosenzweig; Kaplan; and Soloveitchik. Prerequisite: JNE 208F or the equivalent.
Credit 3 units. A&S IQ: HUM Art: HUM BU: ETH, HUM

JIMES 3161 Beauty & Aesthetics in Islam: Islamicate Literature, Material Art, & Architecture
This course provides an introduction to beauty and aesthetics in Muslim societies from across the world. The course focuses on Islamicate literature (e.g., poetry, narrative, biography), material art (e.g., textiles, ceramics, decorated manuscripts), and architecture (e.g., palaces, built gardens, mosques, mausoleums). Some attention is also given to performing arts (e.g., dance, music, plays, puppetry). Various types of material will be considered, ranging from religious to non-religious. Material will be drawn from across the Muslim world, including the Middle East, Sub-Saharan Africa, Central Asia, South Asia, and Southeast Asia. Although the course is primarily concerned with the premodern period, it will also consider the impact of modernity on Muslim literature, art, and architecture.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM, VC BU: ETH, HUM EN: H
Typical periods offered: Spring

JIMES 3182 The Jews of North Africa
This course examines the colonial and postcolonial experiences of Jews living in North Africa (mainly Algeria, Morocco, Tunisia, Libya and Egypt) in the context of the region's connections with and relationships to the European powers in the 19th and 20th centuries. We will focus on how the intrusion of foreign powers disrupted and shifted long-standing relationships between Jews and their non-Jewish neighbors, particularly the Muslim populations. We will also explore changes that occurred within the Jewish community as Jews negotiated their place within the new European Imperial system and its subsequent dismantling. Students will have the opportunity to engage with European ideas of regenerating North African Jews living under Ottoman Rule, the changing political and social statuses of Jews

throughout the French and British regions, the changing relationship between Jews and their non-Jewish neighbors, the rupture caused by both World Wars, and how Jews coped with and responded to the dismantling of European empires and the birth of nation-states in the region, including Israel.
Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM BU: BA, HUM, IS EN: H
Typical periods offered: Fall, Spring

JIMES 3184 A Rainbow Thread: A History of Queer Identities in Judaism and Islam
The notion that gender and sexuality minorities are forbidden or simply do not exist within traditional judaism and islamic traditions is an assumption that has been questioned in recent years. For these scholars and activists, it is not up for debate whether someone can be queer and Jewish or queer and Muslim. Therefore, what follows is an exploration of how to resurrect gender non-conforming interpretations of religious texts and rediscover the spectrum of gender and sexual identities that have always existed within Judaism and Islam. The course is divided into three parts. First, we will examine the religious textual traditions of both faiths to establish the space for queer identities in both the Qur'an and Torah as well as the traditions of Hadith and Talmud. Second, we will study key communities such as medieval Iberia, the Ottoman Mediterranean, Hasidic communities in Eastern Europe, Qajar Iran, and the colonial empires of the Middle East. This survey will show the influence European christian dominance had (or did not have) on the evolution of jewish and islamic gender and sexual norms from pre-modern times through the 20th century. Finally, we will examine the 21st century by reading the memoirs of trans muslims and trans Jews in order to analyze the ways in which contemporary queer jewish and islamic individuals frame their experiences and tell their stories of faith with agency, in their own words.
Credit 3 units. A&S IQ: HUM, LCD, SC, WI Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Spring

JIMES 3186 The Jewish Experience in the United States: A History of Exceptions and Exceptionalism
This course surveys American Jewish life from the colonial settlement of the new world to the present day with special emphasis on configurations of the Jewish Question in a variety of historical and geographical contexts. We will explore the paradox between American Jewish social and economic success over the last three and a half centuries and the sense of ambivalence many Jews feel toward their place in American society. As a class, we will consider key moments in American Jewish history, including the converso community that arrived alongside early spanish settlers, the role of jews in the slave trade and plantation complex, Jewish appeals for acceptance and equality within the American colonies and early republic, as well as how Jews coped with a divided union during the Civil War. We will analyze successive waves of Jewish immigration from different countries, the building of Jewish communal structures, and the evolution of Judaism and Jewish identity within the United States. Jewish contributions to American culture will also be an important focus of the class as we explore the birth of American popular culture through music, film, television, and fiction. Throughout the course we will be cognizant of the regional, religious, ethnic, racial, class, gender, and sexual differences that comprise American Jewish society from its early inception to the present. We will observe how Jews have been simultaneously welcomed as well as excluded from political, economic, and social realms of the American community. As often as possible we will engage in a multitude of case studies and primary sources so we can gain specific regional expertise, while maintaining a national, and often transnational lens for analyzing these central questions.
Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall

JIMES 3231 Jews and Jewishness in Black American Thought
The history of what has been called Black-Jewish relations in the United States has a rich and contested history. The stories told feature solidarity, controversy, and betrayal. This course will look at that history by attending to the role of Jews and Judaism in Black thought. How has Jewishness featured in the self-understanding of Black writers? Have Jews been regarded as allies or adversaries, role models or competitors? What role have Jewish texts or narrative paradigms played in Black religion? What have Black writers made of the Jewish project of national liberation?
Credit 3 units. A&S IQ: HUM BU: HUM EN: H

JIMES 3233 Religion & Nationalism in the Middle East & South Asia
How does religion shape national identity? How and why do some religious traditions become intertwined with the identities of national communities, often at the expense of others? In this course we explore how Islam, Judaism, Hinduism, and Christianity have interacted with modern nationalism to shape the nation-states of the Middle East and South Asia in profound ways. Throughout the course, we examine a range of case studies to compare and contrast, for example, the complex interaction between religion and nationalism in the creation of Pakistan and Israel in 1947 and 1948 as Muslim and Jewish national homes, the rise of the Hindu Right in India, religion and race in Iran, or the significance of Christianity and Islam for Palestinians and Iraqis. As we do so, we investigate how national movements have selectively and creatively engaged religious traditions over time in order to redefine communal boundaries, narrate new histories, exclude minorities, and reread sacred texts to draw the borders of their national homelands, which have often overlapped at great cost.
Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM BU: ETH, HUM, IS EN: H
Typical periods offered: Fall, Spring

JIMES 3274 The Bible in the Jewish Tradition
An introduction to the classical exegesis of the Hebrew Bible. Judaism developed through emerging perception of what the Bible dictated and what the Bible is. This course examines Jewish perceptions of the Bible from antiquity to the great medieval commentators. The mystical interpretation of the Bible and the philosophical and literary approaches are reviewed. Prerequisite: sophomore standing, or permission of instructor.
Credit 3 units. BU: ETH

JIMES 3275 Parshanut: The Bible in the Jewish Tradition
An introduction to the classical Jewish exegesis of the Hebrew Bible. Judaism developed through emerging perceptions of what the Bible dictated and what the Bible is. This course examines Jewish perceptions of the Bible from antiquity to the great medieval commentators. The mystical interpretation of the Bible and the philosophical literary approaches are reviewed.
Credit 3 units. BU: ETH

JIMES 3276 Introduction to Israel Studies
An exploration of Israel in the Jewish experience from antiquity to modernity and in the history and culture of the Middle East. Special attention will be paid to the modern state of Israel and current issues in its politics, economy, and society. L75 5273 is intended for graduate students only.
Credit 3 units. A&S IQ: HUM BU: HUM, IS EN: H

JIMES 3301 Modern Islam
What does it mean to be modern? Should a religious tradition adapt in response to modern technological, political, economic, or social change? If so, how? These are just some of the questions that Muslim thinkers and believers have asked themselves since the 18th and 19th centuries, as they have engaged the global transformations commonly known as 'modernity'. Our examination of modern Islam in all its diversity considers a wide range of themes. These can include: new approaches to reading the Qur'an and Scripture; the impact of material goods and modern technologies; women's religious authority; Islamic law in the courtroom and nation-state; democracy, politics, and social activism; traditionalism and environmentalism; as well as the often fraught debates around the emergence of groups such as the Islamic State in Iraq and al-Sham (ISIS). The course's geographical center of gravity is the Middle East, and we also consider other key regions including sub-Saharan Africa and the United States. By the end of the course, students will have gained an understanding of key Muslim responses to the global transformations commonly known as modernity. They will acquire the skills to critically analyze widely used concepts such as 'tradition' to explore in depth both the work of Muslim intellectuals and the everyday experiences of ordinary believers in modern times. Pre-Requisites: Introduction to Islamic Civilization preferred but not required.
Credit 3 units. A&S IQ: HUM, LCD, SC BU: HUM
Typical periods offered: Spring

JIMES 3302 International Relations of the Middle East
Why did all of Syria's neighbors intervene in the country's decade-long civil war? Why are Arab states like the United Arab Emirates establishing diplomatic relations with Israel, and how is the war in Gaza reshaping the region? Does religion matter for Iran's and Saudi Arabia's foreign policies? If so, how? In this course, we take a comparative approach toward the international relations of the Middle East and North Africa (MENA) to explore these kinds of questions. As we do so, we critically examine the historical emergence of the region's nation-states and international system from the end of World I to the present day. Throughout the course, we consider a wide of range of themes including international law and institutions, political economy, religion and minorities, states' foreign and security policies, the geopolitics of tourism and migrant labor, as well as matters of war and peace. We also interrogate the role of outside powers in the region, such as China, Russia, India, and the US, and consider the history and politics of who gets to decide what American 'interests' in the region really are.
Credit 3 units. A&S IQ: HUM, LCD BU: HUM
Typical periods offered: Spring

JIMES 3362 The Jews of Arab Lands in Modern Times
An exploration of Jewish social history in the Arab World from East to West: the Orient (Persia and the Levant), the Ottoman Empire (Turkey and the Balkan countries), and North Africa. Discussion of the diaspora as it was and the impact of modernity.
Credit 3 units. A&S IQ: HUM, LCD BU: HUM EN: H

JIMES 3390 Exile: Jews, Literature and History
From Adam and Eve's banishment through the advent of modern Zionism, exile has been a major theme in Jewish literature and history. We explore exile not only as an issue of geography, but also from the perspectives of politics, religion, and psychology. We examine different experiences and interpretations of exile throughout Jewish history to the present. Contemporary Israeli writers continue the literary tradition of exile by writing the conflict between nation and individual. All readings in English. Prerequisite, one course in history or literature or permission of instructor.
Credit 3 units.

JIMES 3403 Introduction to Yiddish Language and Culture
This course is an introduction to the Yiddish language and Ashkenazic culture. Through the acquisition of basic skills in speaking, listening, reading, and writing you will learn to communicate in Yiddish. By the end of the semester, you should be able to comprehend simple conversations and stories, read and understand short texts, engage in brief conversation on everyday topics, and compose short texts on familiar topics using the grammatical structures and vocabulary you have learned. In addition, you will learn about Ashkenazic culture in Europe and North America and its deep relationship to the Yiddish language. No prior knowledge of the language is expected.
Credit 3 units. A&S IQ: LS
Typical periods offered: Spring

JIMES 3410 Jews and American Popular Culture
History of the Jews in North America from the colonial era to the present. Close reading of primary sources, with an emphasis on the central issues and tensions in American Jewish life; political, social, and economic transformations; and religious trends.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Spring

JIMES 3430 Topics in Islamic Literature
For centuries, Persian lyric poetry depended on motifs such as roses and nightingales, candles and moths-a repetitiveness of poetic imagery that contradicted the variety of social and personal themes. Yet these images and motifs, far from being rigid, acquired in the poetry of masters such as Khayyam, Hafiz, and Rumi, an inherent flexibility for constant redefinition and change. Readings in English translation.
Credit 3 units.
Typical periods offered: Fall

JIMES 3440 Imagining the Holocaust in Contemporary Jewish Literature
Recent public discourse on the Holocaust has displayed an anxiety that, with the gradual dying out of the survivor generation, the Holocaust too will soon pass into oblivion and one day be forgotten. Accompanying this anxiety about the vanishing eyewitness and the crisis of forgetting is often a parallel skepticism about narratives of the Holocaust that are not rooted in the direct experience of the survivor. Despite an injunction against fictional and imaginative representations of the Holocaust by survivors such as Elie Wiesel, however, the last twenty years have seen a wave of imaginative literature about the Holocaust written by non-survivors. This course will examine recent post-Holocaust literature, both fictional and autobiographical, by contemporary Jewish writers from Europe, Israel and the U.S., including works by Art Spiegelman, David Grossman, Aharon Appelfeld, Nathan Englander, Anne Michaels, Nava Semal, Patrick Modiano, Jurek Becker and others. Central to our inquiry into this literature will be the questions of language, narrative structure, referentiality, artistic representation, intergenerational trauma, vicarious memory and post-Holocaust Jewish identity.
Credit 3 units. A&S IQ: HUM Art: HUM BU: HUM

JIMES 3460 Islamic Law
This course will present a general overview of Islamic law and an introduction to the study of religious legal authority, which values consensus. It will then explore the formation of the major schools of law. Next, it will debate the notions of ijtihad and taqlid and discuss how open and independent legal decisions have been in the Islamic world. It will also trace the transmission of legal knowledge in religious institutions across time and place by focusing on medieval Muslim societies and by closely examining the education of a modern-day Ayatollah. Note: L75 546 is intended for graduate students only.

Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH, HUM EN: H
Typical periods offered: Fall

JIMES 3490 Yidishkayt: Yiddish Literature in English Translation
This course will trace the emergence, development, flourish, and near-decline of Yiddish literature, beginning with some of the earliest writings to appear in Yiddish in the late middle ages and early modern period, continuing with 19th-century attempts to establish a modern Yiddish literature and the 20th-century emergence of both a classical canon and a literary avant-garde, and ending with post-Holocaust attempts to retain a Yiddish literary culture in the near absence of Yiddish-speaking communities. Focusing on the role of Yiddish as the national language of Ashkenaz, the course will examine the ways in which Yiddish literature has responded to the social conditions of European Jewish life, exploring among others the relationship between Yiddish and the non-Jewish cultures in which it existed, the tensions between secular trends versus religious tradition, life in the shtetl and in the metropolis, immigration from the old world to the new, and Yiddish literary responses to the Holocaust.
Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: HUM, IS EN: H
Typical periods offered: Spring

JIMES 3500 Israeli Culture and Society
An examination of critical issues in contemporary Israeli culture and society, such as ethnicity, speech, humor, religious identity, and the Arab population, using readings in English translation from a variety of disciplines: folklore, literary criticism, political science, sociology, psychology, anthropology. Prerequisite: sophomore standing, or permission of instructor.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H
Typical periods offered: Fall

JIMES 3510 Muhammad in History and Literature
This course intends to examine the life and representations of the Prophet Muhammad from the perspective of multiple spiritual sensibilities as articulated in various literary genres from medieval to modern periods. The course is divided roughly into two parts. One part deals with the history of Muhammad and the related historiographical questions. The second part deals with the representations of Muhammad in juristic, theological, Sufi, etc. literature. Because of the availability of primary sources in English translation, there will be a healthy dose of primary source reading and analysis throughout the semester. Those students with advanced Arabic (and Persian and Turkish) skills will be encouraged to engage sources in their original language.
Credit 3 units. A&S IQ: HUM, LCD, SC BU: ETH, HUM EN: H
Typical periods offered: Spring

JIMES 3520 Fantasy, Horror, Sci-Fi: Genre-Fiction in Arabic Literature
Genre is a category, or to use Aristotle's term, a species. It is a category of literature, arts, music, and other forms of composition, to classify works of shared conventions, practices, and aesthetics. A typical example would be poetry. Subgenre is a single division of a given genre. In this example, epic poetry, the sonnet, haiku are subgenres of poetry. But who gets to decide what is genre, subgenre, and how? These would be some of the main questions we willl address in this course. Genre theory can teach us a fascinating history of how various cultures imagine their forms of creative expression. The development of genres and subgenres reveal complex histories on who has the power to define and redefine creative expression. For example, the novel, now a dominant and prestigious global literary genre, was once considered an inferior and working-class genre in Europe over a century ago. The novel genre then developed into numerous subgenres, which are today placed under one large umbrella that is genre-fiction, such as sci-fi, fantasy, horror, gothic, mystery etc.. However, the borders between these subgenres and the larger genre itself are always contested and reformulated. Through the history of genre and subgenre, we get to learn about literary taste and literary criticism, and whose definitions and conventions have changed the course of literature and the arts, and for what reason. The dominance of the historical novel today, for example, is attributed to larger phenomenon such as decolonization, feminism, and anti-racism. The sociopolitical urge to utilize fiction to address larger issues has not only boosted the impact of the historical novel but elevated it to become a common form of the genre itself. Within this grand history, Arabic literature has a complex and rich story to tell about genre and subgenre. The most obvious example here, which will be our entry point in this course, is 1001 Nights (also known as The Nights, or The Arabian Nights). This multi-volumed masterpiece has influenced fiction writers across the globe, especially in the past three centuries as the novel began to formulate into a modern genre. It is an exceptional work where we see a cosmology of subgenres of storytelling, narrative, but also of poetry, and in some editions, illustration and drawing, as well as translation. The Nights is often seen as the first hybrid work of literature where subgenres and forms co-exist but also blur and converge. This dynamic, revolutionary, and mobile nature of The Nights expresses the meeting of various cultures, experiences, and traditions of storytelling during the Abbasid empire. Today, it remains ever more relevant and inspiring in a cosmopolitan world. The question and history of sub/genre, however, will guide us through an exploration of modern and contemporary Arabic literature. We will get to engage with these texts thematically, stylistically, and intellectually. The aesthetic choices made in literature are never isolated from the intellectual, political, and sociohistorical contexts of a given text. Through the assigned texts and artworks, we will also learn about colonization, gender, imperialism, class, migration, ecology, among other pressing topics. No knowledge of Arabic is necessary; all readings in English translation.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Spring

JIMES 3540 Anthropological and Sociological Study of Muslim Societies
This course introduces students to anthropological and sociological scholarship on Muslim societies. Attention will be given to the broad theoretical and methodological issues which orient such scholarship. These issues include the nature of Muslim religious and cultural traditions, the nature of modernization and rationalization in Muslim societies, and the nature of sociopolitical relations between Islam and the West. The course explores the preceding issues through a series of ethnographic and historical case studies, with a special focus on Muslim communities in the Middle East, Southeast Asia, and Europe. Case studies address a range of specific topics, including religious knowledge and authority, capitalism and economic modernization, religion and politics, gender and sexuality, as well as migration and globalization. Please note: L75 554 is intended for graduate students only.
Credit 3 units. A&S IQ: LCD, SSC, SC Art: SSC BU: IS EN: S UColl: CD
Typical periods offered: Fall

JIMES 3562 Exodus
We will investigate the biblical book of Exodus in both its original significance in the ancient Near East and its later meanings for Jews, Christians, and Muslims in societies around the world. Why did its narratives and ideas about law and justice and religion resonate so strongly both in biblical times and afterwards? Which assumptions did the biblical authors make about writing stories and poetry? What is the historical reality of the Exodus? How did the biblical Israelites conceive of their religious practices and institutions? We will also explore how Exodus and the celebration of Passover has been, and continues to be, a crucial source of identity in Jewish and Christian circles. How

has Exodus been re-imagined and transfigured multiple times, and how has the Passover celebration reflected transformations in the understanding of the Exodus? We will analyze many types of expression influenced by Exodus: historical sources, liturgy, art, commentaries, theology, literature, film, mysticism, and music.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall

JIMES 3590 Travelers, Tricksters, and Storytellers: Jewish Travel Narratives and Autobiographies,
Jewish literature includes highly fascinating travel accounts and autobiographies that are still awaiting their discovery by a broader readership. In this course, we will explore a broad range of texts originating from the Middle Ages to the 19th century. They were written by both Ashkenazi and Sephardi Jews hailing from countries as diverse as Spain, Italy, Germany, and the Ottoman Empire. Among the authors were pilgrims, rabbis, merchants, and one savvy businesswoman. We will read their works as responses to historical circumstances and as expressions of Jewish identity, in its changing relationship to the Christian or Muslim environment in which the writers lived or traveled. Specifically, we will ask questions such as: How do travel accounts and autobiographies enable their authors and readers to reflect on issues of identity and difference? How do the writers produce representations of an other, against which and through which they define a particular sense of self? This course is open to students of varying interests, including Jewish, Islamic, or Religious Studies, medieval and early modern history, European or Near Eastern literatures. All texts will be read in English translation. Please note: L75 559 is intended for graduate students only.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H
Typical periods offered: Fall, Spring

JIMES 3623 Topics in Islam
Selected themes in the study of Islam and Islamic culture in social, historical, and political context. The specific area of emphasis will be determined by the instructor. Please note: L75 5622 is intended for graduate students only.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM, IS EN: H
UColl: CD
Typical periods offered: Fall, Spring

JIMES 3661 The Sephardic Experience: 1492 to the Present
In the public perception, modern Jews divide into two subethnic groups: Ashkenazi and Sephardi, or European and Middle Eastern Jews. However, this is an oversimplification that does not do justice to the diversity and complex history of Jewish identities, which are often multilayered. Strictly speaking, Sephardi Jews trace their ancestral lines or cultural heritage to the medieval Iberian Peninsula, present-day Spain and Portugal. That said, according to some scholars, Sephardi Judaism did not even exist before the general expulsion of Spanish Jewry in 1492 and is the result of their subsequent migrations within the Mediterranean and transatlantic worlds. We will start with an introduction into the history of Spanish Jews prior to 1492, asking to what extent memories of pre-expulsion Iberia are at the heart of Sephardi identity. We will then follow the migratory path of Sephardi exiles to North Africa, Italy, the Ottoman Empire, the Netherlands, and the Americas. The questions we will explore include: in what sense did Sephardim form a transnational community? How did they transmit and transform aspects of Spanish culture in form of Ladino (Judeo-Spanish) language and literature? How did they become intermediaries between Christian Europe and the Ottoman Empire? What was their role in Europe's transatlantic expansion and the slave trade? How did Ottoman and North African Jews respond to European cultural trends in the nineteenth century and create their own forms of modernity? How did the Holocaust impact Sephardi Jews?
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

JIMES 3722 Introduction to Talmudic Literature
The study of different Talmudic texts together with an examination of the historical development of the Mishna and the Gemara. Texts will be studied in their original language (Hebrew/Aramaic), with English translation. PREREQUISITE: PERMISSION OF THE INSTRUCTOR
Credit 3 units. Art: HUM

JIMES 3730 Topics in Near Eastern Cultures:
The topic for this course will change each semester; the specific topic for each semester will be given in Course Listings.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H
Typical periods offered: Fall, Spring

JIMES 3740 Of Dishes, Taste, and Class: History of Food in the Middle East
This course will cover the history of food and drink in the Middle East to help us understand our complex relation with food and look at our lives from perspectives we intuitively feel or by implication know, but rarely critically and explicitly reflect on. Food plays a fundamental role in how humans organize themselves in societies, differentiate socially, culturally, and economically, establish values and norms for religious, cultural, and communal practices, and define identities of race, gender, and class. This course does not intend to spoil, so to speak, this undeniably one of the most pleasurable human needs and activities, but rather to make you aware of the social meaning of food and reflect on how food shapes who we are as individuals and societies. We will study the history of food and drink in the Middle East across the centuries until the present time, but be selective in choosing themes, geographic regions, and historical periods to focus on. Please consult the instructor if you have not taken any course in the humanities. Enrollment priority given to seniors and juniors.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: BA, HUM, IS EN: H UColl: CD
Typical periods offered: Fall, Spring, Summer

JIMES 3750 In the Beginning: Creation Myths of the Biblical World
This course will study myths and epic literature from the Bible, ancient Egypt, the ancient Near East and ancient Greece about the birth of the gods, the creation of the world and of humanity, and the establishment of societies. These masterpieces of ancient literature recount the deeds of gods and heroes and humanity's eternal struggle to come to terms with the world, supernatural powers, love, lust, and death. This course will examine how each culture borrows traditions and recasts them in a distinct idiom. The course will further examine different approaches to mythology and to the study of ancient cultures and the Bible.
Credit 3 units. A&S IQ: HUM, LCD, WI Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

JIMES 3751 How the World Began: Creation Myths of the Ancient World
We will read myths and epic literature from the Bible, ancient Greece, ancient Egypt, and the ancient Near East about the birth of the gods, the creation of the world and of humanity, and the establishment of societies. These masterpieces of ancient literature recount the deeds of gods and heroes and humanity's eternal struggle to come to terms with the world, supernatural powers, love, lust, and death. This course will examine how each culture borrows traditions and recasts them in a distinct idiom.
Credit 3 units. BU: ETH

JIMES 3770 History of Slavery in the Middle East
This course examines slavery and its abolition in the Middle East and North Africa from 600 C.E. to the 20th Century. It addresses slavery as a discourse and a question of political economy. We begin with an overview of slavery in late antiquity to contextualize the evolution of this practice after the rise of Islam in the region. We then examine how it was practiced, imagined, and studied under major empires, such as the Umayyads, the Abbasids, the Fatimids, the Mamluks, the Ottomans, and the Safavids. In addition to examining the Qur'anic discourse and early Islamic practices of slavery, to monitor change over time we address various forms of household, field, and military slavery as well as the remarkable phenomenon of slave dynasties following a chronological order. We discuss, through primary sources, theoretical, religious, and moral debates and positions on slavery, including religious scriptures, prophetic traditions, religious law, and a plethora of narratives from a range of genres. We highlight a distinct theme each week to focus on until we conclude our discussion with the abolition of slavery in the 19th and 20th centuries. Topics of discussion include various forms of male and female slavery, Qur'anic and prophetic discourse on slavery, legal and moral views on slavery, slavery as represented in religious literature, political, military, and economic structures of slavery, issues of race and gender as well as slave writings to reflect on the experiences of slavery from within. The goal is to enable students to understand the histories of slavery in the Middle East and eventually compare it to that of other regions and cultures, such as European and Atlantic slavery. No second language required.
Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM BU: BA, HUM, IS EN: H
Typical periods offered: Fall

JIMES 3780 Hasidism
A study of the history, literature, thought, and spirituality of Hasidism from its beginnings in the 18th century to the present. The relationship between Hasidism and other movements (Talmudism, Haskalah, Zionism) in modern Jewish history are explored. Guest lecturers from the Program in Jewish and Near Eastern Studies will share in the instruction. Prerequisites: sophomore standing and 3 units in Jewish studies, or permission of instructor.
Credit 3 units.

JIMES 3783 Before The Clinic Was Born: Medicine Among European Jews From the Middle Ages to Modern Period
This course offers a survey of European medical history in general and of the Jewish medical world in particular, from the middle ages to the threshold of modernity.
Credit 3 units. A&S IQ: HUM BU: HUM EN: H

JIMES 3820 The History and Politics of Middle East Studies: Producing Expert Knowledge
How do we know Muslim women need gender equality? How do we know minorities in the Middle East suffer from religious persecution, and that religious freedom is the solution? How do we know promoting human rights is a universal good? How do we know development aid improves the lives of Palestinian or Syrian refugees? Why do we need so many US military bases in the Arab Gulf? In this class, we consider the history and politics behind the answers to these kinds of questions. To do so, we examine the field of Middle East Studies in the United States, historically and today, and its role in the production of expert knowledge about the region. After learning foundational theories around knowledge production, we consider the history of US foreign policy and analyze how certain theories of the Middle East became common sense notions at the expense of other possibilities. We then investigate the history and politics of universal concepts and their promotion in the region such as human rights, gender equality, and religious freedom.
Credit 3 units. A&S IQ: HUM, LCD, SC BU: HUM EN: H
Typical periods offered: Fall, Spring

JIMES 3851 Topics in Jimes
Consult Course Listings for current topics. Please note: L75 585A is intended for graduate students only.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM, IS EN: H
Typical periods offered: Fall, Spring

JIMES 3860 Topics in Jewish History
Consult Course Listings for current topics. Prerequisite: permission of instructor.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA, HUM EN: H
Typical periods offered: Fall

JIMES 3870 Topics in Jewish Studies:
Consult Course Listings for current topics. Please note: L75 587 is intended for graduate students only.
Credit 3 units. A&S IQ: LCD BU: IS EN: H
Typical periods offered: Fall

JIMES 3902 Topics in Jewish, Islamic and Middle Eastern Studies
This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests.
Credit 3 units. A&S IQ: SSC Art: SSC BU: IS EN: S
Typical periods offered: Fall, Spring

JIMES 3995 Jewish, Islamic & Near Eastern Studies Coursework Completed Abroad
This course is for 3000 level study abroad credit.
Credit 12 units.
Typical periods offered: Fall, Spring

JIMES 3996 Jewish, Islamic and Near Eastern Studies Elective
This course is for 3000 level transfer credit.
Credit 12 units. EN: H
Typical periods offered: Fall, Spring, Summer

JIMES 4002 Capstone Seminar
The capstone course for Jewish, Islamic, & Near Eastern Studies majors, Arabic majors, and Hebrew majors. The course content is subject to change.
Credit 3 units. A&S IQ: HUM BU: HUM EN: H
Typical periods offered: Fall

JIMES 4005 Diaspora in Jewish and Islamic Experience
Tensions between center and periphery; migration and rest; power and powerlessness; and exile, home, and return are easily found in the historical record of both Jews and Muslims. For Muslims, it can be said that it was the very success of Islam as a world culture and the establishment of Muslim societies in in all corners of the globe that lay at the root of this unease. However, the disruptions of the post-colonial era, the emergence of minority Muslim communities in Europe and North America, and the recent tragic flow of refugees following the Arab Spring have created a heightened sense of displacement and yearning for many. Of course, the very term diaspora -- from the ancient Greek, meaning dispersion or scattering -- has most often been used to describe the Jewish condition in the world. The themes of exile and return and of catastrophe and redemption are already woven into the Hebrew Bible, and they continued to be central

motifs in Rabbinic Judaism in late antiquity and the Middle Ages. This occurred despite the fact that more Jews lived outside the borders of Judea than within the country many years before the destruction of Jewish sovereignty at the hands of the Romans. In the 20th century, European imperialism, nationalisms of various types, revolution, and war -- including the Israeli-Palestinian conflict -- have done much to underscore the continuing dilemmas of diaspora and home in both Jewish and Islamic identity. The goal of this course is to offer a comparative historical perspective on the themes of migration and displacement, center and periphery, home and residence, and exile and return and to give students the opportunity to examine in depth some aspect of the experience of diaspora. Note: This course fulfills the capstone requirement for Jewish, Islamic, and Middle Eastern Studies. The course also counts as an Advanced Seminar for history. (Students wishing to receive history Advanced Seminar credit should also enroll in L22 491R section 19 for 1 unit.) The course is open to advanced undergraduate and graduate students.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall

JIMES 4009 Beyond Geography: The Meaning of Place in the Near East
This course considers the importance of place in the Middle East with particular reference to Jewish and Islamic traditions. Topics to cover include the creation of holy sites, the concept of sacred space, the practice of pilgrimages, and the tropes of exile and return. Texts will range from analytical essays to novels, memoirs, and films by authors such as Edward Said, Naguib Mahfouz, Taher Ben Jelloun, Elif Shafak, A. B. Yehoshua, Shulamit Hareven, and Hanan Al-Shaykh. Requirements include participation, short assignments, and a seminar paper. This course fulfills the capstone requirement for students majoring in Jewish, Islamic and Near Eastern Languages and Cultures, but is open to advanced undergraduates and graduate students.
Credit 3 units. A&S IQ: HUM, LCD BU: HUM EN: H
Typical periods offered: Fall

JIMES 4022 Comparative Expulsions of Jews: England, France, Spain, Portugal, and Milan
This course provides an in-depth exploration of the expulsions of Jews from England, France, Spain, Portugal, and Milan during the medieval and early modern periods. Studying expulsions forces us to confront the thorny question of religious toleration and introduces students to some of the significant issues that historians of Medieval and Early Modern Jewish history work on. We will first examine the social, religious, political, and economic bases of the Jews' stay. Then, we will try to understand why, at some point, their presence became intolerable. The course emphasizes comparative analysis, allowing students to identify patterns and divergences across different regions and explore the broader implications for Jewish communities and European societies.
Credit 3 units.
Typical periods offered: Spring

JIMES 4023 Jewish Christian Relations: A Multimedia History
When Mel Gibson's movie The Passion of the Christ was released in 2004, it provoked a tremendous amount of public debate and divided Christians (Catholics and Protestants of all sorts) and Jews (Orthodox, Conservative, Liberal and Reform) in every possible combination. Although the virulence of the discussions may have given us the impression that this was a new issue, in reality the question of the Jews' role and involvement in Jesus' death has been disputed for almost two thousand years. The claim that the Jews are responsible for Christ's death is the subject of this class and we will study its history from the gospels to today using textual sources (historical, religious and literary works) and the visual arts (paintings and movies). But this class is not about who did or did not kill Jesus, nor is it about judging people's positions on the issue. Rather it is about the power of a story to travel through time and space, to being told and retold in different versions and with different purposes, and to affect the real lives of men and women.
Credit 3 units. A&S IQ: HUM, LCD, SC BU: HUM
Typical periods offered: Spring

JIMES 4043 Race and Ethnicity in the Middle East and North Africa
This seminar explores formations, articulations, and legacies of race in the Middle East and North Africa. The main purpose is to acquaint students with different theories and methodological approaches to studies of race and racialization in the region. Given the large scope of the topic, the course will mainly focus on Egypt and Sudan, as well as the Arabian Peninsula and Persian Gulf. In dialogue with a transnational body of scholarship, political theory, as well as artistic and literary production, we will read about the following set of topics: slavery and abolition; race and racialization; empire and colonialism; third world-ism and nationalism; revolution and solidarity; ethnicity and nationality; migration and minorities. By studying how peoples of the region have debated issues of race and racialization, from the Abbasid era to the contemporary moment, we come to realize the legibility and urgency of race as an analytics in Middle East studies. In considering pre-modern and modern articulations of race across the region, we begin to understand how race has functioned as a technology of power and hierarchization, and its intersectional role in forming categories of ethnicity, nationality, or even gender and sexuality. This section is intended for undergraduate students only. Graduate students should enroll in L75 5043.
Credit 3 units. A&S IQ: HUM, LCD, SC BU: HUM EN: H
Typical periods offered: Fall

JIMES 4062 Conflict or Convivencia? Muslims, Jews, and Christians in Medieval Spain
This seminar will explore various facets of the coexistence (convivencia) of Muslims, Jews, and Christians in medieval Spain. Its horizon stretches from the Muslim conquest of Iberia (al-Andalus) up to the turn of the 16th century when Spanish Jews and Muslims were equally faced with the choice between exile and conversion to Christianity. Until about 1100, Muslims dominated most of the Iberian Peninsula; from then onward, Christians ruled much and eventually all of what would become modern Spain and Portugal. Through a process known as reconquista (reconquest), Catholic kingdoms acquired large Muslim enclaves. As borders moved, Jewish communities found themselves under varying Muslim or Christian dominion. Interactions between the three religious communities occurred throughout, some characterized by shared creativity and mutual respect, others by rivalry and strife. The course focuses on these cultural encounters, placing them in various historical contexts. It will explore the ambiguities of religious conversion, and the interplay of persecution and toleration. Last not least, the course will address the question of how the memory of medieval Spain's diversity reverberates-and is utilized-in modern popular and academic discourse. All sources will be read in English translation; however, students are encouraged to make use of their linguistic and cultural expertise acquired in previous classes. This course serves as the capstone seminar for Jewish, Islamic & Near Eastern Studies majors, Arabic majors, and Hebrew majors. Graduate students, minors, and other interested undergrads are likewise welcome.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH, HUM, IS EN: H
Typical periods offered: Fall

JIMES 4071 Judaism and Islam in Comparative Perspective
The historical trajectories of Rabbinic Judaism and Islam are intimately intertwined. Moreover, a strong argument can be made that Rabbinic Judaism and Islam bear some obvious affinities with one another. Nevertheless, the two traditions generally continue to be studied in isolation from one another. The goals of this seminar are (1) to foster better understanding of areas of historical contact and intersections between Jewish and Islamic civilizations and (2) to start the work of developing a common framework for the comparative study of the two traditions. We will examine examples of sustained and meaningful contact such as Muslim-Jewish symbiosis in early Islam as well as interaction on the level of philosophical and theological discourses between medieval Jews and Muslims. We will also attempt to identify instances of affinity between the two traditions through comparative study of their exegetical, messianic, legal, and mystical dimensions. Seniors in Jewish, Islamic and Near Eastern Studies will be given preference in admission. This i sthe capstone course in JINESAdvanced students from other departments and programs should contact the instructor prior to enrollment.
Credit 3 units. A&S IQ: HUM BU: HUM EN: H

JIMES 4101 The Ottoman Empire: 1300-1800
Credit 3 units.

JIMES 4150 Topics in Judaism
Consult Course Listings for current topics. Prerequisite: permission of instructor.
Credit 3 units.

JIMES 4220 Topics in Jewish Studies: Special Seminar in Rabbinic Culture and Thought
This course will analyze a variety of topics in rabbinic culture and thought.
Credit 1 unit. Art: HUM

JIMES 4270 Jewish Philosophical Classics
Philosophical thinkers writing out of the Jewish culture, including Philo, Halevi, and Maimonides, are studied in their respective philosophical, religious, and historical contexts. Prerequisite: 3 units in philosophy or Jewish thought, or permission of instructor.
Credit 3 units.

JIMES 4420 Empire and Memory: Approaches to Islamic Historiography (ca. 800-1250)
The subject of this course is an in-depth study of medieval Arabic historiography from the 8th through the 13th centuries, when the Mongols run over the remnants of the Abbasid caliphate, established their own rule over Eurasia, and thereby sparked new questions about the past. After the initial survey of medieval Islamic history as background, we will focus on the development of historiographical writing in its socio-political context and examine one by one the most major historiographical traditions and philosophies from the 8th through the 13th centuries: prophetic traditions, belles-lettres, annals, biographical dictionaries, and genealogical literature.
Credit 3 units. A&S IQ: HUM BU: HUM EN: H

JIMES 4450 Topics in Islam
This course aims to study political thought and practice in Islamic history through a close reading of a selection of primary sources in translation (and in their original language, if language proficiency is satisfactory). Particular attention will be given to the historical contexts in which thoughts are espoused and texts written. We plan to examine the development of political concepts and themes as articulated in diverse literary genres (e.g., legal, theological, political) from the eighth through the 13th centuries. We hope to engage various theoretical models to analyze the relationship between politics and religion and to tease out the role of power in determining sociopolitical relations, distinctions, and structures. We hope to have a better grasp on the historicity of ideas presented in timeless categories in political discourse. Advanced knowledge of Arabic preferred but not required.
Credit 3 units. A&S IQ: HUM BU: HUM, IS EN: H
Typical periods offered: Fall, Spring

JIMES 4461 History of Political Thought in the Middle East
This course aims to study political thought and practice in Islamic history through a close reading of a selection of primary sources in translation (and in their original language, if language proficiency is satisfactory). Particular attention will be given to historical contexts in which thoughts are espoused and texts written. We plan to examine the development of political concepts and themes as articulated in diverse literary genres (e.g., legal, theological, political) from the eighth through 13th centuries. We hope to engage various theoretical models to analyze the relationship between politics and religion and to tease out the role of power in determining sociopolitical relations, distinctions, and structures. We hope to have a better grasp on the historicity of ideas presented in timeless categories in political discourse. Advanced knowledge of Arabic preferred but not required.
Credit 3 units. A&S IQ: HUM, LCD, SC BU: HUM, IS
Typical periods offered: Spring

JIMES 4470 The Zohar
A survey of the major text of the Jewish mystical canon read in translation. The hermeneutical method and symbolic lexicon of the Kabbalah is explored, as well as the Zohar's effect on the subsequent developments of Jewish mysticism: the Safed renaissance, Shabbateanism, Hasidism.
Credit 3 units. Art: HUM

JIMES 4520 Arab Culture and Media
An introduction to Modern Arab culture with emphasis on changes in the Arab society during the twentieth century. In this course students will view and discuss films and programs relating to major cultural and religious traditions in various Arab countries including Egypt, Lebanon, the Gulf region, and North Africa. The course will also examine the role of the Arab media in society, with special focus on the coverage of the recent events in New York and the war in Afghanistan.
Credit 3 units.

JIMES 4740 Topics in Jewish Lit I:
Credit 3 units. Art: HUM

JIMES 4742 Topics in Jewish Literature: Exile: Jewish Historical Experience and Literary Imagination
In addition to completing all the requirements for JNE 339, students meet an additional hour each week to read Hebrew texts and prepare a seminar paper using Hebrew sources.
Credit 4 units. Art: HUM

JIMES 4791 Advanced Seminar: Empire and Messianism in the Middle East
Credit 3 units.

JIMES 4850 Topics in Jewish Studies:
Consult Course Listings for current topic. Prerequisite: permission of instructor.
Credit 3 units. A&S IQ: HUM BU: HUM EN: H

Typical periods offered: Fall, Spring

JIMES 4852 Topics in American Jewish Studies
Credit 3 units. A&S IQ: HUM BU: HUM EN: H

JIMES 4870 Topics in Jewish and Near Eastern Studies: Readings in Midrash
The aim of this course is to learn to read Midrash, the literature of classical Rabbinic Bibilical interpretation. Addressing the literary, historical, and cultural context in which rabbinic Midrash developed, we will get to know a variety of Midrashic collections covering a time span from late antiquity to the Islamic Middle Ages. These works were composed according to a complex set of exegetical and literary rules to be illustrated by the selected readings. Certain Midrashic genres reflect their origins in academic discourses, while others were delivered as public sermons, drawing on parables, legends, and folk lore. Among the topics to be studied are: How did the Rabbis read the Bible? What is the relationship between the plain meaning of the Biblical text and the polyphone interpretations of Midrash? Is Midrash a commentary or a literary discourse in its own right? Initially the Midrashic logic may seem elusive from the viewpoint of a modern Western reader, in turn its creative thinking will prove to be smart, playful, at times even slippery, and yet substantial. ALL TEXTS WILL BE READ IN TRANSLATION.
Credit 3 units. A&S IQ: HUM BU: HUM

JIMES 4902 Topics in Islamic Thought: Proseminar in Methods and Approaches in Islamic Studies
This seminar is an introduction to the methods, research tools, and theoretical assumptions that Islamicists have used to study diverse aspects of Islamic societies and civilizations, past and present. Critical reading and discussion of scholarly works will be paired with bibliographical research assignments. PERMISSION OF THE INSTRUCTOR.
Credit 3 units. A&S IQ: HUM BU: HUM EN: H

JIMES 4961 Seminar in Jewish Religion
Special subjects out of the entire range of Jewish religion systematically and analytically explored.
Credit 3 units.

JIMES 4988 Empire and Messianism in the Middle East
Senior Seminar: This course looks at imperial politics in its relations to monotheistic messianic movements and ideologies in the Islamic Mediterranean from the late antiquity to the sixteenth century. Messianic beliefs offered political hope, rallied opposition against the existing rule, defined and ordered lived reality for imperial subjects, presented a political leitmotiv for rulers, and advocated a just socio-political order to be realized in the immediate or indefinite future. Thus, this course attempts to see how politics became messianic by its very ability to promise a better future. Despite the chronological scope of the course, we will examine only specific ideas, practices, and movements as case studies to study in depth various facets of messianic movements and thought in their geographic and historical context. We will use primary sources, which will be the main methodological focus of the course, and secondary literature. We aim to develop skills in identifying, reading, analyzing, and dealing with primary sources in their variety and critically engaging modern scholarship on the political role of messianism. Students will write a term paper and several reports on preassigned readings, and make regular class presentations. Admission preference will be given to graduating seniors in JINELC, but the course is open to all advanced students provided that they consult the instructor prior to enrolling. Knowledge of a relevant primary source language is highly desired but not required.
Credit 3 units. A&S IQ: HUM BU: HUM EN: H

JIMES 4990 Study for Honors in Jewish, Islamic, and Near Eastern Studies
Offered in the Fall semester in conjunction with L75-4991 (Spring). This course is for students with Senior standing. Permission required from the Chair of Jewish, Islamic and Near Eastern Department.
Credit 3 units. A&S IQ: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

JIMES 4992 Study for Honors in Jewish, Islamic, and Near Eastern Studies
Offered in the Spring semester in conjunction with L75-499. This course is for students with Senior standing. Permission required from the Chair of Jewish, Islamic and Near Eastern Department.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Spring

JIMES 4995 Jewish, Islamic and Near Eastern Studies Coursework Completed Abroad
This course is for 4000 level study abroad credit.
Credit 12 units.
Typical periods offered: Fall, Spring, Summer

JIMES 4999 Jewish, Islamic and Near Eastern Studies Elective
Credit 0 units. EN: H

Arabic Major

Program Requirements

- **Total Units Required:** 24 advanced, in addition to prerequisites
- **Grade Requirement:** Students must maintain a B average in all courses for the major; Grades of B- or higher must be earned in each language course in order to advance to the next level; Pass/No Pass grades do not count toward the prerequisites or the major.

Prerequisites

- 1000- and 2000-level Arabic, by coursework or by placement exam. (A student who skips the first four semesters of Arabic courses by placement exam must successfully complete ARAB 3010 Third-Level Arabic I. Students who complete the third-level language course with a grade of B- or better will receive 6 units of back credit.)
- JIMES 2081 Introduction to Jewish Civilization: History and Identity and JIMES 2100 Introduction to Islamic Civilization. (Students with substantial prior coursework may substitute an additional upper-level course with permission of their advisor and the Director of Undergraduate Studies.)

Requirements

- 12 credits in 3000- and 4000-level language courses

Code	Title	Units
ARAB 3010	Third-Level Arabic I	3
ARAB 3011	Third-Level Arabic II	3
ARAB 4051	Fourth-Level Arabic I	3
ARAB 4061	Fourth-Level Arabic II	3

- 6 credits distributed as the student wishes, in other 3000- and 4000-level JIMES courses such as, but not limited to, the following (please confirm applicability of a course with your advisor):

Code	Title	Units
JIMES 3510	Muhammad: His Life and Legacy	3
JIMES 3520	Fantasy, Horror, Sci-Fi: Genre-Fiction in Arabic Literature	3
JIMES 3740	Of Dishes, Taste, and Class; History of Food in the Middle East	3
JIMES 3770	History of Slavery in the Middle East	3
JIMES 4043	Race and Ethnicity in the Middle East and North Africa	3
ARAB 4130	Topics in Modern Arabic Literature in Translation	3

- At least 3 credits in 3000- and 4000-level courses in a JIMES culture other than that of the selected language tradition such as, but not limited to, the following (please confirm applicability of a course with your advisor):

Code	Title	Units
JIMES 3036	Antisemitism: History, Causes, and Consequences	3
JIMES 3232	Religion and Nationalism in the Middle East & South Asia	3
JIMES 3410	Jews and American Popular Culture	3
JIMES 3562	Exodus	3
JIMES 3661	The Sephardic Experience: 1492 to the Present	3
JIMES 3750	In the Beginning: Creation Myths of the Biblical World	3

- 3 credits in a departmental capstone course to be taken during the senior year (Students may take this course during their junior year with permission of their advisor and the Director of Undergraduate Studies.) Capstone courses include, but are not limited to, the following (please check the course listings in a given semester to see which Capstone is being offered or consult with your advisor):

Code	Title	Units
JIMES 4002	Capstone Seminar	3
JIMES 4009	Beyond Geography: The Meaning of Place in the Near East	3
JIMES 4062	Conflict or Convivencia? Muslims, Jews, and Christians in Medieval Spain	3

Additional Information

Students enrolled in preapproved Washington University study abroad programs during the regular academic semester can earn a maximum of 9 credits subject to review by their advisor and the director of undergraduate studies. Summer programs and transfer courses can be granted as many as 6 credits subject to review by the student's advisor and the director of undergraduate studies. A limit of 9 credits in total can be applied to the major whether the credits are earned via study abroad, summer programs, or transfer credit. For more information about preapproved study abroad programs, please visit the Jewish, Islamic, and Middle Eastern Studies Study Abroad Programs website.

Students must maintain a B average in all courses for the major. A grade of B- or higher must be earned in each language course in order to advance to the next level.

No course taken Pass/No Pass can count toward the prerequisites or the major.

A student may request credit for courses taken outside of the department by seeking the permission of the director of undergraduate studies and the department chair.

To be eligible to write a senior thesis, a student must maintain a grade point average of 3.65 through the sixth semester. Senior thesis writers should sign up for an appropriate 3-credit course during both the fall and spring semesters. (The 6 credits from these courses may be applied to the primary area of study.)

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Hebrew Major

Program Requirements

- **Total Units Required:** 24 advanced, in addition to prerequisites
- **Grade Requirement:** Students must maintain a B average in all courses for the major; Grades of B- or higher must be earned in each language course in order to advance to the next level; Pass/No Pass grades do not count toward the prerequisites or the major.

Prerequisites

- 1000- and 2000-level Modern Hebrew Language coursework, by coursework or by placement. (A student who skips the first four semesters of language courses by placement must successfully complete HBRW 3040 Third-Level Modern Hebrew I or HBRW 3140 Introduction to Biblical Hebrew. Students who complete the third-level language course with a grade of B- or better will receive 6 units of back credit.)

- JIMES 2081 Introduction to Jewish Civilization: History and Identity and JIMES 2100 Introduction to Islamic Civilization. (Students with substantial prior coursework may substitute an additional upper-level course with permission of their advisor and the director of undergraduate studies.)

Requirements

- 12 credits in 3000- and 4000-level language courses, including (but not limited to) the following:

Code	Title	Units
HBRW 3040	Third-Level Modern Hebrew I	3
HBRW 3041	Third-Level Modern Hebrew II	3
HBRW 3140	Introduction to Biblical Hebrew	3
HBRW 4020	Fourth-Level Modern Hebrew I	3
HBRW 4030	Fourth-Level Modern Hebrew II	3

- 6 credits distributed as the student wishes, in other 3000- and 4000-level JIMES courses such as (but not limited to) the following (please confirm applicability of a course with an advisor):

Code	Title	Units
JIMES 3036	Antisemitism: History, Causes, and Consequences	3
JIMES 3184	A Rainbow Thread: A History of Queer Identities in Judaism and Islam	3
JIMES 3410	Jews and American Popular Culture	3
JIMES 3562	Exodus	3
JIMES 3661	The Sephardic Experience: 1492 to the Present	3
JIMES 3750	In the Beginning: Creation Myths of the Biblical World	3
JIMES 4023	Jewish Christian Relations: A Multimedia History	3

- At least 3 credits in 3000- and 4000-level courses in a JIMES culture other than that of the selected language tradition such as (but not limited to) the following (please confirm applicability of a course with an advisor):

Code	Title	Units
JIMES 3510	Muhammad: His Life and Legacy	3
JIMES 3520	Fantasy, Horror, Sci-Fi: Genre-Fiction in Arabic Literature	3
JIMES 3770	History of Slavery in the Middle East	3
JIMES 3820	The History and Politics of Middle East Studies: Producing Expert Knowledge	3
JIMES 4043	Race and Ethnicity in the Middle East and North Africa	3
HINDI 3040	Sacred Architecture of the Indian Subcontinent	3

- 3 credits in a departmental capstone course to be taken during the senior year. (Students may take this course during their junior year with permission of their advisor and the director of undergraduate studies.) Capstone courses include (but are not limited to) the following (please check the course listings in a given semester to see which Capstone is being offered or consult with an advisor):

Code	Title	Units
JIMES 4002	Capstone Seminar	3
JIMES 4009	Beyond Geography: The Meaning of Place in the Near East	3
JIMES 4062	Conflict or Convivencia? Muslims, Jews, and Christians in Medieval Spain	3

Additional Information

Students enrolled in preapproved Washington University study abroad programs during the regular academic semester can earn a maximum of 9 credits subject to review by their advisor and the director of undergraduate studies. Summer programs and transfer courses can be granted as many as 6 credits subject to review by the student's advisor and the director of undergraduate studies. A limit of 9 credits in total can be applied to the major whether the credits are earned via study abroad, summer programs, or transfer credit. For more information about preapproved study abroad programs, please visit the Jewish, Islamic, and Middle Eastern Studies Study Abroad Programs website.

Students must maintain a B average in all courses for the major. A grade of B- or higher must be earned in each language course in order to advance to the next level.

No course taken Pass/No Pass can count toward the prerequisites or the major.

A student may request credit for courses taken outside of the department by seeking the permission of the director of undergraduate studies and the department chair.

To be eligible to write a senior thesis, a student must maintain a grade point average of 3.65 through the sixth semester. Senior thesis writers should sign up for an appropriate 3-credit course during both the fall and spring semesters. (The 6 credits from these courses may be applied to the primary area of study.)

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Jewish, Islamic, and Middle Eastern Studies Major, Comparative Jewish and Islamic Studies Concentration

Program Requirements

- **Total Units Required:** 24 advanced, in addition to prerequisites
- **Grade Requirement:** Students must maintain a B average in all courses for the major; grades of B- or higher must be earned in each language course in order to advance to the next level. Pass/No Pass grades do not count toward the prerequisites or the major.

Students who wish to major in Jewish, Islamic, and Middle Eastern Studies will select one of two specializations: **Comparative Jewish and Islamic Studies** or **Modern Middle Eastern Studies**.

Required Courses

Prerequisites

- Completion of either the Modern Arabic or Modern Hebrew language curriculum through the 1000- and 2000-level, by coursework or by placement exam. (A student who skips the first four semesters of Arabic courses by placement must successfully complete ARAB 3010 Third-Level Arabic I. A student who skips the first four semesters of Hebrew courses by placement exam must successfully complete HBRW 3040 Third-Level Modern Hebrew I or HBRW 3140 Introduction to Biblical Hebrew. Students who complete the third-level language course with a grade of B- or better will receive 6 units of back credit.)
- JIMES 2081 Introduction to Jewish Civilization: History and Identity and JIMES 2100 Introduction to Islamic Civilization. (Students with substantial prior coursework may substitute an additional upper-level course with permission of their advisor and the Director of Undergraduate Studies.)

Requirements for the Comparative Jewish and Islamic Studies Concentration

- At least 3 credits in 3000- and 4000-level Jewish studies or Hebrew literature courses, such as (but not limited to) the following:

Code	Title	Units
JIMES 3036	Antisemitism: History, Causes, and Consequences	3
JIMES 3184	A Rainbow Thread: A History of Queer Identities in Judaism and Islam	3
JIMES 3410	Jews and American Popular Culture	3
JIMES 3562	Exodus	3
JIMES 3661	The Sephardic Experience: 1492 to the Present	3
JIMES 4023	Jewish Christian Relations: A Multimedia History	3

- At least 3 credits in 3000- and 4000-level Islamic studies or Arabic literature courses, such as (but not limited to) the following:

Code	Title	Units
JIMES 3510	Muhammad: His Life and Legacy	3
JIMES 3520	Fantasy, Horror, Sci-Fi: Genre-Fiction in Arabic Literature	3
JIMES 3770	History of Slavery in the Middle East	3
JIMES 3820	The History and Politics of Middle East Studies: Producing Expert Knowledge	3
JIMES 4043	Race and Ethnicity in the Middle East and North Africa	3

- 15 credits, distributed as the student wishes, in 3000- and 4000-level JIMES courses, including (but not limited to) those listed above as well as the following:

Code	Title	Units
HINDI 3040	Sacred Architecture of the Indian Subcontinent	3
HINDI 3090	Understanding Indian Literature Through Visual Media	3
JIMES 3185	The Jewish Experience in the United States: A History of Exceptions and Exceptionalism	3
JIMES 3403	Introduction to Yiddish Language and Culture	3
JIMES 3740	Of Dishes, Taste, and Class; History of Food in the Middle East	3
JIMES 3750	In the Beginning: Creation Myths of the Biblical World	3
JIMES 3820	The History and Politics of Middle East Studies: Producing Expert Knowledge	3

- 3 credits in a departmental capstone course to be taken during the senior year. (Students may take this course during their junior year with permission of their advisor and the Director of Undergraduate Studies.) Capstone courses include (but are not limited to) the following; students should check the course listings in a given semester to see which Capstone is being offered or consult with their advisor:

Code	Title	Units
JIMES 4002	Capstone Seminar	3
JIMES 4009	Beyond Geography: The Meaning of Place in the Near East	3
JIMES 4062	Conflict or Convivencia? Muslims, Jews, and Christians in Medieval Spain	3

Additional Information

Students enrolled in preapproved Washington University study abroad programs during the regular academic semester can earn a maximum of 9 credits subject to review by their advisor and the director of undergraduate studies. Summer programs and transfer courses can be granted as many as 6 credits subject to review by the student's advisor and the director of undergraduate studies. A limit of 9 credits in total can be applied to the major whether the credits are earned via study abroad, summer programs, or transfer credit. For more information about preapproved study abroad programs, please visit the Jewish, Islamic, and Middle Eastern Studies Study Abroad Programs website.

Students must maintain a B average in all courses for the major. A grade of B- or higher must be earned in each language course in order to advance to the next level.

No course taken Pass/No Pass can count toward the prerequisites or the major.

A student may request credit for courses taken outside of the department by seeking the permission of the director of undergraduate studies and the department chair.

To be eligible to write a senior thesis, a student must maintain a grade point average of 3.65 through the sixth semester. Senior thesis writers should sign up for an appropriate 3-credit course during both the fall and spring semesters. (The 6 credits from these courses may be applied to the primary area of study.)

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Jewish, Islamic, and Middle Eastern Studies Major, Modern Middle Eastern Studies Concentration

Program Requirements

- **Total Units Required:** 24 advanced, in addition to prerequisites
- **Grade Requirement:** Students must maintain a B average in all courses for the minor; grades of B- or higher must be earned in each language course in order to advance to the next level. Pass/No Pass grades do not count toward the prerequisites or the major.

Students who wish to major in Jewish, Islamic, and Middle Eastern Studies will select one of two specializations: **Comparative Jewish and Islamic Studies** or **Modern Middle Eastern Studies**.

Required Courses

Prerequisites

- Completion of either the Modern Arabic or Modern Hebrew language curriculum through the 1000 and 2000 level, by coursework or by placement exam. (A student who skips the first four semesters of Arabic courses by placement must successfully complete ARAB 3010 Third-Level Arabic I. A student who skips the first four semesters of Hebrew courses by placement exam must successfully complete HBRW 3040 Third-Level Modern Hebrew I or HBRW 3140 Introduction to Biblical Hebrew. Students who complete the third-level language course with a grade of B- or better will receive 6 units of back credit.)
- JIMES 2081 Introduction to Jewish Civilization: History and Identity and JIMES 2100 Introduction to Islamic Civilization. (Students with substantial prior coursework may substitute an additional upper-level course with permission of their advisor and the Director of Undergraduate studies.)

Requirements for the Modern Middle Eastern Studies Specialization

- 15 credits, distributed as the student wishes, in 3000- and 4000-level JIMES courses, including (but not limited to) those listed below (students should confirm the applicability of a course with their advisor):

Code	Title	Units
HINDI 3040	Sacred Architecture of the Indian Subcontinent	3
JIMES 3184	A Rainbow Thread: A History of Queer Identities in Judaism and Islam	3
JIMES 3410	Jews and American Popular Culture	3
JIMES 3661	The Sephardic Experience: 1492 to the Present	3
JIMES 3820	The History and Politics of Middle East Studies: Producing Expert Knowledge	3
JIMES 4023	Jewish Christian Relations: A Multimedia History	3
JIMES 4043	Race and Ethnicity in the Middle East and North Africa	3

- 3 to 6 credits in 3000- and 4000-level courses that are pertinent to the modern Middle East and that may be based outside of the department (e.g., based in Anthropology, History, Global Studies, Political Science, Religious Studies), including (but not limited to) the following (students should confirm the applicability of a course with their advisor):

Code	Title	Units
JIMES 3232	Religion and Nationalism in the Middle East & South Asia	3
JIMES 3301	Modern Islam	3
JIMES 3302	International Relation of the Middle East	3
JIMES 3520	Fantasy, Horror, Sci-Fi: Genre-Fiction in Arabic Literature	3
JIMES 4025	Muslims in the Media and Popular Culture	3

- At least 3 credits in 3000- and 4000-level pre-modern Middle Eastern studies courses, such as (but not limited to) the following (students should confirm the applicability of a course with their advisor):

Code	Title	Units
JIMES 3087	From Israelite Religion to Rabbinic Judaism	3
JIMES 3510	Muhammad: His Life and Legacy	3
JIMES 3562	Exodus	3
JIMES 3750	In the Beginning: Creation Myths of the Biblical World	3
JIMES 3770	History of Slavery in the Middle East	3

- 3 credits in a departmental capstone course to be taken during the senior year. (Students may take this course during their junior year with permission of their advisor and the Director of Undergraduate Studies.) Capstone courses include (but are not limited to) the following (students should check the course listings in a given semester to see which Capstone is being offered or consult with their advisor):

Code	Title	Units
JIMES 4002	Capstone Seminar	3
JIMES 4009	Beyond Geography: The Meaning of Place in the Near East	3
JIMES 4062	Conflict or Convivencia? Muslims, Jews, and Christians in Medieval Spain	3

Additional Information

Students enrolled in preapproved Washington University study abroad programs during the regular academic semester can earn a maximum of 9 credits subject to review by their advisor and the director of undergraduate studies. Summer programs and transfer courses can be granted as many as 6 credits subject to review by the student's advisor and the director of undergraduate studies. A limit of 9 credits in total can be applied to the major whether the credits are earned via study abroad, summer programs, or transfer credit. For more information about preapproved study abroad programs, please visit the Jewish, Islamic, and Middle Eastern Studies Study Abroad Programs website.

Students must maintain a B average in all courses for the major. A grade of B- or higher must be earned in each language course in order to advance to the next level.

No course taken Pass/No Pass can count toward the prerequisites or the major.

A student may request credit for courses taken outside of the department by seeking the permission of the director of undergraduate studies and the department chair.

To be eligible to write a senior thesis, a student must maintain a grade point average of 3.65 through the sixth semester. Senior thesis writers should sign up for an appropriate 3-credit course during both the fall and spring semesters. (The 6 credits from these courses may be applied to the primary area of study.)

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Arabic Minor

Program Requirements

- **Total Units Required:** 18, in addition to prerequisites
- **Grade Requirement:** Grades of B- or higher must be earned in each language course in order to advance to the next level. No course taken Pass/No Pass can count toward the minor.

The minor in Arabic requires a minimum of 9 units at the 3000 level or above and a minimum of 18 total units. The goal of the minor is language proficiency at the 2000 level or above. Students placing into ARAB 2011 Intermediate Arabic II or above must complete two consecutive semesters of Arabic language instruction at Washington University to fulfill the language requirement.

Required Courses

Language Prerequisites

- ARAB 1000 Beginning Arabic I and ARAB 1001 Beginning Arabic II, by coursework or by placement exam

Language Requirements

- ARAB 2010 Intermediate Arabic I and ARAB 2011 Intermediate Arabic II, by coursework *or*
- If placed into ARAB 2011 Intermediate Arabic II or above, two consecutive semesters of language instruction at Washington University

Required Foundational Course

Choose one of the following courses:

- JIMES 2081 Introduction to Jewish Civilization: History and Identity
- JIMES 2100 Introduction to Islamic Civilization

Elective Courses

- 9 credits, distributed as the student wishes, of 3000- or 4000-level Arabic or JIMES courses, such as (but not limited to) the following:

Code	Title	Units
ARAB 3010	Third-Level Arabic I	3
ARAB 3011	Third-Level Arabic II	3
ARAB 4051	Fourth-Level Arabic I	3
ARAB 4061	Fourth-Level Arabic II	3
ARAB 4130	Topics in Modern Arabic Literature in Translation	3
JIMES 3184	A Rainbow Thread: A History of Queer Identities in Judaism and Islam	3
JIMES 3301	Modern Islam	3
JIMES 3510	Muhammad: His Life and Legacy	3
JIMES 3520	Fantasy, Horror, Sci-Fi: Genre-Fiction in Arabic Literature	3
JIMES 3770	History of Slavery in the Middle East	3
JIMES 3820	Imagining the East: The History & Politics of Middle East Studies	3
JIMES 4043	Race and Ethnicity in the Middle East and North Africa	3

Additional Information

Study Abroad

Students enrolled in pre-approved Washington University study abroad programs during the regular academic semester, in summer programs, and in transfer courses can earn a maximum of 3 units subject to review by their advisor and the Director of Undergraduate Studies.

Back Credit

Any earned back credit does not count toward the total number of units for the Language Requirement. All students are required to take at least one year of language instruction at Washington University.

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Hebrew Minor

Program Requirements

- **Total Units Required:** 18 units, in addition to prerequisites
- **Grade Requirement:** A grade of B- or higher must be earned in each language course in order to advance to the next level. No course taken Pass/No Pass can count toward the minor.

The minor in Hebrew requires a minimum of 9 units at the 3000 level or above and a minimum of 18 total units. The goal of the minor is language proficiency at the 2000 level or above. Students placing into HBRW 2013 Second-Year Modern Hebrew II or above must complete two consecutive semesters of language instruction at Washington University to fulfill the language requirement.

Required Courses

Language Prerequisites

- HBRW 1001 First-Year Modern Hebrew I and HBRW 1002 First-Year Modern Hebrew II, by coursework or by placement

Language Requirements

- HBRW 2010 Second-Year Modern Hebrew I and HBRW 2013 Second-Year Modern Hebrew II, by coursework *or*
- If placed into HBRW 2013 Second-Year Modern Hebrew II or above, two consecutive semesters of Hebrew language instruction at Washington University

Required Foundational Course

Choose one of the following courses:

- JIMES 2081 Introduction to Jewish Civilization: History and Identity
- JIMES 2100 Introduction to Islamic Civilization

Elective Courses

- 9 credits, distributed as the student wishes, of 3000- or 4000-level Hebrew or JIMES courses such as (but not limited to) the following:

Code	Title	Units
HBRW 3040	Third-Level Modern Hebrew I	3
HBRW 3041	Third-Level Modern Hebrew II	3
HBRW 3140	Introduction to Biblical Hebrew	3
HBRW 4020	Fourth-Level Modern Hebrew I	3
HBRW 4030	Fourth-Level Modern Hebrew II	3
JIMES 3036	Antisemetism: History, Causes, and Consequences	3
JIMES 3231	Jews and Jewishness in Black American Thought	3
JIMES 3183	The Jews of North Africa	3
JIMES 3184	A Rainbow Thread: A History of Queer Identities in Judaism and Islam	3
JIMES 3410	Jews and American Popular Culture	3
JIMES 3661	The Sephardic Experience: 1492 to the Present	3
JIMES 3750	In the Beginning: Creation Myths of the Biblical World	3
JIMES 3870	Topics in Jewish Studies	3
JIMES 4023	Jewish Christian Relations: A Multimedia History	3

Additional Information

Pass/No Pass

No course taken Pass/No Pass can count toward the minor.

Grades

A grade of B- or higher must be earned in each language course in order to advance to the next level.

Study Abroad

Students enrolled in preapproved Washington University study abroad programs during the regular academic semester, in summer programs, and in transfer courses can earn a maximum of 3 units subject to review by their advisor and the Director of Undergraduate Studies.

Back Credit

Any earned back credit does not count toward the total number of units for the Language Requirement. All students are required to take at least one year of language instruction at Washington University.

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Jewish, Islamic, and Middle Eastern Studies Minor, Comparative Jewish and Islamic Studies Concentration

Program Requirements

- **Total Units Required:** 18
- **Grade Requirement:** Grades of B- or higher must be earned in each language course in order to advance to the next level. No course taken Pass/No Pass can count toward the minor.

The minor in Jewish, Islamic, and Middle Eastern studies requires a minimum of 12 units at the 3000 level or above and a minimum of 18 total units. Students who wish to minor in Jewish, Islamic, and Middle Eastern studies will select one of two concentrations: the **Comparative Jewish and Islamic Studies Concentration** or the **Middle Eastern Studies Concentration.**

Required Course for the Comparative Jewish and Islamic Studies Concentration

Choose one of the following courses:

- JIMES 2081 Introduction to Jewish Civilization: History and Identity
- JIMES 2100 Introduction to Islamic Civilization

Elective Courses

- 6 credits in 3000- or 4000-level Islamic studies or Arabic language and literature courses (Arabic or JIMES) such as (but not limited to) the following:

Code	Title	Units
JIMES 3510	Muhammad: His Life and Legacy	3
JIMES 3520	Fantasy, Horror, Sci-Fi: Genre-Fiction in Arabic Literature	3
JIMES 3730	Topics in Near Eastern Cultures	3
JIMES 3770	History of Slavery in the Middle East	3
JIMES 3820	Imagining the East: The History & Politics of Middle East Studies	3
JIMES 4043	Race and Ethnicity in the Middle East and North Africa	3
ARAB 3010	Third-Level Arabic I	3
ARAB 3011	Third-Level Arabic II	3
ARAB 4051	Fourth-Level Arabic I	3
ARAB 4061	Fourth-Level Arabic II	3
ARAB 4130	Topics in Modern Arabic Literature in Translation	3

- 6 credits in 3000- or 4000-level Jewish studies or Hebrew language and literature courses (Hebrew or JIMES) such as (but not limited to) the following:

Code	Title	Units
JIMES 3036	Antisemitism: History, Causes, and Consequences	3
JIMES 3184	A Rainbow Thread: A History of Queer Identities in Judaism and Islam	3
JIMES 3410	Jews and American Popular Culture	3
JIMES 3562	Exodus	3
JIMES 3661	The Sephardic Experience: 1492 to the Present	3
JIMES 3750	In the Beginning: Creation Myths of the Biblical World	3
JIMES 3870	Topics in Jewish Studies	3
JIMES 4023	Jewish Christian Relations: A Multimedia History	3
HBRW 3040	Third-Level Modern Hebrew I	3

HBRW 3041	Third-Level Modern Hebrew II	3
HBRW 3140	Introduction to Biblical Hebrew	3
HBRW 4020	Fourth-Level Modern Hebrew I	3
HBRW 4030	Fourth-Level Modern Hebrew II	3

- 3 credits of JIMES courses at any level (which does not include language courses), including those courses listed above.

Additional Information

Study Abroad

Students enrolled in preapproved Washington University study abroad programs during the regular academic semester, in summer programs, and in transfer courses can earn a maximum of 3 units subject to review by their advisor and the Director of Undergraduate Studies.

Grades

Grades of B- or higher must be earned in each language course in order to advance to the next level.

Pass/No Pass

No course taken Pass/No Pass can count toward the minor.

Courses Taught Outside of JIMES

A student may request credit for courses taken outside of the department by seeking the permission of the Director of Undergraduate Studies and the department chair.

Phone:	314-935-8567
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Jewish, Islamic, and Middle Eastern Studies Minor, Modern Middle Eastern Studies Concentration

Program Requirements

- **Total Units Required:** 18

  The minor in Jewish, Islamic, and Middle Eastern studies requires a minimum of 12 units at the 300 level or above and a minimum of 18 total units. Students who wish to minor in Jewish, Islamic, and Middle Eastern studies will select one of two concentrations: the **Comparative Jewish and Islamic Studies Concentration** or the **Middle Eastern Studies Concentration.**

- **Grade Requirement:** Grades of B- or higher must be earned in each language course in order to advance to the next level. No course taken pass/no pass can count toward the minor.

Required Course for the Middle Eastern Studies Concentration

Choose one of the following courses:

- JIMES 2081 Introduction to Jewish Civilization: History and Identity
- JIMES 2100 Introduction to Islamic Civilization

Elective Courses

- 3 credits at any level in Middle Eastern Studies courses such as (but not limited to) the following:

Code	Title	Units
JIMES 1020	First Year Seminar: The New Arab Gulf: Migrants, Weirdos, and Rebels	3
JIMES 1022	First Year Seminar: A Century of Egyptian Cinema	3
JIMES 2242	Ampersand: Migration Policies and Colonialism: Refugee Resettlement and Integration	3
JIMES 2243	Ampersand: Mediterranean Migration: Dynamics and Consequences on the Eu and Mena	3
JIMES 2630	Democracies and Dictatorships in the Middle East	3
JIMES 2910	Racism and Antiracism	3
JIMES 3036	Antisemitism: History, Causes, Consequences	3
JIMES 3073	The Global War On Terrorism	3
JIMES 3082	From the Temple to the Talmud: The Emergence of Rabbinic Judaism	3
JIMES 3101	The Problem of Evil: The Holocaust and Other Horrors	3
JIMES 3183	The Jews of North Africa	3
JIMES 3184	A Rainbow Thread: A History of Queer Identities in Judaism and Islam	3
JIMES 3186	The Jewish Experience in the United States: A History of Exceptions and Exceptionalism	3
JIMES 3233	Religion and Nationalism in the Middle East and South Asia	3
JIMES 3301	Modern Islam	3
JIMES 3302	International Relations of the Middle East	3
JIMES 3313	Women and Islam	3
JIMES 3331	The Holocaust: History and Memory of the Nazi Genocide	
JIMES 3401	Energy Governance in Israel and the Middle East	3

JIMES 3520	Fantasy, Horror, Sci-Fi: Genre-Fiction in Arabic Literature	3
JIMES 3561	Exodus	3
JIMES 3661	The Sephardic Experience: 1492 to the Present	3
JIMES 3750	In the Beginning: Creation Myths of the Biblical World	3
JIMES 3770	History of Slavery in the Middle East	3
JIMES 3820	Imagining the East: The History & Politics of Middle East Studies	3
JIMES 3851	Topics in Jimes: Israeli Politics in an Era of Polarization	3
JIMES 3902	Topics in Jimes: Education in Divided Societies - the Israeli Case	3
JIMES 4023	Jewish Christian Relations: A Multimedia History	3
JIMES 4043	Race and Ethnicity in the Middle East and North Africa	3

- 12 credits of 3000- or 4000-level Middle Eastern Studies courses such as (but not limited to) the following. Students should check with their advisors regarding the applicability of a course:

Code	Title	Units
JIMES 3061	Modern Jewish Writers	3
JIMES 3062	Islam, Culture and Society in West Africa	3
JIMES 3073	The Global War On Terrorism	3
JIMES 3101	The Problem of Evil: The Holocaust and Other Horrors	3
JIMES 3186	The Jewish Experience in the United States: A History of Exceptions and Exceptionalism	3
JIMES 3301	Modern Islam	3
JIMES 3302	International Relations of the Middle East	3
JIMES 3331	The Holocaust: History and Memory of the Nazi Genocide	3
JIMES 3410	Jews and American Popular Culture	3
JIMES 3520	Fantasy, Horror, Sci-Fi: Genre-Fiction in Arabic Literature	3
JIMES 3820	Imagining the East: The History & Politics of Middle East Studies	3
JIMES 3851	Topics in Jimes: Israeli Politics in an Era of Polarization	3
JIMES 3902	Topics in Jimes: Education in Divided Societies - the Israeli Case	3
JIMES 4025	Muslims in the Media and Popular Culture	3

Additional Information

Study Abroad

Students enrolled in preapproved Washington University study abroad programs during the regular academic semester, in summer programs, and in transfer courses can earn a maximum of 3 units subject to review by their advisor and the director of undergraduate studies.

Courses Taught Outside of JIMES

A student may request credit for courses taken outside of the department by seeking the permission of the director of undergraduate studies and the department chair.

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South Asian Studies (Hindi) Minor

Program Requirements

- **Total Units Required:** 18 units, in addition to prerequisites
- **Grade Requirement:** A grade of B- or higher must be earned in each language course in order to advance to the next level. No course taken Pass/No Pass can count toward the minor.

The minor in South Asian Studies requires a minimum of 9 units at the 3000 level or above and a minimum of 18 total units. The goal of the minor is language proficiency at the 2000 level or above in either the Hindi or Urdu language. Students placing into HINDI 2018 Intermediate Hindi II, HINDI 2051 Intermediate Urdu II, or above must complete two consecutive semesters of either Hindi or Urdu language instruction at Washington University to fulfill the language requirement.

Required Courses

Language Prerequisites

- Hindi Language: HINDI 1030 Beginning Hindi I and HINDI 1031 Beginning Hindi II, by coursework or by placement *or*
- Urdu Language: HINDI 1050 Beginning Urdu I and HINDI 1032 Beginning Urdu II, by coursework or by placement

Language Requirements

Students should choose one primary language for the minor and fulfill the associated language requirement.

- **Hindi Language:**
  - HINDI 2020 Intermediate Hindi I and HINDI 2018 Intermediate Hindi II, by coursework *or*
  - HINDI 2030 Hindi for Heritage Speakers and one additional semester of Hindi language instruction *or*
  - If placed into HINDI 2018 Intermediate Hindi II or above, two consecutive semesters of Hindi language instruction at Washington University
- **Urdu Language:**
  - HINDI 2050 Intermediate Urdu I and HINDI 2051 Intermediate Urdu II, by coursework *or*
  - If placed into HINDI 2051 Intermediate Urdu II or above, two consecutive semesters of Urdu language instruction at Washington University

Required Foundational Course

Choose one of the following courses:

- JIMES 2100 Introduction to Islamic Civilization
- HINDI 3050 Religion and Culture in South and Southeast Asia

Elective Courses

9 credits, distributed as the student wishes, of 3000- or 4000-level Hindi or JIMES courses such as (but not limited to) those in the list below. Students should check with their advisors regarding the applicability of courses that interest them.

Code	Title	Units
HINDI 3000	Third Level Hindi I	3
HINDI 3001	Third Level Hindi II	3
HINDI 3010	Third Level Urdu I	3
HINDI 3011	Third Level Urdu II	3
HINDI 3040	Sacred Architecture of the Indian Subcontinent	3
HINDI 3090	Understanding Indian Literature Through Visual Media	3
JIMES 3233	Religion & Nationalism in the Middle East & South Asia	3
JIMES 3301	Modern Islam	3
JIMES 3161	Beauty & Aesthetics in Islam: Islamicate Literature, Material Art, & Architecture	3
JIMES 3510	Muhammad: His Life and Legacy	3
JIMES 3661	The Sephardic Experience: 1492 to the Present	3

Additional Information

Study Abroad

Students enrolled in preapproved Washington University study abroad programs during the regular academic semester, in summer programs, and in transfer courses can earn a maximum of 3 units subject to review by their advisor and the Director of Undergraduate Studies.

Back Credit

Any earned back credit does not count toward the total number of units for the Language Requirement. All students are required to take at least one year of language instruction at Washington University.

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Latin American Studies

Latin American Studies (LAS) is a gateway to the region and its cultures, politics, and history. The major in LAS can be studied on its own, providing knowledge about a region valuable for employers across different fields and industries. Focusing on Latin America allows students to engage with one of the most fascinating historical trajectories in the world; to explore diverse cultures where the traditional and the modern are always negotiating; and to participate in vibrant business, intellectual, and political scenes. Latin America is a region at the forefront of policy reform, embedded in the complex networks of global economics, development, social engagement, and cultural expression. Because of the region's importance, the LAS major provides key skills for today's jobs.

A major or minor in LAS is also an excellent complement to any other major program. Latin America is the location of major U.S. trade partners, and Latin American immigrants constitute the largest segment of market growth in the United States, including in the major economic markets of Boston, California, New York, Chicago, Texas, and Florida, which makes the LAS major a great companion to a business degree. In this world, business majors and MBA graduates with an LAS background have a competitive advantage in the world market as large corporations seek executives with a better understanding of the region's complex social, cultural, and economic issues.

Pre-medical students and public health majors will find value in the fact that the growing Latino population and the diverse Latin American peoples are two major topics in the health care field. Majors in global studies, political science, economics, and other social sciences can complete their studies by becoming experts in one of the most economically and politically complex regions in the world; Latin America is a true policy laboratory. Scientists of all disciplines work in the region's spectacular biodiversity. LAS students can attend study abroad programs across the region, earn credit, and explore any field of study.

Latin America offers an increasing number of study abroad and fellowship opportunities. At Washington University, we have in-house programs in Chile, Mexico, and Ecuador, with other countries forthcoming. Some of our students apply to other programs and fellowships with environmental, political, and social organizations in the region. NGOs and institutions such as Fullbright, Comexus, the Ford Foundation, Human Rights Watch, and Greenpeace have a strong presence in Latin America, and students with a Latin American background have a wide array of fellowship and internship opportunities available to them.

Given these reasons and more, Washington University students are more encouraged to look into LAS with each passing day. In the job market, in the academic field, and in the world at large, Latin America is the way to go! LAS alumni have gone on to work in the coffee industry, at the Center for International Policy, and at other nonprofit think tanks. They have also pursued graduate degrees in such fields as international relations and public policy.

Contact:	Professor Ignacio Sánchez Prado
Phone:	314-935-5175
Email:	isanchez@wustl.edu
Website:	http://lasprogram.wustl.edu

Faculty

Core Faculty

Mabel Moraña
William H. Gass Professor in Arts & Sciences
PhD, University of Minnesota
(Romance Languages and Literatures)

Ignacio Sánchez Prado
Jarvis Thurston and Mona Van Duyn Professor in the Humanities
PhD, University of Pittsburgh
(Romance Languages and Literatures)

Martin Mejia
Lecturer
PhD, Tulane University
(Romance Languages and Literatures)

Faculty with Courtesy Appointments

Bret Gustafson
Professor
PhD, Harvard University
(Anthropology)

Ila Sheren
Associate Professor
PhD, Massachusetts Institute of Technology
(Art History and Archaeology)

Faculty Specialized in Latin America

William Acree
Professor
PhD, University of North Carolina at Chapel Hill
(Romance Languages and Literatures)

Sarah Baitzel
Assistant Professor
PhD, University of California, San Diego
(Anthropology)

J. Andrew Brown
Professor
PhD, University of Virginia
(Romance Languages and Literatures)

Rebecca Clouser
Lecturer
PhD, Indiana University
(International and Area Studies)

Brian Crisp
Professor
PhD, University of Michigan
(Political Science)

Javier García-Liendo
Associate Professor
PhD, Princeton University
(Romance Languages and Literatures)

Steven Hirsch
Professor of Practice
PhD, George Washington University
(International and Area Studies)

Stephanie Kirk
Professor
PhD, New York University
(Romance Languages and Literatures)

Tabea Linhard
Professor
PhD, Duke University
(Romance Languages and Literatures)

Diana Montaño
Assistant Professor
PhD, University of Arizona
(History)

Christina Ramos
Assistant Professor
PhD, Harvard University
(History)

Guillermo Rosas
Professor
PhD, Duke University
(Political Science)

Elzbieta Sklodowska
Randolph Family Professor in Arts & Sciences
PhD, Washington University
(Romance Languages and Literatures)

Professors Emeriti

David L. Browman
PhD, Harvard University
(Anthropology)

Pedro C. Cavalcanti
PhD, University of Warsaw
(Anthropology)

David Freidel
PhD, Harvard University
(Anthropology)

John F. Garganigo
PhD, University of Illinois
(Romance Languages and Literatures)

Joseph Schraibman
PhD, University of Illinois
(Romance Languages and Literatures)

Richard J. Walter
PhD, Stanford University
(History)

Majors

- Latin American Studies Major (p. 685)

Minors

- Latin American Studies Minor (p. 686)

Courses

LATAM 1000 Latin America: Nation, Ethnicity and Social Conflict
This class is an interdisciplinary introduction to the academic study of modern and contemporary Latin America. The course focuses on main issues in Latin American politics, history and culture, both in the continent at large and in the specific regions and sub-regions within it. The class will particularly explore topics such as nation creation, national identity, modes of citizenry, the role of race, ethnicity, gender and class in the region's historical development, as well as social and political conflicts, which have defined the region over the centuries. This course is suggested before taking any other upper-level courses on Latin America or going abroad to other countries, and required for all Latin American Studies majors and minors. Through the course, students gain basic bibliographic knowledge and experience with research tools for a comparative study of Latin American politics society and culture. Prereq. None.
Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM BU: HUM, IS EN: H
Typical periods offered: Fall

LATAM 1119 Freshman Seminar: Women in Latin American History
Women have been active players in the construction of Latin American nations. In the last two decades, leading scholars in the field have taken up the challenge of documenting women's participation. This research explosion has produced fruitful results to allow for the development of specialized courses. This course looks at the nation building process through the lens of Latin American women. The course examines the expectations, responsibilities and limitations women confronted in their varied roles from the Wars of Independence to the social revolutions and dictatorial regimes of the twentieth century. Besides looking at their political and economic lives, students will explore the changing gender roles and relations within marriage and the family, as well as the changing sexual and maternal mores.
Credit 3 units. A&S IQ: HUM BU: HUM, IS
Typical periods offered: Spring

LATAM 1995 Latin American Studies Coursework Completed Abroad
This course is for 1000 level study abroad credit.
Credit 12 units.
Typical periods offered: Fall, Spring, Summer

LATAM 1996 Latin American Studies Elective
This course is for 1000 level transfer credit.
Credit 0 units. EN: H
Typical periods offered: Fall, Spring, Summer

LATAM 2995 Latin American Studies Courses Studied Abroad
This course is for 2000 level study abroad credit.
Credit 0 units.
Typical periods offered: Fall, Spring, Summer

LATAM 2996 Latin American Studies Elective
This course is for 2000 level transfer credit.
Credit 0 units. EN: H
Typical periods offered: Fall, Spring, Summer

LATAM 3020 Survey of Brazilian Cultures: Race, Nation and Society
This course will introduce students to Brazilian culture from the colonial period to the present through literature, art, music, film and other cultural forms. The course gives a historical overview of Brazilian culture and society, exploring major sociohistorical and artistic moments from the colonial, imperial, and republican periods, and their legacies or influences on Brazilian society. Students will learn about the Amerindian, European, and African influences of Brazilian culture through the study of representative texts and cultural practices. The course also illustrates Brazil's place within Latin America and the world. The course will seek to deconstruct and expand preconceived notions of Brazil, such as Lusotropicalism and racial democracy. Classes will combine lectures by the instructor, student presentations, collective debates and cooperative learning, and will entail the use of required bibliography and audiovisual materials. Prereq. None.
Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM BU: HUM, IS EN: H
Typical periods offered: Fall

LATAM 3030 Survey of Mexican Cultures
This course provides an interdisciplinary introduction to the study of Mexico, with a particular focus on the 20th and the 21st century. The class will cover the main historical and cultural processes of Mexico in this period: The Mexican Revolution; the consolidation of a one-party political system; the construction of Mexican national identity and the arrival of neoliberalism. The course also focuses on the main aspects of Mexico's relationship to the United States: the Free Trade Agreement, the history of Mexican migration and the Drug War. From this framework, the course touches upon questions of race (particularly the politics of racial mixture), modernization, construction of social identities and the unique nature of governance in Mexico, due to the single-party regime. It also touches on Mexico's specificities and particularities due to the uniqueness of situation as the southern neighbor of the United States. PreReq. None.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H
Typical periods offered: Spring

LATAM 3040 Survey of Southern Cone Cultures: Argentina, Chile, and Uruguay
This course provides an introduction to the culture and society of the region known as the Southern Cone, encompassing Argentina, Chile, and Uruguay. The course will follow a long-term chronological approach, from the nineteenth century to the present, and will cover a wide spectrum of cultural production: literature, newspapers, music, cinema, television, as well as other examples of popular culture such as soccer. From an interdisciplinary perspective, we will explore how race, class, and gender interact in different historical periods. The class will cover the main historical and cultural processes of these countries: the formation of the Nation-State and the construction of national identities, capitalist modernization, Afro-descendant and Indigenous activism, Populism -with special attention to the case of Peronism in Argentina-, military dictatorships, as well as the contemporary feminist movement. In doing so, the class engages with questions of media, identity, memory, and labor, as they allow us to understand the historical processes of the region.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Spring

LATAM 3056 Survey of Yucatecan Cultures
This course provides a comprehensive introduction to the culture of the Yucatan peninsula. The course will begin with a detailed engagement with Pre-Columbian Maya culture, including its various stages of development and the work of uncovering it through archeology. The second part of the class provides an overview of colonial and modern Yucatecan culture through historical and anthropological sources. PreReq. Enrollment in the Washington University Program in Yucatán. Prerequired language level: L38 202. Taught in Spanish.
Credit 3 units. A&S IQ: HUM, LCD BU: HUM

LATAM 3080 Hello, Hello Brazil! Popular Culture, Media, and the Making of a Nation
Our image of Brazil has been deeply shaped by its cultural production, from Tom Jobim and Vinicius de Moraes' ever-popular Girl from Ipanema to the spectacular mega-production of Carnival in Rio and from the Afro-Brazilian martial art of capoeira to the international stardom of pop artists like Anitta. This course is an introduction to popular culture in contemporary Brazil. Students will approach the theme through theoretical works that seek to define popular culture, understanding it as a hybrid form of expression that troubles the line between the traditional and the mass-produced. This course will examine how the circulation of sounds and images manifests and shapes Brazilian culture historically and in the present. We will also interrogate the different ways in which culture is produced and received, how it circulates in symbolic markets, and how it comes to be both consumed by diverse audiences and utilized in often unexpected ways. The course will cover topics such as the Tropicalia movement, Afro-centric Carnival blocos, street art such as graffiti, baile funk, forro, favela protest theater, telenovelas (soap operas), the popularization of samba, soccer and the World Cup, and Carnival. Students will use an interdisciplinary lens to approach popular culture in Brazil through music lyrics, TV and film, cultural performances, and graphic novels. These materials will form the basis of our class discussions and written assignments. The course will be taught in English. Prerequisite: L45 165D, L45 304, or another course on Latin America suggested.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: BA, HUM, IS EN: H
Typical periods offered: Fall, Spring

LATAM 3100 Gender, Sexuality and Power in Brazil
This course examines the nexus of gender, sexuality, and power in Brazil through an interdisciplinary lens. We will aim to understand how varying understandings of gender and sexuality have impacted the development of Brazilian society in history and continue to shape contemporary society and politics. We will pay special attention to the ways in which the intersections of race, gender, sexuality, class, ethnicity, and so on impact people's lived experiences and how heteronormativity and homophobia shape current politics. We will take an intersectional feminist approach to analyze topics such as slavery in colonial Brazil, national aspirations to modernity, authoritarian repression and moral panics, domestic labor, motherhood, sex tourism, Brazilian feminisms, and LGBTQ+ activism. Scholarly work from various fields of study -- with an emphasis on gender studies, history, and anthropology -- will be supplemented by documentaries, film, podcasts, and other media. This is a Writing Intensive and a Social Contrasts class in the IQ curriculum. Prerequisite: L45 165D, or two courses on Latin American or Women and Gender Studies, or permission of instructor.
Credit 3 units. A&S IQ: HUM, LCD, SC, WI Arch: HUM Art: HUM BU: BA, HUM, IS
Typical periods offered: Spring

LATAM 3110 The Body in Brazil: Race, Representation, Ontologies
This course is an introduction to various ways of understanding, representing, and performing the body in Brazil. Course materials will draw on insights from anthropology, the medical humanities, and science and technology studies in order to approach the body not just as biological material but also in its social, cultural, and spiritual dimensions. We will cover topics such as the importance of race and ethnicity since the time of colonization, sexualized media representations of gendered bodies, how some bodies are cast as disposable or out of place in contexts of social inequality, indigenous ways of viewing the body in relation to the natural and spiritual world, the politics of disability and access, and constructions of the body politic in the formation of national identity through ideas such as antropofagia (cultural cannabalism). Throughout, we will pay particular attention to how race, gender, sexuality, and disability shape the lived experiences of Brazilians. Topics will include the impact of slavery in the construction of the body in Brazil, the role played by race in the construction of discourses of corporality, and the development of beauty stereotypes and practices such as the medical industry of plastic surgery, among others. Students will analyze visual materials, ethnographies, historical texts, and internet sources in dialogue with critical theories from the social sciences and humanities, assessing how the body matters in a variety of ways that reflect Brazil's cultural diversity while also starkly highlighting its persistent racialized and gendered social inequities. These materials will form the basis of our class discussions and written assignments. The course will be taught in English. Prerequisite: L45 165D, L45 304, or another course on Latin America suggested.
Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM BU: HUM, IS EN: H

Typical periods offered: Spring

LATAM 3120 Mexican Visual Culture

This course will explore the ways in which different aspects of visual culture were used to construct national, regional, political, social and cultural identities in Mexico. The omnipresence of the visual in the everyday life of Mexicans -including state-sponsored muralism, cinema, photography, graphic press, wide-circulating comic books and nationalist architecture- allows for the study of different ways in which citizens become embedded both in official national projects and in projects of political dissidence. The class will thus use the Mexico in the 20th and 21st centuries to introduce students to the study of the visual as a social practice, through theoretical discussions that will run parallel to the study of different visual manifestations. The course will discuss the changing social and political role of art, the influence that Mexican visual culture exerts in other parts of the world and the way in which visual culture allows Mexicans to think about their identity.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM, VC BU: HUM EN: H
Typical periods offered: Fall

LATAM 3160 Cultures of Health in Latin America

This course is a survey of the cultural and political-economic aspects of health, illness, and embodied difference in Latin America. We will approach these themes from an interdisciplinary perspective with an emphasis on anthropology and history, exploring how local, national, regional, and global factors affect health and healthcare and how people experience and respond to them. Topics will include interactions between traditional healing practices and biomedicine; the lasting impacts of eugenic sciences on contemporary ideas about race and disability; the unequal impacts of epidemic disease; Indigenous cosmologies and healing systems; the politics of access to healthcare; the cultural and political specificities of reproductive health; and the intersections of race, gender, ethnicity, class, and bodily capacities in the pursuit of well-being. This course is designed for students of all levels interested in health and/or Latin American cultures. It will be taught in English.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: BA, ETH, HUM, IS EN: H
Typical periods offered: Fall

LATAM 3200 Humans and Others in Latin America: Natures, Cultures, Environments

What does it mean to inhabit the world with other beings? How are we to cultivate life -- both human and nonhuman -- in toxic environments? What does it mean to be human, and what would it mean to decenter humanity? This course addresses these questions through an exploration of more-than-human worlds in Latin America. Students will examine a variety of Latin American thought and practices through the interdisciplinary lens of environmental humanities and social sciences, unsettling presumed boundaries between human and nonhuman, real and imaginary, native and culture. We will engage primarily with ethnographic and other scholarly texts, which will be supplemented by short works of fiction, documentary film, podcasts, and works of art. In the first part of this course, students will be challenged to think about what defines the limits of the human and engage with the concept of more-than-human worlds. We will then examine the dark side of such worlds, namely, the ways in which extractive capitalism and environmental destruction demonstrate the permeability of bodies and comprise a kind of slow violence against the most vulnerable communities. In the next unit, students will consider Black and Indigenous ecological knowledge and these communities' struggles to care for their lifeways and the environments that sustain them. In our final section, we will explore multispecies entanglements through Indigenous cosmologies and the nexus of science, history, and art. Students will complete several assignments throughout the semester that have been designed to make them think imaginatively and critically about the course themes, including weekly reading responses and in-class discussion facilitation. The final assignment for this course is a creative independent research project where students will synthesize what they learned over the course of the semester and extend it through independent research. Prerequisite: L45 165D or permission of instructor.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: BA, ETH, HUM, IS
Typical periods offered: Spring

LATAM 3256 Medical Traditions in Yucatan and Health Systems in Mexico

This course explores traditional Maya medicine in Yucatán, including its foundations, healing practices and its relationship to modern biomedicine. There are discussions of Maya knowledge and its relationships of power and resistance in relationship to Western systems, and their evolution from the Pre-Columbian era to the present. The course also engages the ways on how Maya medicine has influenced and shaped modern Mexican health systems in Mexico and the evolution of Maya medicine towards its current practices. PreReq. Enrollment in the Washington University Program in Yucatán. Prerequired language level: L38 202. Taught in English. Readings in English and Spanish.
Credit 3 units. A&S IQ: LCD, SSC

LATAM 3410 Film and Revolution in Latin America

This class is a Writing Intensive course focused on the study of the way in which four landmark Latin American revolutions (The Independence Wars, The Mexican Revolution, The Cuban Revolution and The Bolivarian Revolution) are represented in cinema. Each one of these revolutions will constitute a unit of study, and students will be expected to work with historical texts, films and works of film theory and criticism for each one of them. The course will engage in subjects such as the difference between fiction and nonfiction films when representing history; the politics that underlie specific representations; the way in which cinema questions and revises ideas developed by historians; and the uses of film in creating popular views of history in Latin America. Students will develop a research project comparing two revolutionary processes over the semester. Prereq. L45 165D (Latin America: Nation, Ethnicity and Social Conflict) for LAS majors. Otherwise none.
Credit 3 units. A&S IQ: HUM, WI Arch: HUM Art: HUM BU: HUM, IS EN: H
Typical periods offered: Spring

LATAM 3420 Contemporary Latin American Cinema: Market Economy, Social Injustice, New Technologies

This class studies the relationship between cinema and society in Latin America between 1988 and the present. Latin American cinema in this period has gone to a period of deep crisis to the consolidation of industries and production with significant global recognition and impact. In this, cinema has strong correlations with neoliberalism, the political doctrine tied to free-market reform, democratization and privatization, among other ideas. The class will be based on the study and discussion of key films of the period to develop two themes. First, we will study the way in which cinema has become a cultural practice central to the discussion of the effects of neoliberalism in the region, as well as the opposition to neoliberalism. Topics in this regard will include: the social impact of free market reforms, growing economic and social inequality, the emergence of working class, Black and indigenous communities, the rise and fall of the New Left, the creation of new elites and other related themes. Second, we will study the way in which films are made and distributed and the changes on film production over the past decades. Topics will include the privatization of production and exhibition, the role of home video and streaming, the importance of film festivals and the move from national to translational

scenes of production. Prereq: L45 165D or L53 220 or other coursework in Latin American Studies, or Film and Media Studies, desirable but not required. Students without this background are encouraged to contact the instructor.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Spring

LATAM 3570 Latin American Subcultures
This course has been planned as an introduction to the interconnections between "high" culture, popular culture and mass culture, with particular emphasis on the formation of urban subcultures in contemporary Latin America. The topic of subculture and counterculture will be analyzed taking into consideration the influence of factors of class, race, and gender, in the construction of alternative cultural identities. Some of the connections to be studied are between political power and cultural resistance, affect, violence, and symbolic value, hegemony and marginality. Distinctions will be made between culture, subcultures, traditions, and lifestyles, as well as between multiculturalism and interculturality. While the first part of the course will introduce critical concepts, theories and methodologies, the second half will focus on specific articulations between cultural practices and the domains of belief, sexuality, violence, and social media, including uses of music, video and films. Students will prepare a final paper on a Latin American subculture of their choice and analyze it using the critical and theoretical tools discussed in class.
Credit 3 units.
Typical periods offered: Fall, Spring

LATAM 3995 Latin American Studies Coursework Completed Abroad
This course is for 3000 level study abroad credit.
Credit 12 units.
Typical periods offered: Fall, Spring, Summer

LATAM 3996 Latin American Studies Elective
This course is for 3000 level transfer credit.
Credit 0 units. EN: H
Typical periods offered: Fall, Spring, Summer

LATAM 4120 Gender and Modernity in Latin America
The purpose of this course is to introduce students to the particular forms modernity assumes in Latin American countries and to the ways in which national cultures, identity politics, and gender issues interweave during the 20th-century. The course will discuss three particular articulation of this topic: 1) Gender and the national question in Argentina: Eva Peron; 2) Gender and Visual Arts: Frida Kahlo; and 3) Gender and Ethnicity: Rigoberta Menchu. Through these iconic figures students will be introduced to the specific features that characterized three very different but representative cultural scenarios in Latin America. In each case, the context for the emergence of these highly influential public figures will be studied from historical, social and cultural perspectives. In order to explore the cultural and political significance of Eva Peron, Frida Kahlo and Rigoberta Menchu, the course will utilize literary texts (speeches, letters, diaries, etc.), visual materials (photography, films, and paintings) and critical bibliography.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Spring

LATAM 4130 Latin-American Cultural Studies: Critical and Theoretical Approaches
The goal of the course is to provide students with critical and theoretical tools that could be used for the analysis of Latin American cultural history from a transdisciplinary perspective, from colonial times to the present. Some of the concepts to be discussed in class are: colonialism and coloniality, national culture, dependency theory, cultural antropofagia, lettered city, miscegenation, heterogeneity, hybridity, transculturation, peripheral modernity, media and mediation, postmodernity, postcoloniality, and collective memory.
Credit 3 units. A&S IQ: HUM BU: HUM EN: H
Typical periods offered: Fall

LATAM 4170 Nation and Desire in Latin America
The purpose of this course is to analyze the process of nation formation in Latin America, since the imaginaries of the Creole nation to the first half of the 20th century. Class discussion will encompass the study of theories on nation formation and nationalism as well as textual representations of national projects, such as Simon Bolivar' letters and discourses, selections from Facundo, Civilization and Barbarism by Domingo F. Sarmiento, selected texts by Andres Bello, Alfonso Reyes, et al, Ariel, by J. E. Rodo, Pedro Henriquez Urena's Seis ensayos en busca de nuestra expresion, Jose Vasconcelos' La raza cosmica, Jose Carlos Mariategui, Siete ensayos de interpretacion de la realidad peruana, Jose Marti's Nuestra America and other essays. Some of the main topics to be discussed are the leading role of Creole elites in the consolidation of national cultures, the marginalization of women as well as indigenous and Afro-Hispanic populations, and the role of nationalism in the shaping of modern societies. Colonialism, Occidentalism, liberalism, positivism, nationalism and modernity are some of the concepts that will be explored both theoretically and in their particular discursive usages. Finally, the concept of nation(alism) will be studied as a political/rhetorical device and as the resulting expression of agency, interest, and desire, in peripheral societies.
Credit 3 units. A&S IQ: HUM BU: HUM, IS EN: H
Typical periods offered: Spring

LATAM 4180 Latin American Subcultures
This course has been planned as an introduction to the interconnections between high culture, popular culture, and mass culture, with particular emphasis on the formation of urban subcultures in contemporary Latin America. The topic of subculture and counterculture will be analyzed, taking into consideration the influence of factors of class, race, and gender in the construction of alternative cultural identities. Some of the connections to be studied are between political power and cultural resistance, affect, violence, symbolic value, hegemony and marginality. Distinctions will be made between culture, subcultures, traditions, and lifestyles as well as between multiculturalism and interculturality. While the first part of the course will introduce critical concepts, theories, and methodologies, the second half will focus on specific articulations between cultural practices and the domains of belief, sexuality, violence, and social media, including uses of music, video, and films. Students will prepare a final paper on a Latin American subculture of their choice and analyze it using the critical and theoretical tools discussed in class. Prerequisite: L45 165D. This course fulfills the seminar requirement for Latin American Studies majors and minors.
Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM BU: BA, HUM, IS EN: H
Typical periods offered: Spring

LATAM 4190 Media Cultures in Latin America
One of the key topics in Latin American Studies today is the history and theory of media and the way in which media cultures have shaped the nation, social subjectivities and the reigion's relationship to modernity. This course is a study of both the history of key audiovisual media in Latin America (print, radio, television, cinema, cybermedia) as well as of the key paradigms for media studies regarding this production. After discussing foundational concepts (media, mediation, cultural industry, popular culture), the course proceeds by in-depth studies of the role media played in different countries from the 19th century, through the different national processes of the 20th century to the present.

In doing so, the class engages with questions of technology, identity, indigenous culture, urbanization and other theoretical concerns. This course fulfills the Seminar Requirement for Latin American Studies majors and minors. PreReq L45 165D or a 300-level course on Latin American culture.
Credit 3 units. A&S IQ: HUM BU: HUM, IS EN: H
Typical periods offered: Spring

LATAM 4200 Modernity, Culture and the State in Mexico
This course is an advanced seminar on the process of the cultural, ideological and institutional modernization of Mexico. Drawing on readings from fields such as history, cultural anthropology, political sociology and cultural theory, the course discusses the shaping of various forms of social subjectivity and cultural ideology that sustained the formation and development of the state. The course also engages with the identities and processes that led both to the formation of structures of citizenship and to the contestation of state power. This course is structured chronologically, following the development of three interrelated processes unfolding between 1810 and the present: (1) the creation of state institutions and ideology and their evolution in relationship to events such as the liberal Reforma of the 1850s and the Mexican Revolution; (2) the cultural and social implication of processes of capitalist development, modernization and globalization; and (3) the ways in which Mexico's histories of sociocultural difference led to political and cultural insurgencies and rebellions. This course fufills the seminar requirement for Latin American Studies majors. Prerequisite: L45 165D, L45 305, any other 300-level course with significant focus on Mexico, or permission of instructor.
Credit 3 units. A&S IQ: HUM, LCD BU: ETH, HUM, IS EN: H
Typical periods offered: Fall

LATAM 4210 The Binational Condition. The Mexico-US Relationship in Mexican History and Culture.
From the 19th century onwards, the relationship between Mexico and the United States has been defined by intense tensions and contradictions. Closely intertwined by geopolitical engagement and integrations, mutual migration flows, and rich cultural exchange, both countries belong to a binational system with few equivalents around the world, which defines the lives of people living across North America. And yet, few people in the United States have access to a clear and rigorous understanding of the Southern neighbor, often leading to conflict at the political and social levels. This class explores this historically, from the early frictions caused by territory and slavery to the binational conditions of the present. The class emphasizes the Mexican perspective of the relationship, often erased in discussions from the U.S. From this perspective, the course will engage critical moments in the history of the relationships, such as the underground railroad to the South, the Mexican American War, the Guadalupe Hidalgo treaty, and the Cold War. The class will also discuss the ways in which Mexico has influenced the United States culturally, from the impact of Mexican post-Revolutionary art in the New Deal to the rise of film directors like Alfonso Cuarón and Gullermo del Toro. Finally, the class will lay out the ways in which Mexicans and scholars of Mexican studies think about questions such as regional development, the border, immigration, and the Drug War. Prereq. L45 165D or prior coursework on Global Studies, Latin American Studies or American Studies. The course covers the seminar requirement for majors and minors in Latin American Studies.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH, HUM, IS EN: H
Typical periods offered: Fall, Spring

LATAM 4238 Introduction to Latin American Philosophy - Contemporary Topics
The main goal of this course is to familiarize students with a distinct philosophical corpus closely linked to the postcolonial conditions of cultural production in the Latin American region. The selected works will expose the connections between as socio- political reflection and intellectual development, and the characteristics of situated knowledge related to questions of coloniality, interculturality, and decolonization. Different approaches to transcendental issues, to questions of temporality, subjectivity and Being, will be developed vis a vis diverse conceptions of historicity, positionality, power and resistance. Factors of race, gender, inequality and cultural diversity will be discussed as part of the introduction of issues such as indigeneity, miscegenation, creolization, archipelagic thought, and the like. Some of the authors to be studies in the course are: Leopoldo Zea, Enrique Dussel, Santiago Castro Gomez, Nelson Maldonado Torres, Aime Cesaire, Frantz Fanon, Walter Mignolo, Anibal Quijano, Bolivar Echeverria, Sylvia Wynter, Rita Segato, Maria Lugones, et al.
Credit 3 units. A&S IQ: HUM, LCD, WI BU: HUM
Typical periods offered: Fall

LATAM 4250 Popular Culture and the Representation of Youth in Latin America
The objective of this course is to introduce students to different aspects related to the representation of youth in Latin America, particularly through the depiction this sector receives in the realm of popular culture. The course will focus on the relationship between youth and social/political conflict and on the literary and cinematic representation of juvenile sectors in cultural production in different Latin American countries. The roles of music, melodrama and the media will be studied in connection to the construction of subjectivity and collective identity. The course will also analyze the involvement of juvenile sectors in narco-culture, gangs, maras, and the like, as well as the impact of violence, fear, and social inequality in early life. The analysis of films, literary texts, critical studies and cultural practices will be approached through a combination of biopolitical analysis and the analysis of representational strategies utilized in the elaboration of symbolic materials. This course fulfills the seminar requirement for Latin American Studies majors and minors. Prerequisite: LatAm 165D or another Latin American Studies course.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H
Typical periods offered: Fall

LATAM 4278 The Representation and Politics of Latin American Anthropology
This course is focused on the intertwining of anthropology and representation in Latin America, an interrelation that can be traced since colonial times to the present. The specific geo-cultural characteristics of the New World invited, from the beginning, both philosophical and scientific inquiries about human nature, environmental conditions and social organization outside the domains of Western civilizations. The need to represent and disseminate knowledge about the new discoveries inspired both in Europeans and American societies reflections on identity/otherness and cultural development, as well as creative attempts to elaborate symbolic/aesthetic paradigms to capture cultural difference and intercultural relations. Issues of memory, imagination, language, cultural translation and transculturation will be discussed in the analysis of symbolic representation and construction of meaning. “Writing culture” become, as observed by James Clifford, one of the most controversial and important enterprises since it involved, both in colonial and in modern times, political assumptions, strategies of stereotyping, notions about hegemony/subalternity, and questions about the creation of world, the nature of language and the incommensurate meaning of collective subjectivity. The course will combine critical/theoretical materials regarding anthropology as a specific cognitive approach

and the analysis of literary works, films and paintings that express issues of (self) recognition, alterity and ethnographic imagination in Latin America. Some of the literary works to be studies include narrative by J. L. Borges, M. Barnet, J. M. Arguedas, and Juan Rulfo, among others. Films include Colombian masterpiece "The Embrace of the Serpent" (2015). Paintings focus on Ecuadorian artist Oswaldo Guayasamín and Brazilian Tarsila do Amaral. The course will be conducted in English.

Credit 3 units. A&S IQ: HUM, LCD BU: HUM

Typical periods offered: Fall, Spring

LATAM 4280 Constructing the (Racial) Other: From the Colonial Caste System to U.S. Latinos

The goal of this course is to introduce students to categories and concepts related to the questions of race and ethnicity in Latin America, from colonial times to the present. The course also covers U.S. Latinos as a population of Latin American descent that presents particular characteristics connected to the issues of migration, identity politics, reterritorialization, and cultural hybridity. Based on the theoretical and critical study of problems related to colonialism, social classification, miscegenation, whiteness, discrimination, and the like, representative literary and visual materials will be discussed to illustrate the connections between race, social roles, domestic/public spaces, work, democracy and modernization. The issue of race will be analyzed in its multiple articulations to the themes of nationalism, interculturalism, migration, and symbolic representation. This course covers the seminar requirement for Latin American Studies majors. Prerequisite: L45 165D, one other class in Latin American studies, or one class on race studies.

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

Typical periods offered: Fall

LATAM 4290 Citizenship in the HOT Seat. Migration and Borders in Latin America

This course is an introduction to concepts, interpretations, and debates related to different forms of human mobilization across borders, particularly in contemporary Latin America. However, class discussions will expand to other scenarios in order to contextualize the experience and characteristics of migration today. Some of the notions to be analyzed in connection to this topic are freedom of movement, citizenship, inequality, the labor market, borders, territoriality, and national security. Borders will be studied as material constructions (i.e., walls, wire fences, technological surveillance, funnel systems, and strategies of deterrence) and as conceptual/symbolic representations. In addition to migratory movements, other phenomena such as diaspora, exile, and forced displacements will also be introduced as they have developed in Latin America. Cultural and psychological aspects related to migratory experiences -- such as the role of memory and affect, individual and collective trauma, social effects of deportation, stereotyping, the role of race and gender, and so on -- will also be considered, as they constitute integral aspects of migratory studies. The course will be conducted in English as a combination of lectures, student presentations, and collective discussions of assigned readings. Fulfills the seminar requirement for Latin American Studies majors and minors. Prerequisite: L45 165D.

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

Typical periods offered: Fall, Spring

LATAM 4320 Bodily Injuries: Violence, Gender and Representation in Latin America

The course will focus on the definitions, uses and languages of violence in Latin America, particularly during the last decades of the 20th century and the beginning of the 21st century. Students will be introduced to philosophical, ethical and political issues related to the existence of structural violence and to the problems connected to the symbolic representation of this phenomenon in literature, fictional/ documentary films, and visual arts. One of the course's objectives will be to problematize the conceptualization of violence and to promote critical thinking about its emergence, significance and effects on local/global societies. Some of the topics to be analyzed are the body in its multiple manifestations (the body politic, the social body, the individual body, the treatment of the corpse, etc.), the narrativization of violence (violence as discourse, documentation and fictional elaborations, violence and the media, violence and ideology, etc.), violence and the city, citizenry and otherness, bio-politics, etc. Finally, violence will be presented in different contexts and associated to different activities (ordinary crime, narco-cultures, maras, political movements, domestic environments) and different situations (e.g. violence in rural areas, violence in the borderlands, violence and migration). In all cases the course will call for a reflection on the interrelations between private/public spheres, gender politics, ideological/aesthetic values, and individual/ institutional levels. The role of memory and emotions will be emphasized as a crucial element for the construction /mobilization of subjectivity and for the elaboration of agendas that challenge the State's monopoly of legitimate violence and propose alternative and often perverse forms of association and mobilization at the margins of institutional configurations.

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

Typical periods offered: Fall

LATAM 463 Seminar On Urban Cultures in Latin America

The course will focus on the key role urban development and urban cultures have had in Latin America with particular emphasis on contemporary times. The goal of the course is to discuss the connections between the formation and expansion of cities, the definitions of citizenship, and the role of modernity in the development of high and popular cultures within different historical and geo-cultural contexts. Particular attention will be paid to the issues of race, class and gender. Te course, which will utilize an interdisciplinary and comparative approach, will also focus on the phenomena of marginality, cultural resistance, nationalism and consumerism as well as on the role played by the media in contemporary Latin American societies. Some of the cultural expressions to be analyzed in the course are music (rock, pop, rap), sports, film and video. Prerequisite: L97 165C Survey of Latin American Culture

Credit 3 units. A&S IQ: HUM BU: HUM EN: H

LATAM 4651 Cities, Race and Development in Latin America

This course offers a multi-disciplinary approach to the study of the Latin American city: its history, development and inherent economic, social, cultural, ethnic, and political tensions. Lectures, readings, and class debates will explore interactions between the materiality and structure of Latin American modern cities and the social and cultural phenomena related to urban life in multicultural societies. Particular attention will be devoted to the effects of internal/external migration, and to the development of public spaces and sites of memory. Patterns of social segregation, marginalization, inequality, and the like, will be analyzed in order to elaborate on the contemporary challenges of the city in a globalized yet traditional world. In addition to the analysis of living, institutional, and commercial spaces, the course will cover social dynamics that break the discipline of the city through different forms of transgression, including crime, informal housing, and underground movements. The goal of the course is to expose students to historical and social developments as exemplified in a variety of urban environments, and to encourage reflection on issues of social justice related to the living conditions of rural, disadvantaged, and indigenous populations. The course will be conducted in English. Mandatory readings will be in English. Additional readings in Spanish will be required for those students fluent in the language. Prereq. None.

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

Typical periods offered: Spring

LATAM 4950 Latin American Studies Research
For LAS students who are completing a research project.
Credit 3 units.
Typical periods offered: Fall, Spring

LATAM 4960 Latin American Studies Thesis Preparation
This is the first course in the 2-semester thesis for Latin Studies thesis writers. Enrollment requires approval of LASP and the undergraduate director.
Credit 3 units.
Typical periods offered: Fall

LATAM 4970 Latin American Studies Thesis
This is the second course in the sequence for Latin American Studies thesis writers. Enrollment requires completion of 485 and permission from LASP and the undergraduate director.
Credit 3 units.
Typical periods offered: Spring

LATAM 4996 Latin American Studies Elective
This course is for 3000 level transfer credit.
Credit 0 units. EN: H
Typical periods offered: Fall, Spring, Summer

Latin American Studies Major

Program Requirements

- **Total Units Required:** 30

The major in Latin American Studies (LAS) allows undergraduate students to pursue an in-depth study of Latin America across diverse disciplines, theoretical approaches and historical periods. Through regular courses, seminars and additional activities such as film series, programs abroad, lectures, and the like, students will explore the processes that resulted in the integration of the so-called New World and Western civilizations, from the discovery of America to the present. An essential aspect of this major is the focus on economic, social and political dynamics corresponding to intercultural relations developed between indigenous cultures, Creole societies, and European and North American nations.

This aspect of the major stresses the study of social change, migration, social movements, multiculturalism, inequality, violence and social justice, and it combines regional analysis with critical interdisciplinary approaches. The program of study combines the analysis of urban environments; issues of education, gender, language and ethnicity; and modernization and border studies. It emphasizes transatlantic approaches as well as the study of topics related to autochthonous cultures in their conflictive interaction with Western traditions, systems of domination, values and economic/political projects.

Focusing on Latin America allows students to engage with a fascinating historical trajectory that promotes a multifaceted reflection on colonialism, diversity issues, economic development and international relations. The major has been designed to provide students with a historical background that will be instrumental both in itself, as an exciting field of specialization, and in combination with their pursuit of other fields of inquiry, such as international relations, business, globalization, and the like. Latin America is a region embedded in the complex networks of global economics, development, social engagement and cultural innovation.

The LAS major offers a sound, updated and competitive approach to the study of the region, both in its specificity and in its connections to the world, through the study of Latin America's processes of internationalization and its changing position in global scenarios. This major has also been designed to further contribute to the university mission of improving engagement with race, ethnicity and diversity.

Credit Requirements

The major in LAS requires students to complete 30 units. At least 24 units must be at the 3000 level or higher, and at least 9 units must be at the 4000 level. All units must be exclusive to the major and may not be double counted, unless the College of Arts & Sciences regulations state otherwise. To count for LAS, courses must have a LATAM number or receive authorization from the Director of Undergraduate Studies (DUS) of LAS, who determines which requirements can be fulfilled by each available course. Units must be fulfilled as follows:

- 3 units for the successful completion of LATAM 1000 offered annually.
- 3 units for the successful completion of an elective introductory course at the 1000, 2000, or 3000 level. Courses that fulfill this requirement must meet the approval of the DUS of LAS. This requirement may also be fulfilled with an approved course abroad or with a 3000-level elective approved by the DUS of LAS.
- 3 units in history or politics at the 3000 level or higher. Courses may come from relevant offerings in the departments of History or Political Science, the Global Studies program, or study abroad. Courses must be cross listed with LatAm or approved by the DUS of LAS.
- 3 units in literary or cultural studies at the 3000 level or higher. These units may include courses offered by the departments of Romance Languages and Literatures, Art History, and Archaeology; LAS home-based courses; or study abroad.
- 3 units in anthropology or pre-Columbian cultures at the 3000 level or higher. These courses may come from offerings in the departments of Anthropology and Global Studies; LAS home-based courses; or study abroad.
- 9 units of elective credit at the 3000 level or higher. At least 3 of these units must be fulfilled at the 400 level; 3 units of elective credit may be fulfilled through an honors thesis (LATAM 4970) or a special project (LATAM 4950).

- 6 units of a Latin American seminar. Seminar courses are 4000-level courses that are taught by core LAS faculty on theoretical issues related to the region. These courses include LATAM 4120, LATAM 4130, LATAM 4170, LATAM 4320, and LATAM 4631.

Capstone

Prime majors in LAS must fulfill their capstone requirement by writing an honors thesis (if the student meets the College of Arts & Sciences requirements to do so), writing a Latin American research paper (LATAM 4950), or completing the two LAS seminar courses with a grade of B+ or better.

Language Requirement

LAS requires all majors to complete a language requirement in Spanish or Portuguese. The Spanish requirement may be fulfilled by the completion of SPAN 3020, SPAN 3021 or certification as a native speaker by the DUS of LAS.

The Portuguese requirement may be fulfilled as follows:

- Successful completion of PORTUG 2010 with a grade of B- or higher
- Native or heritage speaker status, as determined by the DUS in LAS
- Successful completion of a program abroad, conducted in Portuguese, with a minimum of 3 credit units in the target language

Additional Information

Study Abroad

All majors in LAS must complete at least one study abroad experience in Latin America. This requirement may be fulfilled by the completion of a summer or semester program in the region approved by the Office of Overseas Programs.

Students who attend study abroad programs may request credit for appropriate courses at the 3000 level, with approval from the DUS. A maximum of 9 units for one semester (or equivalent) of study abroad or of 12 units for more than one semester is allowed. LATAM 1000- and 4000-level credit requirements must be completed in residence at Washington University.

Students unable to attend a study abroad program may complete an additional 3 units of 3000-level elective credit instead.

Contact:	Professor Ignacio Sánchez Prado
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Latin American Studies Minor

Program Requirements

- **Total Units Required:** 18

The minor in Latin American Studies (LAS) allows undergraduate students pursuing other major programs to complement their existing curriculum with a study of Latin America across diverse disciplines and how the region engages with the Western world — to which it belongs — at large. The minor in LAS is conceived as an option for students across a variety of disciplines in the social sciences, the humanities, the sciences, the pre-med program, and business and engineering to add knowledge about Latin America to their professional portfolio. The vast relations that the United States has with Latin America in all fields make the minor in LAS the source of valuable skills for our existing population. It also allows students in other major programs to access discussions of socioeconomic and ethnic diversity in one of the regions central to those debates in the world.

Credit Requirements

The minor in LAS requires students to complete 18 units. At least 15 units must be at the 3000 level or higher, and at least 3 units must be at the 4000 level. All units must be exclusive to the minor and may not be double counted, unless the College of Arts & Sciences regulations state otherwise. The requirements for the minor mirror some of the requirements for the major. To count for LAS, courses must have an LATAM number or receive authorization from the LAS Director of Undergraduate Studies (DUS), who determines which requirements can be fulfilled by each available course. Units must be fulfilled as follows:

- 3 units for the successful completion of LATAM 1000, offered annually. LatAm 165C can also fulfill this requirement.
- 3 units in history or politics at the 3000 level or higher. Courses may come from relevant offerings in the departments of History or Political Science, the Global Studies program, or study abroad.
- 3 units in literary or cultural studies at the 3000 level or higher. These units may include courses offered by the departments of Romance Languages and Literatures, Art History, and Archaeology; LAS home-based courses; and study abroad.
- 3 units in anthropology or pre-Columbian cultures at the 3000 level or higher. These courses may come from offerings in the Anthropology, Global Studies, and the LAS departments or from study abroad.
- 3 units of elective credit at the 3000 level or higher.
- 3 units of a Latin American seminar. Seminar courses are 4000-level classes that are taught by core LAS faculty on theoretical issues related to the region.

Language Requirement

LAS requires all minors to complete a language requirement in Spanish or Portuguese. The Spanish requirement may be fulfilled by the completion of SPAN 2020 or certification as an advanced heritage or native speaker by the DUS in LAS.

The Portuguese requirement may be fulfilled as follows:

- Successful completion of PORTUG 2000 with a grade of B- or higher
- Native or heritage speaker status, as determined by the DUS in LAS.
- Successful completion of a program abroad, conducted in Portuguese, with a minimum of 3 credit units in the target language

Additional Information

Study Abroad

All minors in LAS are strongly encouraged (but not required) to pursue a study abroad program in the region. Students who attend study abroad programs may request credit for appropriate courses at the 3000 level, with approval from the DUS. A maximum of 6 units is allowed. LATAM 1000 and the seminar requirement must be completed in residence at Washington University.

Contact:	Professor Ignacio Sánchez Prado
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Linguistics

At Washington University, the Linguistics program offers an undergraduate major and minor. The core of the Linguistics program focuses on the study of how languages are structured. Students examine how words are built from sounds, how sentences are built from words, and how all of this structure manages to communicate meaning. With a good understanding of these formal properties, students can pursue other questions about language. How does language change over time? Do diverse languages have more in common than meets the eye? What functions does language play in society? What is its relation to thought? What are its biological and psychological underpinnings? And just how do children manage to acquire language so well in the first place?

Linguistics takes a scientific approach to the study of language and develops skills in data analysis and scientific experimental methods. Linguistics students may or may not speak many languages, but they definitely will learn how to collect and analyze data about languages in an effort to answer these questions.

Contact:	Brett Hyde
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Faculty

Director

Brett D. Hyde
Associate Professor
PhD, Rutgers University
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Department Faculty

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PhD, Rutgers University
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Nicholas Danis
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Kristin J. Van Engen
Associate Professor
PhD, Northwestern University
Linguistics, Psychology

Affiliated Faculty

Joe Barcroft
Professor
PhD, University of Illinois at Urbana-Champaign
Romance Languages and Literatures

Mitchell S. Sommers
Professor
PhD, University of Michigan
Psychology

Emeritus Faculty

David A. Balota
PhD, University of South Carolina

Brett Kessler
PhD, Stanford University

Majors

- Linguistics Major (p. 690)

Minors

- Linguistics Minor (p. 691)

Courses

LING 1526 First-Year Seminar: The Linguistics of Constructed Languages
What's "wrong" with English, or French, or Chinese, or any one of the 6,000+ languages spoken natively by humans today? Why invent a language like Esperanto to be a common tongue among all people, or invent a "calculus of thought" to "perfectly" express pure meaning? Why is it hard to sound romantic while speaking Klingon? What are the benefits of Lojban's attempt to rid the world of confusion and ambiguity? This course explores the design of and motivation for constructed languages from a modern linguistic point of view. Constructed languages are those that are the result of some conscious and deliberate design rather than ones occurring naturally. We will explore the different motivations for language construction, from

the desire to create a "perfect language", to fictional world building, to fostering global harmony. In characterizing the different types of invented languages, students will develop familiarity with the basic tools of linguistic theory, focusing on phonology, morphology, syntax, and semantics. Languages analyzed in detail include Klingon, Esperanto, Heptapod B, Lojban, Dothraki, Valyrian, Elvish, and various philosophical languages. This class is only open to first-year students.
Credit 3 units. A&S IQ: SSC Art: SSC EN: S
Typical periods offered: Fall, Spring

LING 1536 First Year Seminar:Storming Off and Slaying Serpents: Linguistic Approaches to Comparative Mythology
This course is an introduction to comparative mythology through the lens of linguistic theory. As all of our most ancient mythological narratives are poetic-and given that the production of poetic texts is a fundamentally linguistic enterprise-students will acquire the linguistic skills necessary to fully engage with and analyze the language of ancient mythological texts.
Credit 3 units. A&S IQ: SSC Art: SSC EN: S
Typical periods offered: Fall

LING 1600 Introduction to Linguistics
Language is one of the fundamental capacities of the human species, and there are many interesting and meaningful ways in which it can be studied. This course explores the core components of linguistic theory: speech sounds (phonetics and phonology), word formation (morphology), sentence structure (syntax), and meaning (semantics). It also provides an overview of interdisciplinary ideas and research on how language is acquired and processed, its relation to the mind-brain and to society, and the question of whether the essential properties of language can be replicated outside the human mind (specifically, in chimpanzees or computer programs).
Credit 3 units. A&S IQ: SSC Art: SSC BU: BA EN: S
Typical periods offered: Fall, Spring

LING 1995 Linguistics Coursework Completed Abroad
This course is for study abroad credits.
Credit 12 units.
Typical periods offered: Fall, Spring, Summer

LING 1996 Linguistics Elective
This course is for elective or transfer credits.
Credit 0 units. EN: H, S
Typical periods offered: Fall, Spring

LING 2225 Linguistics for Legal Purposes
This course exposes students to an array of legal matters in which forensic linguistic science can play a key role. It simultaneously introduces them to linguistic concepts, theories, and methods that can be differentially applied for a combination of forensic and legal purposes. Topics include trademark disputes, defamation suits, civil litigation, authorship identification, and linguistic evaluations of testimony presented during murder trials. Assignments will include the formulation of affidavits and the production of legal opinions derived from diverse linguistic analyses.
Credit 3 units. A&S IQ: SSC Art: SSC BU: BA EN: S
Typical periods offered: Fall, Spring

LING 2550 Methods in Linguistic Research
This course will introduce students to a range of formal, computational, and experimental tools for conducting linguistic research. Students will learn about different types of linguistic data, experimental design, and statistical techniques in the context of research in general linguistics, psycholinguistics, and sociolinguistics. This course aims to make students more capable readers of linguistic research (and scientific research more generally) and to provide them with hands-on experience in employing linguistic research methods. The course will also serve as an introduction to R for statistical computing. The class is intended for freshman and sophomore students who are considering advanced study in the linguistics program. Prerequisite: Ling 170D.
Credit 3 units. A&S IQ: SSC, AN EN: S
Typical periods offered: Fall

LING 2995 Linguistics Coursework Completed Abroad
This course is for study abroad credits.
Credit 0 units.
Typical periods offered: Fall, Spring, Summer

LING 2996 Linguistics Elective
This course is for elective or transfer credits.
Credit 0 units. EN: H, S
Typical periods offered: Fall, Spring

LING 3050 Phonetics
Phonetics is the study of the sounds of the languages of the world. The primary goal of the course is to learn how speech sounds are produced, so that the student can describe them in articulatory terms, write them out in a standard notational system, and produce them accurately. Other topics include a basic introduction to the acoustics of speech and the use of personal computers to display, analyze, and synthesize human speech. The course should prove useful to students desiring a deeper understanding of one of the fundamental underpinnings of linguistics, but also has practical applications in such fields as foreign language learning and the appreciation and acquisition of new dialects and accents. Prerequisite: Ling 170D.
Credit 3 units. A&S IQ: SSC Art: SSC EN: S
Typical periods offered: Fall, Spring

LING 3075 Introduction to Sociolinguistics
Studies of language in social context are presented, including research related to diglossia, bilingualism, pidginization, creolization, and dialectology. Discourse analyses and conversational analyses of face-to-face conversation are examined in methodological and analytical terms. Beyond assigned readings, critical discourse analyses, the ethnography of speaking, the sociology of language, and accommodation theory are also considered. Students are required to develop a course project related to one or more studies of language in use. Experimental studies of sociophonetics and sociohistorical linguistics are presented during lectures to demonstrate advanced interdisciplinary research with potential educational and legal relevance. Prerequisite: Ling 170D.
Credit 3 units. A&S IQ: SSC, SC Art: SSC EN: S
Typical periods offered: Fall

LING 3150 Syntactic Analysis
The ability to produce and understand an infinite number of sentences is perhaps the most fascinating aspect of the human language faculty. Syntax is the study of how the brain organizes sentences from smaller phrases and words. This course explores syntactic analysis from several perspectives within generative linguistics, focusing primarily on the Government and Binding framework but also introducing Minimalist and Optimality Theoretic approaches. Topics to be discussed include phrase structure, transformations, case theory, thematic roles, and anaphora. Assignments will help students learn to construct and compare analyses of syntactic problems in English and other languages. Prerequisite: Ling 170D or permission of instructor.
Credit 3 units. A&S IQ: SSC Art: SSC EN: S

Typical periods offered: Fall, Spring

LING 3175 Morphology
Concepts covered: morphemic analysis and investigation of morphological processes. Additional topics may include relationship of morphology to language-typology and to syntax. Prerequisite: Ling 170D, or permission of instructor.
Credit 3 units. A&S IQ: SSC Art: SSC EN: S
Typical periods offered: Fall, Spring

LING 3185 Linguistic Diversity in the United States
Linguistic diversity has always existed within the United States, and this course begins with a survey of many of the indigenous Native American languages that existed prior to European colonization. The emphasis of this course is linguistic research, as we examine diverse studies of language across the nation with respect to regional differences, racial and ethnic differences, historical differences, and differences in education and economic status. American bilingualism is explored, as are many of the dialects that have evolved in different parts of the nation. Students study a range of sophisticated linguistic analyses of language diversity in different parts of the USA at different points in the nation's history. The culmination of the course explores practical linguistic applications in legal and educational contexts. Prereq: Ling 170D and some familiarity with elementary statistics.
Credit 3 units. A&S IQ: SSC, SC Art: SSC BU: BA EN: S
Typical periods offered: Fall

LING 3225 Linguistic Pragmatics
Discourse analysis and pragmatics are the subfields of linguistics that investigate language as it is used in real-life contexts. The focus of this course is on the following question: What do people do with language, and how do they do it? One goal is to demonstate how the results of such investigations are relevant for a number of concrete problems in human communication. Some of the more specific questions we will explore are as follows: What distinguishes discourse analysis and pragmatics from each other? What is their relation to the other branches of linguistics? How can the two fields contibute to the establishment of a paradigm for interdisciplinary and intercultural studies? Prerequisite: Ling 170D or permission of instructor.
Credit 3 units. A&S IQ: SSC Art: SSC EN: S
Typical periods offered: Fall

LING 3250 Introduction to Computational Linguistics
Use of computers to analyze, understand, and generate human language. Emphasis on appreciating practical applications such as text analysis, search and creation of dictionaries and corpora, information retrieval, machine translation, and speech interfaces. Survey of rule-based and statistical techniques. Students acquire programming skills appropriate for solving small- to medium-scale problems in linguistics and text processing, using a language such as Python. Students have regular programming assignments and complete a semester project. No previous knowledge of programming required. Prerequisite: L44 Ling 170D.
Credit 3 units. A&S IQ: SSC Art: SSC EN: S
Typical periods offered: Fall, Spring

LING 3350 Phonological Analysis
There are several important abilities involved in the use of human language, one of these being the ability to organize speech sounds. The system that the brain uses to accomplish this task is the subject matter of phonology. This course will explore phonology from several perspectives within generative linguistics, including both traditional rule-based and current Optimality Theoretic approaches. Topics to be discussed include phonological features, lexical phonology, prosodic morphology, tone, and metrical stress. Assignments will help students learn to analyze phonological problems in a variety of languages and to evaluate the consequences of using different analytic approaches. Prerequisite: Ling 170D or permission of instructor.
Credit 3 units. A&S IQ: SSC Art: SSC BU: BA EN: S
Typical periods offered: Fall, Spring

LING 3450 Introduction to Semantics
Semantics is the branch of linguistics which studies how speakers assign meaning to words, sentences, and larger units of discourse. We combine perspectives from both linguistics and philosophy to explore a variety of topics including polysemy, compositionality, quantification, anaphora, definite descriptions, attitude reports, presupposition, and implicature. Prerequisite: Ling 170D or Phil 301G or permission of instructor.
Credit 3 units. A&S IQ: SSC Art: SSC EN: S
Typical periods offered: Fall, Spring

LING 3525 Linguistics Seminar
Readings on a selected topic in theoretical linguistics with an emphasis on discussion, presentation, and writing. Prerequisite: varies with topic.
Credit 3 units. A&S IQ: SSC EN: S
Typical periods offered: Spring

LING 3526 Linguistics Seminar: Writing Intensive
Readings on a selected topic in theoretical linguistics, with an emphasis on discussion, presentation, and writing. Prerequisite: varies with topic.
Credit 3 units. A&S IQ: SSC, WI Art: SSC
Typical periods offered: Fall, Spring

LING 3550 Historical and Comparative Linguistics
Historical linguistics focuses on how languages change over time. Comparative linguistics focuses on their similarities and differences. In this course we will trace some of the differences and changes in sound (phonetics and phonology) word formation (morphology), sentence structure (syntax), and meaning (semantics). Topics include linguistic universals, the structural and genetic classification of languages, the techniques of reconstructing proto-languages, and the causes of language change. Examples from Indo-European languages (for example, Greek, English, and Spanish) and from Native American languages (for example, Quechua and Mayan) will be emphasized. Prerequisite: Ling 170D.
Credit 3 units. A&S IQ: LCD, SSC Art: SSC EN: S
Typical periods offered: Fall, Spring

LING 3995 Linguistics Coursework Completed Abroad
This course is for study abroad credits.
Credit 12 units.
Typical periods offered: Fall, Spring, Summer

LING 3996 Linguistics Elective
This course is for elective or transfer credits.
Credit 0 units. EN: H, S
Typical periods offered: Fall, Spring

LING 4040 Topics in Linguistics
Meets with designated linguistics course, but with additional writing and research required for graduate credit and certification.
Credit 3 units. A&S IQ: SSC Art: SSC EN: S
Typical periods offered: Fall, Spring

LING 4062 Second-Language Acquisition
There are many ways in which a second language can be learned: from infancy as the child of bilingual parents, or later through formal instruction, immersion in a new culture, or in a particular work or social situation. This class is an inquiry into the processes by which acquisition occurs. Topics include the nature of language learning within the scope of other types of human learning; the relationship between first and second language acquisition; the role of linguistic, cognitive, and sociocultural factors; insights gained from analyzing learners' errors; key concepts such as interlanguage and communicative competence; bilingualism; the optimal age for second language acquisition; and a critical appraisal of different theories of second language acquisition. Both theoretical and instructional implications of second language acquisition research are considered. This course can be used towards certification in TESOL and is a required course for the Graduate Certificate in Language Instruction. Prerequisite: Ling 170D or equivalent is recommended, especially for undergraduates, but is not required.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

LING 4250 Computation and Learnability in Linguistic Theory
This course introduces the advanced linguistics or computer science student to the fields of learnability and computation as they apply to the study of linguistic theories and natural language. Topics covered include the formal language hierarchy, including the subregular languages; issues in the learnability of phonology, morphology, and syntax; and algorithms specific to constraint-based linguistic grammars. Prerequisites: either CS 130 or Ling 317 and at least one of the following: Ling 309, Ling 311, Ling 313, or Ling 315.
Credit 3 units. A&S IQ: SSC Art: SSC EN: S
Typical periods offered: Fall, Spring

LING 4850 Senior Seminar in Linguistics:
The Senior Seminar affords students an opportunity to integrate the various fields of linguistics. Readings, discussions, and presentations let students address issues that combine the content and the research methods of areas such as phonetics, phonology, morphology, syntax, diachrony, and semantics. Students have individual projects within the scope of the semester's particular topic, but the class as a whole helps in choosing, developing, and refining the treatment. This course fulfills the requirement for a senior capstone for primary majors in Linguistics. It is the normal option for students who wish to take the capstone as a regular class rather than as sponsored independent study.
Credit 3 units. A&S IQ: SSC Art: SSC
Typical periods offered: Fall, Spring

LING 4975 Independent Work for Senior Honors
Prerequisites: senior standing and permission of the Linguistics Program.
Credit 6 units.
Typical periods offered: Fall, Spring

LING 4995 Linguistics Coursework Completed Abroad
This course is for study abroad credits.
Credit 0 units.
Typical periods offered: Fall, Spring, Summer

LING 4996 Linguistics Elective
This course is for elective or transfer credits.
Credit 0 units. EN: H, S
Typical periods offered: Fall, Spring

Linguistics Major

Program Requirements

- **Total Units Required:** Students must complete a total of 30 units to complete the major. At least 24 of these must be at the 3000 level or above.
- **Grade Requirement:** Students must receive a grade of C- or higher in a course to count it toward the major. Pass/No Pass grades do not count toward the major.

Required Courses

Majors must complete the following list of courses. Courses used to complete this requirement cannot also count towards the elective requirement further below.

Code	Title	Units
LING 1600	Introduction to Linguistics	3
LING 2550	Methods in Linguistic Research	3
or LING 3250	Introduction to Computational Linguistics	
LING 3050	Phonetics	3
LING 3150	Syntactic Analysis	3
LING 3350	Phonological Analysis	3
LING 3450	Introduction to Semantics	3
Total Units		**18**

Elective Courses

Majors must take 12 units from the courses listed below. At least 9 units must be at the 3000 level or higher. No more than 6 units may be drawn from LING 4975 or Ling 5000.

Code	Title	Units
CLASSICS 2250	Latin and Greek in Current English	3
LING 1526	First-year Seminar: The Linguistics of Constructed Languages	3
LING 1536	First-Year Seminar: Storming Off and Slaying the Serpents: Linguistic Approaches to Comparative Mythology	3
LING 2225	Linguistics for Legal Purposes	3
LING 2550	Methods in Linguistic Research	3
LING 3075	Introduction to Sociolinguistics	3
LING 3175	Morphology	3
LING 3185	Linguistic Diversity in the United States	3
LING 3225	Linguistic Pragmatics	3
LING 3250	Introduction to Computational Linguistics	3
LING 3525	Linguistics Seminar	3
LING 3526	Linguistics Seminar: Writing Intensive	3
LING 3550	Historical and Comparative Linguistics	3
LING 4062	Second-Language Acquisition	3

LING 4250	Computation and Learnability in Linguistics Theory	3
LING 4850	Senior Seminar in Linguistics	3
LING 4975	Independent Work for Senior Honors	3-6
LING 5000	Independent Study	3-6
PSYCH 3580	Language Acquistion	3
PSYCH 4330	Psychology of Language	3

Under certain circumstances, majors may count a limited number of relevant courses not listed above toward the elective requirement. Such circumstances include, for example, study abroad and preparation for a specialized capstone. A specific plan of study must be worked out with the director of the Linguistics program in advance of the courses being taken.

Language Requirement

Majors must have a foreign language competency equivalent to one year of study at the college level. Courses taken to complete this requirement do not count towards the 30 total units required for the major.

Capstone Requirement

Primary majors are required to complete a capstone course or project during their Senior year. The capstone requirement can be satisfied by taking one of the courses listed below. Students wishing to count Ling 5000 for their capstone need to have their independent studies approved in advance by the director of the Linguistics program.

Code	Title	Units
LING 3550	Historical and Comparative Linguistics	3
LING 4850	Senior Seminar in Linguistics	3
LING 4975	Independent Work for Senior Honors	3-6
LING 5000	Independent Study	3-6

Additional Information

Study Abroad and Transfer Credits

The maximum number of credits from outside Arts and Sciences that students may apply to the major is 6. This includes credits taken outside of Washington University, such as credits transferred from other US institutions and credits from approved Study Abroad programs.

Senior Honors Thesis

At the end of their Junior year, eligible majors may apply to enter the honors program by submitting a proposal for a senior thesis. To be eligible, a major must have the following:

- An overall University GPA of 3.65 or higher
- A Linguistics GPA of 3.65 or higher

If admitted into the program, the major will register for 3 units of LING 4975 Independent Work For Senior Honors in both fall semester and spring semester of their senior year. The major must complete the thesis and pass an oral defense by the middle of April of their senior year.

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Linguistics Minor

Program Requirements

- **Total Units Required**: Students must complete a total of 15 units to complete the minor. At least 9 of these must be at the 3000 level or above.
- **Grade Requirement:** Students must receive a grade of C- or higher in a course to count it toward the minor. Pass/No Pass grades do not count toward the minor.

Requirements

Minors must take the following introductory course:

Code	Title	Units
LING 1600	Introduction to Linguistics	3
Total Units		**3**

Elective Courses

Minors must complete 12 units of electives. At least 6 units must come from the following list:

Code	Title	Units
LING 3050	Phonetics	3
LING 3150	Syntactic Analysis	3
LING 3250	Introduction to Computational Linguistics	3
LING 3350	Phonological Analysis	3
LING 3450	Introduction to Semantics	3

The remaining 6 units may be drawn from the list above, or they may be drawn from the additional courses in the list below:

Code	Title	Units
CLASSICS 2250	Latin and Greek in Current English	3
LING 1526	First-Year Seminar: The Linguistics of Constructed Languages	3
LING 1536	First-Year Seminar: Storming Off and Slaying the Serpents: Linguistic Approaches to Comparative Mythology	3
LING 2225	Linguistics for Legal Purposes	3
LING 2550	Methods in Linguistic Research	3
LING 3075	Introduction to Sociolinguistics	3

LING 3175	Morphology	3
LING 3185	Linguistic Diversity in the United States	3
LING 3225	Linguistic Pragmatics	3
LING 3550	Historical and Comparative Linguistics	3
LING 3525	Linguistics Seminar	3
LING 3526	Linguistics Seminar: Writing Intensive	3
LING 4062	Second-Language Acquisition	3
LING 4850	Senior Seminar in Linguistics	3
LING 4975	Independent Work for Senior Honors	3-6
LING 5000	Independent Study	3-6
PSYCH 3580	Language Acquisition	3
PSYCH 4330	Psychology of Language	3

Contact:	Brett Hyde
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Mathematics

Mathematics has always held a central position in the liberal arts, and over time, it has also come to play an important role in more and more aspects of our lives. Mathematical analysis and modeling are involved in many areas far beyond the traditional association of mathematics with the physical sciences and engineering. This fact is reflected in the diversity of the students who study at least some mathematics during their time at Washington University — students who recognize the importance of quantitative skills in a world that is becoming more and more technological.

Students major in mathematics for many reasons. Some are planning academic careers in mathematics that involve teaching or research. Others plan to work as actuaries or at other jobs in industry or government. Some plan careers in secondary education. Many majors do not intend to become "mathematicians" at all but simply realize that quantitative training is a valuable asset in many kinds of careers; often, work in mathematics is meant to complement their study in other areas. Other majors view mathematics as an interesting concentration in their liberal arts education, even though they plan to enter professional fields such as medicine or law.

The Mathematics program gives majors and minors a broad introduction to the subject. To fit students' varying academic interests and professional goals, the department offers majors in Mathematics, Applied Mathematics, and Mathematical Sciences, along with two dual majors in Mathematics and Computer Science and in Mathematics and Economics. Majors are encouraged to complete additional work (perhaps even a minor or a second major) in other related areas.

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Faculty

Chair

Brett Wick
Professor
PhD, Brown University
Complex analysis; harmonic analysis; operator theory; several complex variables

Director of Graduate Studies

Gregory Knese
Professor
PhD, Washington University
Complex function theory; operators; harmonic analysis

Director of Undergraduate Studies

Ari Stern
Professor
PhD, California Institute of Technology
Geometric numerical analysis; computational mathematics

Associate Director of Undergraduate Studies

Blake Thornton
Teaching Professor
PhD, University of Utah
Geometric topology

Department Faculty

Roya Beheshti Zavareh
Professor
PhD, Massachusetts Institute of Technology
Algebraic geometry

Alan Chang
Assistant Professor
PhD, University of Chicago
Geometric measure theory; harmonic analysis

Quo-Shin Chi
Professor
PhD, Stanford University
Differential geometry

Lawrence Conlon
Professor Emeritus
PhD, Harvard University
Differential topology

Aliakbar Daemi
Assistant Professor
PhD, Harvard University
Gauge theory; low-dimensional topology; symplectic geometry

Parker Evans
William Chauvenet Postdoctoral Lecturer
PhD, Rice University
Differentia geometry

Renato Feres
Professor
PhD, California Institute of Technology
Differential geometry; dynamical systems

Steven Frankel
Associate Professor
PhD, University of Cambridge
Geometric topology; dynamics

Ron Freiwald
Professor Emeritus
PhD, University of Rochester
General topology

Gary R. Jensen
Professor Emeritus
PhD, University of California, Berkeley
Differential geometry

Silas Johnson
Senior Lecturer
PhD, University of Wisconsin–Madison
Algebraic number theory; arithmetic statistics

Matt Kerr
Professor
PhD, Princeton University
Algebraic geometry; Hodge theory

Steven G. Krantz
Professor Emeritus
PhD, Princeton University
Several complex variables; geometric analysis

N. Mohan Kumar
Professor Emeritus
PhD, Bombay University
Algebraic geometry; commutative algebra

Wanlin Li
Assistant Professor
PhD, University of Wisconsin–Madison
Number theory; arithmetic geometry

Hsin-Chieh Liao
William Chauvenet Postdoctoral Lecturer
PhD, University of Miami
Algebraic, enumerative and topological combinatorics

Henri Martikainen
Associate Professor
PhD, University of Helsinki, Finland
Harmonic analysis; geometric measure theory

John E. McCarthy
Spencer T. Olin Professor of Mathematics
PhD, University of California, Berkeley
Analysis; operator theory; one and several complex variables

Charles Ouyang
Assistant Professor
PhD, Rice University
(Higher) Teichmuller theory; Riemann surfaces; harmonic maps and minimal surfaces

Martha Precup
Associate Professor
PhD, University of Notre Dame
Applications of Lie theory to algebraic geometry and the related combinatorics

Donsub Rim
Assistant Professor
PhD, University of Washington
Applied mathematics

Rachel Roberts
Elinor Anheuser Professor of Mathematics
PhD, Cornell University
Low-dimensional topology

Richard Rochberg
Professor Emertius
PhD, Harvard University
Complex analysis; interpolation theory

Karl Schaefer
Lecturer
PhD, University of Chicago
Algebraic number theory

Jack Shapiro
Professor Emeritus
PhD, City University of New York
Algebraic K-theory

John Shareshian
Professor
PhD, Rutgers University
Algebraic and topological combinatorics

Edward Spitznagel
Professor Emeritus
PhD, University of Chicago
Statistics; statistical computation; application of statistics to medicine

Yanli Song
Associate Professor
PhD, Pennsylvania State University
Noncommutative geometry; symplectic geometry; representation theory

Brandon Sweeting
Postdoctoral Lecturer
PhD, University of Cincinnati
Harmonic analysis, operator theory

Xiang Tang
Professor
PhD, University of California, Berkeley
Symplectic geometry; noncommutative geometry; mathematical physics

Mladen Victor Wickerhauser
Professor
PhD, Yale University
Harmonic analysis; wavelets; numerical algorithms for data compression

Edward N. Wilson
Emeriti Professor
PhD, Washington University
Harmonic analysis; differential geometry

David Wright
Emeriti Professor
PhD, Columbia University
Affine algebraic geometry; polynomial automorphisms

Jay Yang
Postdoctoral Lecturer
PhD, University of Wisconsin–Madison
Commutative algebra; algebraic geometry

Majors

- Applied Mathematics Major (p. 699)
- Mathematical Sciences Major (p. 701)
- Mathematics and Computer Science Major (p. 704)
- Mathematics and Economics Major (p. 708)
- Mathematics Major (p. 711)

Minors

- Mathematics Minor (p. 713)

Courses

MATH 1010 Foundations for Calculus
A limited enrollment class for students planning to take calculus but who need additional precalculus preparation. The course aims to build both the technical skills and the conceptual understanding needed to succeed in calculus. Course emphasizes links between the graphical, numeric, and algebraic viewpoints. A variety of approaches are used to present the material. Prerequisites: 2 years of high school algebra and a course in geometry (or the equivalent).
Credit 3 units. A&S IQ: NSM
Typical periods offered: Fall, Summer

MATH 1510 Calculus I
Derivatives of algebraic, trigonometric, and transcendental functions, techniques of differentiation, Mean Value Theorem, applications of the derivative. The definite integral and Fundamental Theorem of Calculus. Areas. Simpler integration techniques. Prerequisites: high school algebra and precalculus, including trigonometry.
Credit 3 units. A&S IQ: NSM, AN Art: NSM
Typical periods offered: Fall, Spring, Summer

MATH 1513 Peer-Led Team Learning: Calculus I
This is an elective one-credit course that can only be taken concurrently with L24 131 Calculus I. The purpose of the course is to encourage students to work in small groups, supervised by a trained peer leader, on problems from the course that are designed to require a collaborative effort and to enhance understanding. Through PLTL sessions, students will gain an understanding of the problem-solving process. They will practice careful and rigorous thinking. They will learn to evaluate and revise their solutions by considering whether their results are reasonable, rather than by looking at an answer key. Grading is Pass/Fail based on participation; a student must attend and participate fully in at least nine of eleven sessions to pass the course. Note: Students may opt to participate in PLTL without enrolling in this optional one-credit elective. Enrollment in the PLTL program occurs through an online application at the beginning of the semester. Once enrolled in the PLTL program, students can then choose to also enroll in this one-credit elective OR to participate in PLTL without the additional credit hour appearing on their transcript. In this course, student groups facilitated by a peer leader meet weekly and work together on a problem set building on topics covered in the parent course, with the aim of developing problem-solving, critical-thinking, and collaboration skills. Sign-ups for PLTL begin in Week 1 of the semester, with meetings beginning on the weekend of Week 2. Students must attend at least eight sessions during the semester to earn credit; those who do not reach the attendance threshold will be dropped from the course, and the course will be removed from their transcript. To receive credit for PLTL, a student must remain enrolled in the parent course. Please note the following exceptions to the enrollment and drop policy: (1) Students will not be able to enroll in PLTL if doing so would bring them above 21 credit units, but they will still be able to participate. (2) Students who wish to participate in PLTL but want to opt-out of receiving credit should contact their course's program manager. (3) If dropping PLTL would bring a student below 12 credit units, the drop will be entered as a withdrawal instead.
Credit 1 unit.
Typical periods offered: Fall, Spring

MATH 1515 Calculus I With Foundations
Math 131E covers the same content as Math 131 but includes the additional review of precalculus concepts integrated throughout the semester. It is aimed at students whose precalculus skills are not yet fully developed. By the end of this course, students should be ready to enroll in Math 132.
Credit 4 units. A&S IQ: NSM, AN Art: NSM
Typical periods offered: Fall

MATH 1517 Real Mathematical Applications: Solving Problems With Calculus I
The purpose of this course is to show how mathematics can solve real-world problems and how calculus dramatically expands the range of problems that can be tackled. Each class will be devoted to the analysis of some problems, which may include dimensional analysis, the mathematics of convoys, Fibonacci numbers, fractals, linear regression, Euclid's algorithm, Stein's algorithm, network capacities, Braess's paradox, Galton's approach to surnames, how genes spread through populations, and the SIR model of infectious diseases. The first few classes will not use differentiation. Course enrollment preference is given to first-year students. Corequisite: Math 131.
Credit 1 unit. Art: NSM
Typical periods offered: Fall

MATH 1520 Calculus II
Continuation of Math 131. A brief review of the definite integral and Fundamental Theorem of Calculus. Techniques of integration, applications of the integral, sequences and series, Taylor polynomials and series, and some material on differential equations. Prerequisite: Math 131 or a B or better in a one-year high school calculus course, or permission of the department.
Credit 3 units. A&S IQ: NSM, AN Art: NSM
Typical periods offered: Fall, Spring, Summer

MATH 1523 Peer-Led Team Learning: Calculus II
This is an elective one-credit course that can only be taken concurrently with L24 132 Calulus II. The purpose of the course is to encourage students to work in small groups, supervised by a trained peer leader, on problems from the course that are designed to require a collaborative effort and to enhance understanding. Through PLTL sessions, students will gain an understanding of the problem-solving process. They will practice careful and rigorous thinking They will learn to evaluate and revise their solutions by considering whether their results are reasonable, rather than by looking at an answer key. Grading is Pass/Fail based on participation; a student must attend and participate fully in at least nine of eleven sessions to pass the course. Note: Students may opt to participate in PLTL without enrolling in this optional one-credit elective. Enrollment in the PLTL program occurs through an online application at the beginning of the semester. Once enrolled in the PLTL program, students can then choose to also enroll in this one-credit elective OR to participate in PLTL without the additional credit hour appearing on their transcript. In this course, student groups facilitated by a peer leader meet weekly and work together on a problem set building on topics covered in the parent course, with the aim of developing problem-solving, critical-thinking, and collaboration skills. Sign-ups for PLTL begin in Week 1 of the semester, with meetings beginning on the weekend of Week 2. Students must attend at least eight sessions during the semester to earn credit; those who do not reach the attendance threshold will be dropped from the course, and the course will be removed from their transcript. To receive credit for PLTL, a student must remain enrolled in the parent course. Please note the following exceptions to the enrollment and drop policy: (1) Students will not be able to enroll in PLTL if doing so would bring them above 21 credit units, but they will still be able to participate. (2) Students who wish to participate in PLTL but want to opt-out of receiving credit should contact their course's program manager. (3) If dropping PLTL would bring a student below 12 credit units, the drop will be entered as a withdrawal instead.
Credit 1 unit.
Typical periods offered: Fall, Spring

MATH 1710 Mathematics And Music
An elementary introduction to the connections between mathematics and musical sound. Review of integers, ratios, prime numbers, functions, rationality, exponents, logarithms, trigonometry. Review of scales, clefs, key signatures, intervals, time signatures. Frequency and pitch. The connection between intervals and logarithms. Tuning and temperament, just intonation. Scales and modular arithmetic. The mathematics of harmony; the sound of the low prime numbers and their roles in harmony. Harmonics, partials and overtones. Numerical integration and basic Fourier analysis. The nature of complex tones. Analysis of instrument sounds. Human vowels and formants. Prerequisites: 2 years of high school algebra, and trigonometry.
Credit 3 units. A&S IQ: NSM, AN Art: NSM
Typical periods offered: Fall, Spring

MATH 1996 Mathematics Elective: 100-Level
This course is for 1000 level transfer credit.
Credit 3 units.
Typical periods offered: Fall, Spring

MATH 2050 Finite Mathematics
Topics from discrete mathematics will be explored with an emphasis on problem-solving and methods of proofs. Modules on counting; combinatorial tools; binomial coefficients and Pascal's triangle; Fibonacci numbers; combinatorial probability; integers, divisors and primes; and graphs will be covered as well as additional topics as time permits. Addressed mainly to college freshmen and sophomores; it would also be suitable to advanced high school students with an interest in mathematics. Prerequisites: A good understanding of high school mathematics.
Credit 3 units. A&S IQ: NSM, AN Art: NSM
Typical periods offered: Summer

MATH 2130 Calculus III
Multivariable calculus. Topics include differential and integral calculus of functions of two or three variables: vectors and curves in space, partial derivatives, multiple integrals, line integrals, vector calculus at least through Green's Theorem.
Credit 3 units. A&S IQ: NSM, AN Art: NSM
Typical periods offered: Fall, Spring, Summer

MATH 2133 Peer-Led Team Learning: Calculus III
This is an elective one-credit course that can only be taken concurrently with L24 233 Calculus III. The purpose of the course is to encourage students to work in small groups, supervised by a trained peer leader, on problems from the course that are designed to require a collaborative effort and to enhance understanding. Through PLTL sessions, students will gain an understanding of the problem-solving process. They will practice careful and rigorous thinking. They will learn to evaluate and revise their solutions by considering whether their results are reasonable, rather than by looking at an answer key. Grading is Pass/Fail based on participation; a student must attend and participate fully in at least nine of eleven sessions to pass the course. Note: Students may opt to participate in PLTL without enrolling in this optional one-credit elective. Enrollment in the PLTL program occurs through an online application at the beginning of the semester. Once enrolled in the PLTL program, students can then choose to also enroll in this one-credit elective OR to participate in PLTL without the additional credit hour appearing on their transcript. In this course, student groups facilitated by a peer leader meet weekly and work together on a problem set building on topics covered in the parent course, with the aim of developing problem-solving, critical-thinking, and collaboration skills. Sign-ups for PLTL begin in Week 1 of the semester, with meetings beginning on the weekend of Week 2. Students must attend at least eight sessions during the semester to earn credit; those who do not reach the attendance threshold will be dropped from the course, and the course will be removed from their transcript. To receive credit for PLTL, a student must remain enrolled in the parent course. Please note the following exceptions to the enrollment and drop policy: (1) Students will not be able to enroll in PLTL if doing so would bring them above 21 credit units, but they will still be able to participate. (2) Students who wish to participate in PLTL but want to opt-out of receiving credit should contact their course's program manager. (3) If dropping PLTL would bring a student below 12 credit units, the drop will be entered as a withdrawal instead.
Credit 1 unit.
Typical periods offered: Fall, Spring

MATH 2135 Calculus III Enhanced
An enriched treatment of the topics of Math 233, designed for students with a strong background in differential and integral calculus and serious interest in mathematics. Not offered concurrently with Math 201. Students with credit for 2331 cannot also receive credit for 233 or 201. Prerequisite: score of 5 on Advanced Placement calculus BC, or permission of instructor.
Credit 4 units. A&S IQ: NSM Art: NSM
Typical periods offered: Spring

MATH 2197 Practical Applications
Credit for internships in Mathematics.
Credit 3 units.
Typical periods offered: Fall, Spring

MATH 2500 Differential Equations
Introduction to ordinary differential equations: first-order equations, linear equations, systems of equations, series solutions, Laplace transform methods, numerical solutions. Prerequisite: Math 233 (or Math 233 concurrently).
Credit 3 units. A&S IQ: NSM, AN Art: NSM
Typical periods offered: Fall, Spring, Summer

MATH 2801 Honors Mathematics I
This is the first half of a one-year calculus sequence for first year student with a strong interest in mathematics with an emphasis on rigor and proofs. The course begins at the beginning but assumes the students have already studied the material from a more mechanical view. Students who complete both semesters will have complete the material Calc III and other topics that may let them move through the upper level math curriculum more quickly. Sets, functions, real numbers, and methods of proof. The Riemann-Darboux integral, limits and continuity, differentiation, and the fundamental theorems of calculus. Sequences and series of real numbers and of functions. Vector spaces and linear maps. Prerequisite: Score of 5 on the A.P Calculus Exam, BC version, or the equivalent.
Credit 4 units. A&S IQ: NSM, AN Art: NSM
Typical periods offered: Fall

MATH 2802 Honors Mathematics II
Matrices, linear systems, and determinants. Eigenvalues and eigenvectors, diagonalization, and the spectral theorem. Scalar and vector fields, differential and integral calculus of several variables, and the fundamental theorems of Green, Gauss, and Stokes. Restricted to first year students who have completed Math 203 in the fall semester. Math 204 can replace Math 233 in major/minor requirements.
Credit 4 units. A&S IQ: NSM, AN Art: NSM
Typical periods offered: Spring

MATH 2996 Mathematics Elective: 200-Level
This course is for 2000 level transfer credit.
Credit 3 units.
Typical periods offered: Fall, Spring, Summer

MATH 3010 Foundations for Higher Mathematics
Introduction to the rigorous techniques used in more advanced mathematics. Topics include propositional logic, use of quantifiers, set theory, methods of proof and disproof (counterexamples), foundations of mathematics. Use of these tools in the construction of number systems, and in other areas such as elementary number theory, combinatorial arguments, and elementary proofs in analysis. Prerequisite: Math 233.
Credit 3 units. A&S IQ: NSM Art: NSM
Typical periods offered: Fall, Spring

MATH 3015 Foundations for Higher Mathematics With Writing
Introduction to the rigorous techniques used in more advanced mathematics. Topics include basic logic, set theory, methods of proof and counterexamples, foundations of mathematics, construction of number systems, counting methods, combinatorial arguments and elementary analysis. At least 3 papers will be required, which with at least one revision. Prerequisite: Math 233.
Credit 3 units. A&S IQ: NSM, WI Art: NSM
Typical periods offered: Fall, Spring

MATH 3180 Introduction to Calculus of Several Variables
Selected topics for functions of several variables involving some matrix algebra and presented at a level of rigor intermediate between that of Calculus III and higher level analysis courses. Students may not receive credit toward a mathematics major or minor for both Math 308 and 318. Prerequisites: Math 233 and Math 309. Math 310 is recommended but not required.
Credit 3 units. A&S IQ: NSM Art: NSM
Typical periods offered: Fall, Spring

MATH 3280 Elementary Geometry From an Advanced Point of View
A rigorous modern treatment of Euclidean geometry, and an introduction to non-Euclidean geometry. Prereq: Math 310 or permission of instructor.
Credit 3 units. A&S IQ: NSM Art: NSM
Typical periods offered: Fall

MATH 3300 Matrix Algebra
An introductory course in linear algebra that focuses on Euclidean n-space, matrices and related computations. Topics include: systems of linear equations, row reduction, matrix operations, determinants, linear independence, dimension, rank, change of basis, diagonalization, eigenvalues, eigenvectors, orthogonality, symmetric matrices, least square approximation, quadratic forms. Introduction to abstract vector spaces. Prerequisite: Math 132.
Credit 3 units. A&S IQ: NSM, AN Art: NSM
Typical periods offered: Fall, Spring, Summer

MATH 3310 Algebraic Systems
Polynomials, binomial expansions, factoring, rings (integers and polynomials), unique factorization, and other topics relevant to the high school curriculum. Designed for future secondary school teachers and other students looking for a course in algebra at a less abstract level than Math 430. Prerequisite: Math 310 or permission of instructor.
Credit 3 units. A&S IQ: NSM Art: NSM
Typical periods offered: Fall

MATH 3410 Introduction to Combinatorics
Basics of enumeration (combinations, permutations and enumeration of functions between finite sets), generating functions; the inclusion-exclusion principle, partition theory and introductory graph theory. As time permits, additional topics may include Ramsey's Theorem, probabilistic methods in combinatorics and algebraic methods in combinatorics. Prerequisites: Math 132, 309 and 310, or permission of the instructor.
Credit 3 units. A&S IQ: NSM, AN Art: NSM
Typical periods offered: Fall, Spring

MATH 3420 Graph Theory
Introduction to graph theory including the basic definitions and theorems and some more advanced topics which drive much current research in graph theory: Ramsey's Theorem, random graph theory and, if time permits, Szemeredi's regularity lemma. Graphs will be studied as abstract objects; however graph theory is also of interest to applied mathematicians because graphs are natural models for networks (social, electric,...). Prerequisite: Math 310 or a roughly equivalent course, or permission of instructor. Students should know what a proof is and how to produce one. Some informal understanding of probability will be helpful, but students need not have taken a probability course.
Credit 3 units. A&S IQ: NSM Art: NSM
Typical periods offered: Fall, Spring

MATH 3520 Differential Equations and Dynamical Systems
Linear systems of differential equations. Dynamical systems and flows. Bifurcations. Limit Cycles. Chaos. Prerequisites: Math 233 and Math 309. Note: Math 217 is not a prerequisite.
Credit 3 units. A&S IQ: NSM Art: NSM
Typical periods offered: Spring

MATH 3550 Mathematics for the Physical Sciences
Continuation of Math 233 emphasizing topics of interest in the physical sciences. Topics in multivariable and vector calculus (div, grad, curl); line, surface integrals and connections to electromagnetism; Fourier series and integrals; boundary value problems (diffusion and wave equations); additional topics if time permits. Students may not receive credit toward a math major or minor for both Math 308 and Math 318. Prerequisite: Math 233 and 217, or permission of instructor.
Credit 3 units. A&S IQ: NSM Art: NSM BU: SCI
Typical periods offered: Spring

MATH 3590 Topics in Applied Mathematics
Topics change with each offering of the course. Past topics have included Mathematics and Multimedia, The Mathematics and Chemistry of Reaction-Diffusion Systems, Mathematical Biology, and Simulation Analysis of Random Processes and Intrrduction to Monte Carlo Methods. Prerequisites will vary, but always include at least Math 233, Math 309 and basic programming skills in some language.
Credit 3 units. A&S IQ: NSM Art: NSM
Typical periods offered: Spring

MATH 3996 Mathematics Elective: 300-Level
This course is for 3000 level transfer credit.
Credit 3 units.
Typical periods offered: Fall, Spring, Summer

MATH 4000 Undergraduate Independent Study
Credit for independent research. Approval of instructor required.
Credit 3 units.
Typical periods offered: Fall, Spring

MATH 4001 Honors Seminar in Math
Honors seminar in Math. Course description TBD.
Credit 3 units.
Typical periods offered: Spring

MATH 4101 Introduction to Analysis
The real number system and the least upper bound property; metric spaces (completeness, compactness, and connectedness); continuous functions (in R^n; on compact spaces; on connected spaces); C(X) (pointwise and uniform convergence; Weierstrass approximation theorem); differentiation (mean value theorem; Taylor's theorem); the contraction mapping theorem; the inverse and implicit function theorems. Prerequisite: Math 310 or permission of instructor.
Credit 3 units. A&S IQ: NSM Art: NSM
Typical periods offered: Fall, Spring

MATH 4102 Introduction to Lebesgue Integration
Riemann integration; measurable functions; measures; Lebesgue measure; the Lebesgue integral; integrable functions; L^p spaces; modes of convergence; decomposition of measures; product measures. Prerequisite: Math 4111 or permission of the instructor.
Credit 3 units. A&S IQ: NSM Art: NSM
Typical periods offered: Spring

MATH 4150 Introduction to Fourier Series and Integrals
The basic theory of Fourier series and Fourier integrals including different types of convergence. Applications to certain differential equations. Prerequisites: Math 4111 or permission of instructor.
Credit 3 units. A&S IQ: NSM
Typical periods offered: Fall

MATH 4160 Complex Variables
Analytic functions, elementary functions and their properties, line integrals, the Cauchy integral formula, power series, residues, poles, conformal mapping and applications. Prereq: Math 310 and (Math 318 or Math 4111), or permission of instructor.
Credit 3 units. A&S IQ: NSM Art: NSM
Typical periods offered: Fall, Spring

MATH 4193 Topics in Analysis
This is an introduction to Ito Calculus and Stochastic Differential Equations with applications. Prerequisite: Math 493 or equivalent. Math 4121 (Lebesgue Integration) is recommended but not required as the necessary concepts from measure theory will be reviewed throughout the course.
Credit 3 units. A&S IQ: NSM
Typical periods offered: Fall, Spring

MATH 4201 Topology I
An introduction to the most important ideas of topology. Course includes necessary ideas from set theory, topological spaces, subspaces, products and quotients, compactness and connectedness. Some time is also devoted to the particular case of metric spaces (including topics such as separability, completeness, completions, the Baire Caregory Theorem, and equivalents of compactness in metric spaces). Prerequisite: Math 4111 or permission of instructor.
Credit 3 units. A&S IQ: NSM Art: NSM
Typical periods offered: Fall

MATH 4202 Topology II
A continuation of Math 4171 featuring more advanced topics in topology. The content may with each offering. Prerequisite: Math 4171, or permission of instructor.
Credit 3 units. A&S IQ: NSM Art: NSM
Typical periods offered: Spring

MATH 4220 An Introduction to Differential Geometry
A study of properties of curves and surfaces in 3-dimensional Euclidean space. The course is essentially a modern recounting of a seminal paper of Gauss. Prerequisites: Math 233, Math 309, Math 310.
Credit 3 units. A&S IQ: NSM
Typical periods offered: Spring

MATH 4301 Linear Algebra
This course is an introduction to the linear algebra of finite-dimensional vector spaces. It includes systems of equations, matrices, determinants, inner product spaces, and spectral theory. Prerequisite: Math 310 or permission of instructor. Math 309 is not an explicit prerequisite, but students should already be familiar with such basic topics from matrix theory as matrix operations, linear systems, row reduction, and Gaussian elimination. (Material on these topics in early chapters of the text will be covered very quickly.)
Credit 3 units. A&S IQ: NSM Art: NSM
Typical periods offered: Fall, Spring

MATH 4302 Modern Algebra
Introduction to groups, rings, and fields. Includes permutation groups, group and ring homomorphisms, field extensions, connections with linear algebra. Prerequisite: Math 310, Math 429 or permission of the instructor.
Credit 3 units. A&S IQ: NSM Art: NSM
Typical periods offered: Spring

MATH 4350 Number Theory and Cryptography
The course will cover many of the basics of elementary number theory, providing a base from which to approach modern algebra, algebraic number theory and analytic number theory. It will also introduce one of the most important real-world applications of mathematics, namely the use of number theory and algebraic geometry in public key cryptography. Topics from number theory involve divisibility (Euclidean algorithm, primes, Fundamental Theorem of Arithmetic), congruences (modular arithmetic, Chinese Remainder Theorem, primality testing and factorization). Topics from cryptography will include RSA encryption, Diffie-Hellman key exchange and elliptic curve cryptography. Topics about algebraic numbers may be include if time permits. Prerequisites: Math 233, 309 and 310 (or permission of instructor)
Credit 3 units. A&S IQ: NSM Art: NSM
Typical periods offered: Spring

MATH 4360 Algebraic Geometry
Introduction to affine and projective algebraic varieties, the Zariski topology, regular and rational mappings, simple and singular points, divisors and differential forms, genus, the Riemann-Roch theorem. Prerequisites: Math 310, 429, and 430, or permission of the instructor.
Credit 3 units. A&S IQ: NSM Art: NSM
Typical periods offered: Spring

MATH 4393 Topics in Algebra
Topics vary each semester.
Credit 3 units. A&S IQ: NSM
Typical periods offered: Fall, Spring

MATH 4493 Topics in Graph Theory
Analytic combinatorics is the study of counting sequemces associated to combinatorial configurations and breaks up into two complementary components. First, we systematically encode and study counting problems through the use of power series (generating functions). Second, the analytic properties of these power series are used to understand the growth of counting sequences. Some examples are counting structured strings, functions, permutations, trees, and lattice paths. The principal analytic technique will be complex analysis and the course will include a user's self-contained introduction to complex analysis. Time permitting, we may study counting problems with parameters which naturally leads to multivariable generating functions and allows us to investigate statistical properties of counting sequences. Prerequisites: Math 310.
Credit 3 units. A&S IQ: NSM
Typical periods offered: Fall, Spring

MATH 4501 Numerical Applied Mathematics
Computer arithmetic, error propagation, condition number and stability; mathematical modeling, approximation and convergence; roots of functions; calculus of finite differences; implicit and explicit methods for initial value and boundary value problems; numerical integration; numerical solution of linear systems, matrix equations, and eigensystems; Fourier transforms; optimization. Various software packages may be introduced and used. Prerequisites: Math 217 or 312, Math 309, Math 310 and CSE 131 (or other computer background with permission of the instructor).
Credit 3 units. A&S IQ: NSM Art: NSM
Typical periods offered: Fall

MATH 4502 Topics in Applied Mathematics
Topic may vary with each offering of the course. Prerequisite: CSE 131 and, Math 449, or permission of the instructor.
Credit 3 units. A&S IQ: NSM Art: NSM
Typical periods offered: Spring

MATH 4540 Partial Differential Equations
Introduction to the theory of PDE's with applications to selected classical problems in physics and engineering. Linear and quasilinear first order equations, derivation of some of the classical PDE's of physics, and standard solution techniques for boundary and initial value problems. Preliminary topics such as orthogonal functions, Fourier series, and variational methods introduced as needed. Prerequisites: Math 217 or 312, Math 309, and Math 310, or permission of instructor.
Credit 3 units. A&S IQ: NSM Art: NSM
Typical periods offered: Fall

MATH 4560 Topics in Financial Mathematics
An introduction to the principles and methods of financial mathematics, with a focus on discrete-time stochastic models. Topics include no-arbitrage pricing of financial derivatives, risk-neutral probability measures, the Cox-Ross-Rubenstein and Black-Scholes-Merton options pricing models, and implied volatility. Prerequisites: Math 233, Math 3200, Math 310 or permission of instructor.
Credit 3 units. A&S IQ: NSM Art: NSM
Typical periods offered: Fall

MATH 4570 The Mathematics of Quantum Theory
An introduction to the mathematical foundations of quantum theory aimed at advanced undergraduate/beginning graduate students in Mathematics and Engineering, although students from other disciplines are equally welcome to attend. Topics include: the mathematical postulates of quantum theory and simple physical systems, spectral theory of self-adjoint operators, rudiments of Lie groups, Lie algebras and unitary group representations, elements of quantum probability and quantum information theory. Prerequisites: Linear algebra at the level of Math 429 or equivalent, multivariate calculus at the level of Math 318, and basic probability theory at the undergraduate level such as Math 493 or instructor's permission.

Credit 3 units. A&S IQ: NSM Art: NSM
Typical periods offered: Fall

MATH 4590 Topics in Applied Mathematics:
An introduction to the theory of group representations and some of its applications. Topics include: general facts about group and linear algebra; linear representations of finite and compact groups; Lie groups and Lie algebras; applications to partial differential equations and quantum theory. Prerequisites: Math 309 and 318 or permission from the instructor.
Credit 3 units. A&S IQ: NSM Art: NSM
Typical periods offered: Fall, Spring

MATH 4595 Topics in Applied Mathematics
Topics vary each semester.
Credit 3 units.
Typical periods offered: Fall

MATH 4996 Mathematics Elective: 400-Level
This course is for 4000 level transfer credit.
Credit 3 units.
Typical periods offered: Fall, Spring, Summer

Applied Mathematics Major

Program Requirements

- **Total Units Required:** 42
- **Grade Requirement:** All required courses (both lower- and upper-level) must be taken for a letter grade and completed with a grade of C– or better.

Required Courses

- The three-course calculus sequence (9 units)* and an introductory computer science course (3 units)**:

Code	Title	Units
MATH 1510	Calculus I	3
MATH 1520	Calculus II	3
MATH 2130	Calculus III	3
CSE 1301	Introduction to Computer Science	3
Total Units		**12**

* AP credit may be applied in place of MATH 1510 and/or MATH 1520. Students who have completed MATH 2801 Honors Mathematics I and MATH 2802 Honors Mathematics II will be considered to have fulfilled the calculus-sequence requirement.

** This course may be waived after consultation with the director of undergraduate studies of the Department of Computer Science & Engineering.

- The following required upper-level courses (24 units):*

Code	Title	Units
MATH 3010	Foundations for Higher Mathematics	3
or MATH 3015	Foundations for Higher Mathematics With Writing	
MATH 4101	Introduction to Analysis	3
MATH 4102	Introduction to Lebesgue Integration	3
MATH 4301	Linear Algebra	3
MATH 4501	Numerical Applied Mathematics	3
MATH 4502	Topics in Applied Mathematics	3
At least two of the following:		
MATH 4150	Introduction to Fourier Series and Integrals	3
MATH 4160	Complex Variables	3
MATH 4350	Number Theory and Cryptography	3
MATH 4540	Partial Differential Equations	3

* Students who take MATH 2801 and MATH 2802 are recommended to bypass MATH 3010/MATH 3015, for which they may substitute any other upper-level Mathematics course.

- Two additional upper-level (numbered 3000 or higher) Mathematics courses that have not been used to fulfill any other requirement (6 units).

Additional Information

Course Substitutions

At most one approved substitution can be made using a course outside the Department of Mathematics.

In general, the following courses can count as upper-level Mathematics electives, but specifics may vary for the various majors in the department (e.g., those requiring electives to be taken from a specific list):

Code	Title	Units
ESE 3190	Engineering Mathematics B	3
ESE 4030	Operations Research	3
PHYSICS 5010	Theoretical Physics	3
PHYSICS 5020	Methods of Theoretical Physics II	3
SDS 4010	Probability	3
SDS 4720	Stochastic Processes	3

Additional Requirements

1. A student cannot declare more than one major or minor in the department. This restriction includes dual majors, such as Mathematics and Economics and Mathematics and Computer Science. These majors are considered "in the department" even if they are declared in another department.

2. No *upper-level* course used to satisfy a major requirement can be counted toward the requirements of any other major or minor (i.e., no double-counting of courses).
3. At most 3 units of independent study or research work can count toward the major requirements.
4. Students may count courses from the Department of Statistics and Data Science (SDS) as Mathematics courses if the student matriculated in 2023-24 or earlier and if the course was previously offered by the Department of Mathematics and Statistics, as reflected by the student's matriculation-year Bulletin.
5. At most one of the following courses can be used to fulfill major requirements: MATH 3180 Introduction to Calculus of Several Variables or MATH 3550 Mathematics for the Physical Sciences.
6. Courses transferred from other accredited colleges and universities can be counted, with the following caveats, if they receive department approval:
   a. Courses transferred from a two-year college (e.g., a community college) cannot be used to satisfy upper-level requirements.
   b. At least half of the upper-level units required in a major must be earned at Washington University or in a Washington University-approved overseas study program.
   c. Courses from the School of Continuing & Professional Studies cannot be used to fulfill major requirements.

Latin Honors

At the time of graduation, the Department of Mathematics will recommend that a candidate receive Latin Honors (*cum laude*, *magna cum laude*, or *summa cum laude*) if that student has completed the department's requirements for High Distinction or Highest Distinction in Mathematics, including an Honors Thesis. The actual award of Latin Honors is managed by the College of Arts & Sciences.

The Honors Thesis

Arts & Sciences mathematics majors who want to be candidates for Latin Honors, High Distinction, or Highest Distinction must complete an honors thesis. Writing an honors thesis involves a considerable amount of independent work, reading, creating mathematics, writing a paper that meets acceptable professional standards, and making an oral presentation of the results.

Types of Projects

An honors thesis can take two forms:

1. A thesis that presents significant work by the student on one or more nontrivial mathematics problems.
2. A substantial expository paper that follows independent study on an advanced topic under the guidance of a department faculty member. Such a report would involve the careful presentation of ideas and the synthesis of materials from several sources.

Process and Suggested Timeline

Junior Year, Spring Semester:

1. Talk with a faculty advisor about possible projects.
2. Complete the Honors Proposal Form and submit it to Blake Thornton.

Senior Year:

1. By the end of January, provide the advisor with a draft abstract and outline of the paper.
2. By the end of February, submit a rough draft, including an abstract, to the advisor.
3. The student and the advisor should agree on a date that the writing will be complete and on a date and time for the oral presentation in mid-March (the deadline is March 31).

Departmental Prizes

Each year, the department considers graduating majors for two departmental prizes and also awards a prize to juniors. Recipients are recognized at an annual awards ceremony in April where graduating majors each receive a certificate and a set of honors cords to be worn as part of the academic dress at Commencement. Awards are noted on the student's permanent university record.

Ross Middlemiss Prize

The Ross Middlemiss Prize is awarded to a graduating major with an outstanding record. The award was established by former Professor Ross Middlemiss, who taught at Washington University for 40 years. Middlemiss authored several books, including a widely popular calculus text that was used in courses offered by the School of Continuing & Professional Studies until the late 1970s.

Martin Silverstein Award

The Martin Silverstein Award was established in memory of Professor Martin Silverstein, who, until his death in 2004, was a pioneer in work at the interface of probability theory and harmonic analysis. Graduating students completing any major we offer will be considered for this award, but preference is given to those who have done excellent work in applied mathematics or analysis.

Brian Blank Award

The Brian Blank Award was established in memory of Professor Brian Blank, who passed away in 2018. Each year, the Department of Mathematics selects distinguished juniors who have declared a major in the department to receive this award.

Distinctions in Applied Mathematics

Distinction

- Complete at least 33 units of upper-level Mathematics courses.
- The GPA for these 33 upper-level units must be at least 3.7. If more than 33 units are taken for a letter grade, the courses with the lowest grades can be omitted when computing the GPA for this purpose.

- Complete at least five courses numbered 4000 or higher, each with a grade of B or better.
- All of these courses must be classroom courses (not independent study or study for honors), and they must all be taken for a letter grade.

High Distinction

- Complete all requirements for Distinction.
- Complete an honors thesis.

Highest Distinction

- Complete all requirements for High Distinction.
- Complete at least five courses numbered 4000 or higher, each with a grade of B+ or better. These courses can be the same five courses used for the Distinction requirement, but the grades must be B+ or better.
- Complete one of the two paths described below:
  - **Graduate Qualifier Path:** Graduate qualifying courses* in Mathematics are two- or three-semester sequences that start in the fall, with a qualifying exam held at the end of each semester. Students must complete and pass two qualifying courses* and their corresponding qualifying exams. (These can be consecutive courses in the same sequence, or they can be courses from two different sequences.)
  - **Coursework Path:**
    - Complete at least 42 units of upper-level Mathematics courses. The GPA for these 42 upper-level units must be at least 3.7. If more than 42 units are taken for a letter grade, the courses with the lowest grades can be omitted when computing the GPA for this purpose.
    - Complete at least nine total courses numbered 4000 or higher, all with a grade of B+ or better. These courses can include the five courses taken for Distinction. All of these courses must be classroom courses (not independent study or study for honors), and they must all be taken for a letter grade.

* These qualifying courses can count toward the additional course requirements for Distinction.

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Mathematical Sciences Major

Program Requirements

- **Total Units Required:** 36
- **Grade Requirement:** All required courses (both lower- and upper-level) must be taken for a letter grade and completed with a grade of C– or better.

Required Courses

- The three-course calculus sequence (9 units)* and an introductory computer science course (3 units)**:

Code	Title	Units
MATH 1510	Calculus I	3
MATH 1520	Calculus II	3
MATH 2130	Calculus III	3
CSE 1301	Introduction to Computer Science	3
Total Units		**12**

* AP credit may be applied in place of MATH 1510 and/or MATH 1520. Students who have completed MATH 2801 Honors Mathematics I and MATH 2802 Honors Mathematics II will be considered to have fulfilled the calculus-sequence requirement.

** This course may be waived after consultation with the director of undergraduate studies of the Department of Computer Science & Engineering.

- The following required upper-level courses (9 units):*

Code	Title	Units
MATH 3010	Foundations for Higher Mathematics	3
or MATH 3015	Foundations for Higher Mathematics With Writing	
MATH 3300	Matrix Algebra	3
SDS 3020	Elementary to Intermediate Statistics and Data Analysis	3

* Students who take MATH 2801 and MATH 2802 are recommended to bypass MATH 3010/MATH 3015 and MATH 3300, for which they may substitute any other upper-level Mathematics courses.

- One of the following full-year 4000-level sequences (6 units):*

Code	Title	Units
MATH 4101	Introduction to Analysis	6
and MATH 4102	Introduction to Lebesgue Integration	
or		
MATH 4201	Topology I	6
and MATH 4202	Topology II	

or		
MATH 4301	Linear Algebra	3
and MATH 4302	Modern Algebra	
or		
MATH 4501	Numerical Applied Mathematics	6
and MATH 4502	Topics in Applied Mathematics	

* Students whose primary major is secondary education may fulfill this requirement by taking MATH 3310 Algebraic Systems and MATH 4220 An Introduction to Differential Geometry (or another geometry course by departmental approval).

- At least one course from the following list that has not already been used to fulfill any of the previous requirements listed (3 units):

Code	Title	Units
MATH 3410	Introduction to Combinatorics	3
MATH 3420	Graph Theory	3
MATH 4101	Introduction to Analysis	3
MATH 4150	Introduction to Fourier Series and Integrals	3
MATH 4160	Complex Variables	3
MATH 4201	Topology I	3
MATH 4301	Linear Algebra	3
MATH 4350	Number Theory and Cryptography	3
MATH 4501	Numerical Applied Mathematics	3
MATH 4540	Partial Differential Equations	3

- Two additional upper-level (numbered 3000 or higher) courses in Mathematics or Statistics and Data Science that have not been used to fulfill any other requirement (6 units).

Additional Information

Course Substitutions

At most one approved substitution can be made using a course outside the Department of Mathematics.

In general, the following courses can count as upper-level Mathematics electives, but specifics may vary for the various majors in the department (e.g., those requiring electives to be taken from a specific list):

Code	Title	Units
ESE 3190	Engineering Mathematics B	3
ESE 4030	Operations Research	3
PHYSICS 5010	Theoretical Physics	3
PHYSICS 5020	Methods of Theoretical Physics II	3
SDS 4010	Probability	3
SDS 4720	Stochastic Processes	3

Additional Requirements

1. A student cannot declare more than one major or minor in the department. This restriction includes dual majors, such as Mathematics and Economics and Mathematics and Computer Science. These majors are considered "in the department" even if they are declared in another department.
2. No *upper-level* course used to satisfy a major requirement can be counted toward the requirements of any other major or minor (i.e., no double-counting of courses).
3. At most 3 units of independent study or research work can count toward the major requirements.
4. Students may count courses from the Department of Statistics and Data Science (SDS) as Mathematics courses if the student matriculated in 2023-24 or earlier and if the course was previously offered by the Department of Mathematics and Statistics, as reflected by the student's matriculation-year Bulletin.
5. At most one of the following courses can be used to fulfill major requirements: MATH 3180 Introduction to Calculus of Several Variables or MATH 3550 Mathematics for the Physical Sciences.
6. Courses transferred from other accredited colleges and universities can be counted, with the following caveats, if they receive department approval:
   a. Courses transferred from a two-year college (e.g., a community college) cannot be used to satisfy upper-level requirements.
   b. At least half of the upper-level units required in a major must be earned at Washington University or in a Washington University-approved overseas study program.
   c. Courses from the School of Continuing & Professional Studies cannot be used to fulfill major requirements.

Latin Honors

At the time of graduation, the Department of Mathematics will recommend that a candidate receive Latin Honors (*cum laude*, *magna cum laude*, or *summa cum laude*) if that student has completed the department's requirements for High Distinction or Highest Distinction in Mathematics, including an Honors Thesis. The actual award of Latin Honors is managed by the College of Arts & Sciences.

The Honors Thesis

Arts & Sciences mathematics majors who want to be candidates for Latin Honors, High Distinction, or Highest Distinction must complete an honors thesis. Writing an honors thesis involves a considerable amount of independent work, reading, creating mathematics, writing a paper that meets acceptable professional standards, and making an oral presentation of the results.

Types of Projects

An honors thesis can take two forms:

1. A thesis that presents significant work by the student on one or more nontrivial mathematics problems.
2. A substantial expository paper that follows independent study on an advanced topic under the guidance of a department faculty member. Such a report would involve the careful presentation of ideas and the synthesis of materials from several sources.

Process and Suggested Timeline

Junior Year, Spring Semester:

1. Talk with a faculty advisor about possible projects.
2. Complete the Honors Proposal Form and submit it to Blake Thornton.

Senior Year:

1. By the end of January, provide the advisor with a draft abstract and outline of the paper.
2. By the end of February, submit a rough draft, including an abstract, to the advisor.
3. The student and the advisor should agree on a date that the writing will be complete and on a date and time for the oral presentation in mid-March (the deadline is March 31).

Departmental Prizes

Each year, the department considers graduating majors for two departmental prizes and also awards a prize to juniors. Recipients are recognized at an annual awards ceremony in April where graduating majors each receive a certificate and a set of honors cords to be worn as part of the academic dress at Commencement. Awards are noted on the student's permanent university record.

Ross Middlemiss Prize

The Ross Middlemiss Prize is awarded to a graduating major with an outstanding record. The award was established by former Professor Ross Middlemiss, who taught at Washington University for 40 years. Middlemiss authored several books, including a widely popular calculus text that was used in courses offered by the School of Continuing & Professional Studies until the late 1970s.

Martin Silverstein Award

The Martin Silverstein Award was established in memory of Professor Martin Silverstein, who, until his death in 2004, was a pioneer in work at the interface of probability theory and harmonic analysis. Graduating students completing any major we offer will be considered for this award, but preference is given to those who have done excellent work in applied mathematics or analysis.

Brian Blank Award

The Brian Blank Award was established in memory of Professor Brian Blank, who passed away in 2018. Each year, the Department of Mathematics selects distinguished juniors who have declared a major in the department to receive this award.

Distinctions in Mathematical Sciences

Distinction

- Complete at least 33 units of upper-level Mathematics courses.
- The GPA for these 33 upper-level units must be at least 3.7. If more than 33 units are taken for a letter grade, the courses with the lowest grades can be omitted when computing the GPA for this purpose.
- Complete at least five courses numbered 4000 or higher, each with a grade of B or better.
- All of these courses must be classroom courses (not independent study or study for honors), and they must all be taken for a letter grade.

High Distinction

- Complete all requirements for Distinction.
- Complete an honors thesis.

Highest Distinction

- Complete all requirements for High Distinction.
- Complete at least five courses numbered 4000 or higher, each with a grade of B+ or better. These courses can be the same five courses used for the Distinction requirement, but the grades must be B+ or better.
- Complete one of the two paths described below:
  - **Graduate Qualifier Path:** Graduate qualifying courses* in Mathematics are two- or three-semester sequences that start in the fall, with a qualifying exam held at the end of each semester. Students must complete and pass two qualifying courses* and their corresponding qualifying exams. (These can be consecutive courses in the same sequence, or they can be courses from two different sequences.)
  - **Coursework Path:**
    - Complete at least 42 units of upper-level Mathematics courses. The GPA for these 42 upper-level units must be at least 3.7. If more than 42 units are taken for a letter grade, the courses with the lowest grades can be omitted when computing the GPA for this purpose.
    - Complete at least nine total courses numbered 4000 or higher, all with a grade of B+ or better. These courses can include the five courses taken for Distinction. All of these courses must be classroom courses (not independent study or study for honors), and they must all be taken for a letter grade.

* These qualifying courses can count toward the additional course requirements for Distinction.

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Mathematics and Computer Science Major

Program Requirements

- **Total Units Required:** 51
- **Grade Requirement:** All required courses (both lower- and upper-level) must be taken for a letter grade and completed with a grade of C– or better.

This major, developed through a collaboration between the McKelvey School of Engineering and the College of Arts & Sciences, efficiently captures the intersection of the complementary studies of computer science and math.

McKelvey Engineering students who declare this major must fulfill the core course requirements listed below and all other requirements for the Applied Science degree in the McKelvey School of Engineering. They must also complete ENGR 3100 Technical Writing and 8 units of courses designated as NSM (Natural Sciences & Math) from Anthropology (ANTHRO), Biology and Biomedical Sciences (BIOL), Chemistry (CHEM), Earth, Environmental, and Planetary Sciences (EEPS), Physics (PHYSICS), or Environmental Studies (ENST).

Arts & Sciences students who declare this major must fulfill the distribution requirements and all other requirements for the Bachelor of Arts (BA) degree in addition to the specific requirements listed below.

Core Course Requirements*

Code	Title	Units
CSE 1301	Introduction to Computer Science	3
CSE 2400	Logic and Discrete Mathematics **	3
CSE 2407	Data Structures and Algorithms	3
CSE 3407	Analysis of Algorithms	3
MATH 1510	Calculus I **	3
MATH 1520	Calculus II **	3
MATH 2130	Calculus III **	3
MATH 3010 Foundations for Higher Mathematics ** **or** MATH 3015 Foundations for Higher Mathematics With Writing **		3
MATH 3300	Matrix Algebra **	3
SDS 3020 Elementary to Intermediate Statistics and Data Analysis **or** SDS 3030 Statistics for Data Science I **or** ESE 3260 Probability and Statistics for Engineering		3
Total Units		**30**

* Each of these core courses must be passed with a C- or better.

** AP credit may be applied in place of MATH 1510 and/or MATH 1520. Students who complete the MATH 2801 Honors Mathematics I and MATH 2802 Honors Mathematics II sequence will be considered to have completed MATH 1510, MATH 1520, MATH 2130, and CSE 2400; these students are also recommended to bypass MATH 3010/MATH 3015 and MATH 3300, for which they may substitute any other upper-level Mathematics courses.

Electives

Seven upper-level courses from Math or Computer Science & Engineering can be chosen from the approved list, with the following caveats:

- At least three courses must be taken from CSE and at least three courses must be taken from Math.
- At most one preapproved course from outside both departments can be selected.
- CSE 4000 or CSE 4001 Independent Study may be taken for a maximum of 3 units and must be approved by a CS+Math review committee.
- For each of the following pairs of electives, students may count one as an elective toward the major but not both:
  - CSE 2107 Introduction to Data Science **or** BME 4400 Biomedical Data Science
  - CSE 4107 Introduction to Machine Learning **or** ESE 4170 Introduction to Machine Learning and Pattern Classification
  - CSE 4109 Introduction to AI for Health **or** CSE 5310 AI for Health
  - MATH 4560 Topics in Financial Mathematics **or** ESE 4270 Financial Mathematics

List of Approved Electives

Computer Science & Engineering

Code	Title	Units
CSE 2107	Introduction to Data Science	3
CSE 3401	Parallel and Sequential Algorithms	3
CSE 4061	Text Mining	3
CSE 4101	AI and Society	3
CSE 4102	Introduction to Artificial Intelligence	3
CSE 4106	Data Science for Complex Networks	3
CSE 4107	Introduction to Machine Learning	3
CSE 4109	Introduction to AI for Health	3
CSE 4207	Cloud Computing with Big Data Applications	3
CSE 4402	Introduction to Cryptography	3
CSE 4470	Introduction to Formal Languages and Automata	3
CSE 4507	Introduction to Visualization	3
CSE 4608	Introduction to Quantum Computing	3
CSE 5100	Deep Reinforcement Learning	3

CSE 5103	Theory of Artificial Intelligence and Machine Learning	3
CSE 5104	Data Mining	3
CSE 5105	Bayesian Methods in Machine Learning	3
CSE 5106	Multi-Agent Systems	3
CSE 5107	Machine Learning	3
CSE 5108	Human-in-the-Loop Computation	3
CSE 5270	Natural Language Processing	3
CSE 5313	Coding and Information Theory for Data Science	3
CSE 5310	AI for Health	3
CSE 5401	Advanced Algorithms	3
CSE 5403	Algorithms for Nonlinear Optimization	3
CSE 5404	Special Topics in Computer Science Theory	3
CSE 5406	Computational Geometry	3
CSE 5504	Geometric Computing for Biomedicine	3
CSE 5505	Adversarial AI	3
CSE 5509	Computer Vision	3
CSE 5519	Advances in Computer Vision	3
CSE 5610	Large Language Models	3
CSE 5801	Approximation Algorithms	3
CSE 5804	Algorithms for Biosequence Comparison	3
CSE 5807	Algorithms for Computational Biology	3
ESE 5130	Large-Scale Optimization for Data Science	3

Mathematics

Code	Title	Units
MATH 3410	Introduction to Combinatorics	3
MATH 3420	Graph Theory	3
MATH 3590	Topics in Applied Mathematics	3
MATH 4101	Introduction to Analysis	3
MATH 4102	Introduction to Lebesgue Integration	3
MATH 4150	Introduction to Fourier Series and Integrals	3
MATH 4201	Topology I	3
MATH 4220	An Introduction to Differential Geometry	3
MATH 4301	Linear Algebra	3
MATH 4302	Modern Algebra	3
MATH 4350	Number Theory and Cryptography	3
MATH 4493	Topics in Graph Theory	3
MATH 4501	Numerical Applied Mathematics	3
MATH 4502	Topics in Applied Mathematics	3
MATH 4560	Topics in Financial Mathematics	3
MATH 4570	The Mathematics of Quantum Theory	3
SDS 4010	Probability	3
SDS 4720	Stochastic Processes	3

Statistics and Data Science

Code	Title	Units
SDS 4010	Probability *	3
SDS 4020	Mathematical Statistics	3
SDS 4110	Experimental Design	3
SDS 4120	Survival Analysis	3
SDS 4130	Linear Statistical Models	3
SDS 4140	Advanced Linear Statistical Models	3
SDS 4155	Time Series Analysis	3
SDS 4210	Statistical Computation	3
SDS 4310	Bayesian Statistics	3
SDS 4430	Statistical Learning	3
SDS 4440	Mathematical Foundations of Data Science	3
SDS 4720	Stochastic Processes *	3

* This course may be counted as a Mathematics elective.

Electrical & Systems Engineering

Code	Title	Units
ESE 4031	Optimization for Engineered Planning, Decisions and Operations	3
ESE 4150	Optimization	3
ESE 4170	Introduction to Machine Learning and Pattern Classification	3
ESE 4270	Financial Mathematics	3
ESE 4290	Basic Principles of Quantum Optics and Quantum Information	3
ESE 5130	Large-Scale Optimization for Data Science *	3
ESE 5200	Probability and Stochastic Processes	3

* This course may be counted as a Computer Science & Engineering elective.

Economics

Code	Title	Units
ECON 4151	Applied Econometrics	3
ECON 4710	Game Theory	3

Linguistics

Code	Title	Units
LING 3250	Introduction to Computational Linguistics	3
LING 4250	Computation and Learnability in Linguistic Theory	3

Biomedical Engineering

Code	Title	Units
BME 4400	Biomedical Data Science	3
BME 4700	Mathematics of Imaging Science	3
BME 5720	Biological Neural Computation	3

Physics

Code	Title	Units
PHYSICS 4027	Introduction to Computational Physics	3

Additional Information

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2. No *upper-level* course used to satisfy a major requirement can be counted toward the requirements of any other major or minor (i.e., no double-counting of courses).
3. At most 3 units of independent study or research work can count toward the major requirements.
4. Students may count courses from the Department of Statistics and Data Science (SDS) as Mathematics courses if the student matriculated in 2023-24 or earlier and if the course was previously offered by the Department of Mathematics and Statistics, as reflected by the student's matriculation-year (p. 17)Bulletin *(p. 17)*.
5. At most one of the following courses can be used to fulfill major requirements: MATH 3180 Introduction to Calculus of Several Variables or MATH 3550 Mathematics for the Physical Sciences.
6. Courses transferred from other accredited colleges and universities can be counted, with the following caveats, if they receive department approval:
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Latin Honors

At the time of graduation, the Department of Mathematics will recommend that a candidate receive Latin Honors (*cum laude*, *magna cum laude*, or *summa cum laude*) if that student has completed the department's requirements for High Distinction or Highest Distinction in Mathematics, including an Honors Thesis. The actual award of Latin Honors is managed by the College of Arts & Sciences.

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Process and Suggested Timeline

Junior Year, Spring Semester:

1. Talk with a faculty advisor about possible projects.
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1. By the end of January, provide the advisor with a draft abstract and outline of the paper.
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Brian Blank Award

The Brian Blank Award was established in memory of Professor Brian Blank, who passed away in 2018. Each year, the Department of Mathematics selects distinguished juniors who have declared a major in the department to receive this award.

Distinctions in Mathematics and Computer Science

Distinction

- For Distinction in Mathematics and Computer Science, a student must take an additional two electives for a total of nine electives.
- The student's GPA in the nine electives must be at least 3.7. If the student takes additional courses that satisfy these requirements, the courses with the lowest grades may be omitted when calculating the GPA for this purpose.
- The student must complete at least four courses from the list of approved courses, each with a grade of B or better. These courses can be in either department (i.e., Mathematics or Computer Science & Engineering) and must be classroom courses, not independent study. The list of courses will be maintained by both departments. Current approved courses include the following:

Code	Title	Units
MATH 4101	Introduction to Analysis	3
MATH 4102	Introduction to Lebesgue Integration	3
MATH 4201	Topology I	3
MATH 4202	Topology II	3
MATH 4301	Linear Algebra	3
MATH 4302	Modern Algebra	3
MATH 4350	Number Theory and Cryptography	3
MATH 4493	Topics in Graph Theory	3
MATH 4501	Numerical Applied Mathematics	3
MATH 4502	Topics in Applied Mathematics	3
MATH 4560	Topics in Financial Mathematics	3
CSE 4101	AI and Society	3
CSE 4106	Data Science for Complex Networks	3
CSE 4107	Introduction to Machine Learning	3
CSE 4207	Cloud Computing with Big Data Applications	3
CSE 4402	Introduction to Cryptography	3
CSE 4470	Introduction to Formal Languages and Automata	3
CSE 4608	Introduction to Quantum Computing	3
CSE 5103	Theory of Artificial Intelligence and Machine Learning	3
CSE 5104	Data Mining	3
CSE 5105	Bayesian Methods in Machine Learning	3
CSE 5106	Multi-Agent Systems	3
CSE 5107	Machine Learning	3
CSE 5108	Human-in-the-Loop Computation	3
CSE 5401	Advanced Algorithms	3
CSE 5403	Algorithms for Nonlinear Optimization	3
CSE 5404	Special Topics in Computer Science Theory	3
CSE 5406	Computational Geometry	3
CSE 5504	Geometric Computing for Biomedicine	3
CSE 5801	Approximation Algorithms	3
CSE 5807	Algorithms for Computational Biology	3

High Distinction

- Complete all requirements for Distinction.
- Complete an honors thesis in either department (Mathematics or Computer Science & Engineering).

Highest Distinction

- Complete the requirements for High Distinction.
- Complete one of the two paths described below:
  - **Graduate Qualifier Path:** Graduate qualifying courses* in Mathematics are two- or three-semester sequences that start in the fall, with a qualifying exam held at the end of each semester. Students must complete and pass two qualifying courses* and their corresponding qualifying exams. (These can be consecutive courses in the same sequence, or they can be courses from two different sequences.)
  - **Coursework Path:** Complete three additional electives for a total of 12 courses. As with Distinction, the student's GPA in the 12 electives must be at least 3.7, and additional courses beyond 12 can be disregarded when calculating the GPA. The 12 electives must include at least eight courses selected from the list under Distinction, with the student earning a grade of B+ or better in each course. At least two of these eight courses must be from each department (Mathematics and Computer Science & Engineering).

* These qualifying courses can count toward the additional course requirements for Distinction.

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Mathematics and Economics Major

Program Requirements

- **Total Units Required:** 57
- **Grade Requirement:** All required courses (both lower- and upper-level) must be taken for a letter grade and completed with a grade of C– or better.

Required Courses*

Code	Title	Units
CSE 1301	Introduction to Computer Science	3
ECON 1501	Introduction to Microeconomics	3
ECON 1502	Introduction to Macroeconomics	3
ECON 3150 Introduction to Econometrics **or** ECON 4150 Introduction to Econometrics With Writing		3
ECON 4001	Intermediate Microeconomic Theory	3
ECON 4002	Intermediate Macroeconomic Theory	3
MATH 1510	Calculus I	3
MATH 1520	Calculus II	3
MATH 2130	Calculus III	3
MATH 3010 Foundations for Higher Mathematics **or** MATH 3015 Foundations for Higher Mathematics With Writing		3
MATH 3300	Matrix Algebra	3
SDS 3020 Elementary to Intermediate Statistics and Data Analysis **or** SDS 3030 Statistics for Data Science I **or** SDS 4010 Probability		3
Total Units		**36**

* Students who complete the MATH 2801 Honors Mathematics I and MATH 2802 Honors Mathematics II sequence will be considered to have completed MATH 1510, MATH 1520, and MATH 2130. These students are also recommended to bypass MATH 3010/MATH 3015 and MATH 3300, for which they may substitute any other upper-level Mathematics courses.

Elective Courses

Majors must complete seven electives drawn from the lists below. Three electives must be drawn from the Economics list, and three electives must be drawn from the Mathematics list. The remaining elective may come from either department or from the preapproved elective list below.

Economics

One of the three Economics electives can be any Economics course with ECON 4001 or ECON 4002 as a prerequisite, including from an approved study abroad program. The other two Economics electives must come from the following list:

Code	Title	Units
ECON 4151	Applied Econometrics	3
ECON 4160	Topics in Econometrics: Microeconometrics	3
ECON 4210	Topics in Financial Economics: Asset Pricing	3
ECON 4211	Topics in Financial Economics: Investments	3
ECON 4220	Open Economy Macroeconomics	3
ECON 4230	The Economics of Financial Intermediation	3
ECON 4310	Behavioral Economics and Experimental Economics	3
ECON 4312	Game Theory and Social Behavior	3
ECON 4315	Market Design	3
ECON 4320	Auction Theory and Practice	3
ECON 4325	Public Finance	3
ECON 4335	Industrial Organization	3
ECON 4345	Labor Economics	3
ECON 4360	Urban Economics	3
ECON 4380	Current Topics in Health Economics	3
ECON 4410	Macroeconomics of Inequality	3
ECON 4420	Computational Macroeconomics	3
ECON 4425	Macro Public Finance: Inequality, Redistribution, and Insurance	3
ECON 4510	Development Economics	3
ECON 4710	Game Theory	3
ECON 4720	Optimization and Economic Theory	3

Mathematics

The three Mathematics electives must come from the following list:

Code	Title	Units
MATH 3180	Introduction to Calculus of Several Variables *	3
MATH 3420	Graph Theory	3
MATH 3520	Differential Equations and Dynamical Systems *	3
MATH 4101	Introduction to Analysis	3
MATH 4102	Introduction to Lebesgue Integration	3
MATH 4150	Introduction to Fourier Series and Integrals	3
MATH 4160	Complex Variables	3
MATH 4301	Linear Algebra	3
MATH 4501	Numerical Applied Mathematics	3
MATH 4502	Topics in Applied Mathematics	3

MATH 4540	Partial Differential Equations	3
MATH 4560	Topics in Financial Mathematics	3
SDS 4010	Probability *	3
SDS 4720	Stochastic Processes	3

* Students choosing both MATH 3180 and MATH 3520 must complete four Mathematics electives from the list above. SDS 4010 can be taken for elective credit in the major if SDS 3020 or SDS 3030 is completed to satisfy the core requirements.

Preapproved Electives

One elective in the major can come from the following list:

Code	Title	Units
SDS 4020	Mathematical Statistics	3
SDS 4110	Experimental Design	3
SDS 4155	Time Series Analysis	3
SDS 4130	Linear Statistical Models	3
SDS 4140	Advanced Linear Statistical Models	3
SDS 4210	Statistical Computation	3
SDS 4310	Bayesian Statistics	3
SDS 4430	Statistical Learning	3
SDS 4440	Mathematical Foundations of Data Science	3

Additional Information

- Students cannot declare more than one major or minor in the Department of Economics. This restriction includes dual majors, such as Mathematics and Economics (and Economics and Computer Science). Dual majors are considered "in the department" even if they are declared in another department.
- It is possible to earn the Financial Economics Specialization in conjunction with this major (prime or second).
- With instructor permission, students may use any of the following for economics elective credit: ECON 8010, ECON 8011, ECON 8020, ECON 8021, ECON 8110, or ECON 8710.
- AP credit for ECON 1501, ECON 1502, MATH 1510, and/or MATH 1520 is accepted in the major. Consult with the Department of Mathematics and the Department of Economics for International Baccalaureate and British A-level policies.

Study Abroad

- Majors selecting an approved study abroad program (for one semester) may receive transfer credit for ECON 3150. **Note:** Many study abroad programs in Europe do not offer the equivalent of ECON 3150 in the spring semester. A grade of C (or higher) is required in study abroad coursework. Preapproval from the Department of Economics' study abroad advisor is required.
- Majors selecting an approved study abroad program (for one semester) may also receive transfer credit for up to two economics electives. (Majors completing two economics electives abroad are required to complete four economics electives in the major.) A grade of C (or higher) is required in study abroad course work. Preapproval from the department's study abroad advisor is required.
- Majors selecting an approved study abroad program for a full year of study will be handled on a case-by-case basis in terms of meeting degree requirements.

Transfer Credit

- Transfer credit — including study abroad approval — for economics courses, for mathematics courses, for probability/statistics courses, or for CSE 1301 is approved by the respective departments and is accepted for major credit.
- Majors may receive a maximum of 6 units of transfer credit from other colleges/universities to replace ECON 1501 and ECON 1502 (3 units of transfer credit per course). A minimum grade of C– must be earned. Preapproval by the Academic Coordinator (dottie@wustl.edu) in the Department of Economics is required.

For further details on policies and procedures, please refer to the Undergraduate Guide and the Department of Economics' website, or schedule a meeting with the department's Academic Coordinator (dottie@wustl.edu).

Additional Requirements

1. A student cannot declare more than one major or minor in the Department of Mathematics. This restriction includes dual majors, such as Mathematics and Economics and Mathematics and Computer Science. These majors are considered "in the department" even if they are declared in another department.
2. No *upper-level* course used to satisfy a major requirement can be counted toward the requirements of any other major or minor (i.e., no double-counting of courses).
3. Students may count courses from the Department of Statistics and Data Science (SDS) as Mathematics courses if the student matriculated in 2023–24 or earlier and if the course was previously offered by the Department of Mathematics and Statistics, as reflected by the student's matriculation-year (p. 17)Bulletin *(p. 17).*
4. Courses transferred from other accredited colleges and universities can be counted, with the following caveats, if they receive department approval:
   a. Courses transferred from a two-year college (e.g., a community college) cannot be used to satisfy upper-level requirements.
   b. At least half of the upper-level units required in a major must be earned at Washington University or in a Washington University-approved overseas study program.
   c. Courses from the School of Continuing & Professional Studies cannot be used to fulfill major requirements.

Latin Honors

At the time of graduation, the Department of Mathematics will recommend that a candidate receive Latin Honors (*cum laude*, *magna cum laude*, or *summa cum laude*) if that student has completed the department's requirements for High Distinction or Highest Distinction in Mathematics, including an Honors Thesis. The actual award of Latin Honors is managed by the College of Arts & Sciences.

The Honors Thesis

Arts & Sciences mathematics majors who want to be candidates for Latin Honors, High Distinction, or Highest Distinction must complete an honors thesis. Writing an honors thesis involves a considerable amount of independent work, reading, creating mathematics, writing a paper that meets acceptable professional standards, and making an oral presentation of the results.

Types of Projects

An honors thesis can take two forms:

1. A thesis that presents significant work by the student on one or more nontrivial mathematics problems.
2. A substantial expository paper that follows independent study on an advanced topic under the guidance of a department faculty member. Such a report would involve the careful presentation of ideas and the synthesis of materials from several sources.

Process and Suggested Timeline

Junior Year, Spring Semester:

1. Talk with a faculty advisor about possible projects.
2. Complete the Honors Proposal Form and submit it to Blake Thornton.

Senior Year:

1. By the end of January, provide the advisor with a draft abstract and outline of the paper.
2. By the end of February, submit a rough draft, including an abstract, to the advisor.
3. The student and the advisor should agree on a date that the writing will be complete and on a date and time for the oral presentation in mid-March (the deadline is March 31).

Departmental Prizes

Each year, the department considers graduating majors for two departmental prizes and also awards a prize to juniors. Recipients are recognized at an annual awards ceremony in April where graduating majors each receive a certificate and a set of honors cords to be worn as part of the academic dress at Commencement. Awards are noted on the student's permanent university record.

Ross Middlemiss Prize

The Ross Middlemiss Prize is awarded to a graduating major with an outstanding record. The award was established by former Professor Ross Middlemiss, who taught at Washington University for 40 years. Middlemiss authored several books, including a widely popular calculus text that was used in courses offered by the School of Continuing & Professional Studies until the late 1970s.

Martin Silverstein Award

The Martin Silverstein Award was established in memory of Professor Martin Silverstein, who, until his death in 2004, was a pioneer in work at the interface of probability theory and harmonic analysis. Graduating students completing any major we offer will be considered for this award, but preference is given to those who have done excellent work in applied mathematics or analysis.

Brian Blank Award

The Brian Blank Award was established in memory of Professor Brian Blank, who passed away in 2018. Each year, the Department of Mathematics selects distinguished juniors who have declared a major in the department to receive this award.

Distinctions in Mathematics and Economics

Distinction

- Complete one additional course in Economics and one additional course in Mathematics, for a total of nine electives. Both courses must be completed at the 4000-level or above with a grade of B or better.
- Maintain a GPA of 3.7 or higher in all the major courses.
- If the student takes additional courses that satisfy these requirements, then the courses with the lowest grades may be omitted when calculating the GPA for this purpose.

High Distinction

- Complete all requirements for Distinction.
- Complete an honors thesis in either department (Mathematics or Economics).

Highest Distinction

- Complete all requirements for High Distinction.
- Complete three additional courses in Economics or Mathematics for a total of 12 electives. At least one of the three additional courses must be taken in each department, and all three additional electives must be completed at the 4000-level or above.

- All 12 electives (including the seven electives for the major, the two electives for Distinction, and the three electives for Highest Distinction) must be completed with a grade of B+ or better.
- If the student takes additional courses that satisfy these requirements, then the courses with the lowest grades may be omitted when calculating the GPA for this purpose.

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Mathematics Major

Program Requirements

- **Total Units Required:** 42
- **Grade Requirement:** All required courses (both lower- and upper-level) must be taken for a letter grade and completed with a grade of C– or better.

Required Courses

- The three-course calculus sequence (9 units)* and an introductory computer science course (3 units)**:

Code	Title	Units
MATH 1510	Calculus I	3
MATH 1520	Calculus II	3
MATH 2130	Calculus III	3
CSE 1301	Introduction to Computer Science	3
Total Units		**12**

* AP credit may be applied in place of MATH 1510 and/or MATH 1520. Students who have completed MATH 2801 Honors Mathematics I and MATH 2802 Honors Mathematics II will be considered to have fulfilled the calculus-sequence requirement.

** This course may be waived after consultation with the director of undergraduate studies of the Department of Computer Science & Engineering.

- The following required upper-level courses (24 units):*

Code	Title	Units
MATH 3010	Foundations for Higher Mathematics	3
or MATH 3015	Foundations For Higher Mathematics With Writing	
MATH 4101	Introduction to Analysis	3
MATH 4102	Introduction to Lebesgue Integration	3
MATH 4160	Complex Variables	3
MATH 4201	Topology I	3
MATH 4301	Linear Algebra	3
MATH 4302	Modern Algebra	3
At least one of the following:		3
MATH 4202	Topology II	
MATH 4220	An Introduction to Differential Geometry	
MATH 4350	Number Theory and Cryptography	
MATH 4540	Partial Differential Equations	

* Students who take MATH 2801 and MATH 2802 are recommended to bypass MATH 3010/MATH 3015, for which they may substitute any other upper-level Mathematics course.

- Two additional upper-level (numbered 3000 or higher) Mathematics courses that have not been used to fulfill any other requirement (6 units).

Additional Information

Course Substitutions

At most one approved substitution can be made using a course outside the Department of Mathematics.

In general, the following courses can count as upper-level Mathematics electives, but specifics may vary for the various majors in the department (e.g., those requiring electives to be taken from a specific list):

Code	Title	Units
ESE 3190	Engineering Mathematics B	3
ESE 4030	Operations Research	3
PHYSICS 5010	Theoretical Physics	3
PHYSICS 5020	Methods of Theoretical Physics II	3
SDS 4010	Probability	3
SDS 4720	Stochastic Processes	3

Additional Requirements

1. A student cannot declare more than one major or minor in the department. This restriction includes dual majors, such as Mathematics and Economics and Mathematics and Computer Science. These majors are considered "in the department" even if they are declared in another department.
2. No *upper-level* course used to satisfy a major requirement can be counted toward the requirements of any other major or minor (i.e., no double-counting of courses).
3. At most 3 units of independent study or research work can count toward the major requirements.
4. Students may count courses from the Department of Statistics and Data Science (SDS) as Mathematics courses if the student matriculated in 2023-24 or earlier and if the course was previously offered by the Department of Mathematics and Statistics, as reflected by the student's matriculation-year Bulletin.
5. At most one of the following courses can be used to fulfill major requirements: MATH 3180 Introduction to Calculus of Several Variables or MATH 3550 Mathematics for the Physical Sciences.

6. Courses transferred from other accredited colleges and universities can be counted, with the following caveats, if they receive department approval:
   a. Courses transferred from a two-year college (e.g., a community college) cannot be used to satisfy upper-level requirements.
   b. At least half of the upper-level units required in a major must be earned at Washington University or in a Washington University-approved overseas study program.
   c. Courses from the School of Continuing & Professional Studies cannot be used to fulfill major requirements.

Latin Honors

At the time of graduation, the Department of Mathematics will recommend that a candidate receive Latin Honors (*cum laude*, *magna cum laude*, or *summa cum laude*) if that student has completed the department's requirements for High Distinction or Highest Distinction in Mathematics, including an Honors Thesis. The actual award of Latin Honors is managed by the College of Arts & Sciences.

The Honors Thesis

Arts & Sciences mathematics majors who want to be candidates for Latin Honors, High Distinction, or Highest Distinction must complete an honors thesis. Writing an honors thesis involves a considerable amount of independent work, reading, creating mathematics, writing a paper that meets acceptable professional standards, and making an oral presentation of the results.

Types of Projects

An honors thesis can take two forms:

1. A thesis that presents significant work by the student on one or more nontrivial mathematics problems.
2. A substantial expository paper that follows independent study on an advanced topic under the guidance of a department faculty member. Such a report would involve the careful presentation of ideas and the synthesis of materials from several sources.

Process and Suggested Timeline

Junior Year, Spring Semester:

1. Talk with a faculty advisor about possible projects.
2. Complete the Honors Proposal Form and submit it to Blake Thornton.

Senior Year:

1. By the end of January, provide the advisor with a draft abstract and outline of the paper.
2. By the end of February, submit a rough draft, including an abstract, to the advisor.
3. The student and the advisor should agree on a date that the writing will be complete and on a date and time for the oral presentation in mid-March (the deadline is March 31).

Departmental Prizes

Each year, the department considers graduating majors for two departmental prizes and also awards a prize to juniors. Recipients are recognized at an annual awards ceremony in April where graduating majors each receive a certificate and a set of honors cords to be worn as part of the academic dress at Commencement. Awards are noted on the student's permanent university record.

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Martin Silverstein Award

The Martin Silverstein Award was established in memory of Professor Martin Silverstein, who, until his death in 2004, was a pioneer in work at the interface of probability theory and harmonic analysis. Graduating students completing any major we offer will be considered for this award, but preference is given to those who have done excellent work in applied mathematics or analysis.

Brian Blank Award

The Brian Blank Award was established in memory of Professor Brian Blank, who passed away in 2018. Each year, the Department of Mathematics selects distinguished juniors who have declared a major in the department to receive this award.

Distinctions in Mathematics

Distinction

- Complete at least 33 units of upper-level Mathematics courses.
- The GPA for these 33 upper-level units must be at least 3.7. If more than 33 units are taken for a letter grade, the courses with the lowest grades can be omitted when computing the GPA for this purpose.
- Complete at least five courses numbered 4000 or higher, each with a grade of B or better.
- All of these courses must be classroom courses (not independent study or study for honors), and they must all be taken for a letter grade.

High Distinction

- Complete all requirements for Distinction.
- Complete an honors thesis.

Highest Distinction

- Complete all requirements for High Distinction.
- Complete at least five courses numbered 4000 or higher, each with a grade of B+ or better. These courses can be the same five courses used for the Distinction requirement, but the grades must be B+ or better.
- Complete one of the two paths described below:
  - **Graduate Qualifier Path:** Graduate qualifying courses* in Mathematics are two- or three-semester sequences that start in the fall, with a qualifying exam held at the end of each semester. Students must complete and pass two qualifying courses* and their corresponding qualifying exams. (These can be consecutive courses in the same sequence, or they can be courses from two different sequences.)
  - **Coursework Path:**
    - Complete at least 42 units of upper-level Mathematics courses. The GPA for these 42 upper-level units must be at least 3.7. If more than 42 units are taken for a letter grade, the courses with the lowest grades can be omitted when computing the GPA for this purpose.
    - Complete at least nine total courses numbered 4000 or higher, all with a grade of B+ or better. These courses can include the five courses taken for Distinction. All of these courses must be classroom courses (not independent study or study for honors), and they must all be taken for a letter grade.

* These qualifying courses can count toward the additional course requirements for Distinction.

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Mathematics Minor

Program Requirements

- **Total Units Required:** 27
- **Grade Requirement:** All required courses (both lower- and upper-level) must be taken for a letter grade and completed with a grade of C– or better.

Required Courses*

Code	Title	Units
CSE 1301	Introduction to Computer Science	3
MATH 1510	Calculus I	3
MATH 1520	Calculus II	3
MATH 2130	Calculus III	3
MATH 3010	Foundations for Higher Mathematics	3
or MATH 3015	Foundations for Higher Mathematics With Writing	
MATH 3300	Matrix Algebra	3
or MATH 4301	Linear Algebra	
Three additional upper-level electives (any course numbered 3000 or higher) in the Department of Mathematics		9
Total Units		**27**

* Students who complete the MATH 2801 Honors Mathematics I and MATH 2802 Honors Mathematics II sequence will be considered to have completed MATH 1510, MATH 1520, and MATH 2130. These students are also recommended to bypass MATH 3010/MATH 3015 and MATH 3300, for which they may substitute any other upper-level Mathematics courses.

Additional Information

Course Substitutions

At most one approved substitution can be made using a course outside the Department of Mathematics.

In general the following courses can count as upper-level Mathematics electives, but specifics may vary for the various majors in the department (e.g., those requiring electives to be taken from a specific list):

Code	Title	Units
ESE 3190	Engineering Mathematics B	
ESE 4030	Operations Research	
PHIL 4010	Mathematical Logic 1	
PHYSICS 5010	Theoretical Physics	
PHYSICS 5020	Methods of Theoretical Physics II	
SDS 4010	Probability	
SDS 4720	Stochastic Processes	

Additional Requirements

1. A student cannot declare more than one major or minor in the department. This restriction includes dual majors, such as Mathematics and Economics and Mathematics and Computer Science. These majors are considered "in the department" even if they are declared in another department.
2. No *upper-level* course used to satisfy a minor requirement can be counted toward the requirements of any other major or minor (i.e., no double-counting of courses).
3. At most, 3 units of independent study or research work can count toward the minor requirements.
4. Students may count courses from the Department of Statistics and Data Science (SDS) as Mathematics courses if the student matriculated in 2023-24 or earlier and if the course was previously offered by the Department of Mathematics and Statistics, as reflected by the student's matriculation-year (p. 17)*Bulletin.*

5. At most one of the following courses can be used to fulfill major requirements: MATH 3180 Introduction to Calculus of Several Variables or MATH 3550 Mathematics for the Physical Sciences.
6. Courses transferred from other accredited colleges and universities can be counted, with the following caveats, if they receive department approval:
   a. Courses transferred from a two-year college (e.g., a community college) cannot be used to satisfy upper-level requirements.
   b. At least half of the upper-level units required in a minor must be earned at Washington University or in a Washington University-approved overseas study program.
   c. Courses from the School of Continuing & Professional Studies cannot be used to fulfill minor requirements.

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Music

The Department of Music offers a music program of exceptional quality and diversity. In this varied course of study — where music is approached as a liberal and fine art rather than as an isolated, separate subject — students may pursue practical and creative music-making or study musical traditions and individual works. Music courses are open to all students at the university.

We offer students the opportunity to develop performance skills in voice or instruments through private instruction or through participation in small or large ensembles. Private music lessons with our prominent faculty, including members of the St. Louis Symphony Orchestra, are available in voice, piano, organ, guitar, and all orchestral and jazz instruments.

Music majors can explore critical issues of tradition, individual composers, compositional craft, aesthetic interpretation, and music's social and cultural significance through a wide range of courses, from introductory classes to highly specialized seminars. Instruction is available in jazz, popular music, world musics, the history and literature of Western music, ethnomusicology, music theory and analysis, musical composition, and electronic music. All performance, creative, and academic endeavors in music are supported by a thorough grounding in musicianship and keyboard skills.

Music majors may take advantage of music-focused study abroad programs in Italy, Ireland, France, South Africa, or other countries upon request and approval. To learn more about these opportunities, please visit the Overseas Programs page of the Arts & Sciences website.

Several options are available for students interested in music: the Bachelor of Arts degree with a major in Music, the Bachelor of Music degree, a Minor in Music, and a Minor in Jazz Studies. Students may take the AB degree in combination with a major in another field or as their primary major in a broad liberal arts education. Majoring in Music can prepare students well for graduate work and for a variety of musical careers and other professions.

Performance Opportunities

Ensembles: The department sponsors numerous performing ensembles. Students must audition for admission to the ensembles; they should visit the Ensemble Opportunities and Auditions page of the Department of Music to sign up for an audition). All ensembles are available for graded credit or Pass/No Pass credit. Ensembles give one or more public performances each semester. Students who are enrolled for credit in one of the department's ensembles may be entitled to a rebate that covers a portion of the fee for music lessons. Rebate information can be found on the Rebates, Fees & Refund Policy of the Department of Music website.

Vocal Ensembles: Concert Choir, Chamber Choir

Instrumental Ensembles: Jazz Band, Chamber String Ensembles, Symphony Orchestra, Wind Ensemble, Jazz Combos

Lessons: Students may take lessons in voice, piano, organ, guitar, and all orchestral and jazz instruments in the appropriate course sequences. All lessons are available for graded credit or Pass/No Pass credit. A separate fee is charged for private instruction. Information regarding the rebates, fees, and refund policies can be found on the Rebates, Fees & Refund Policy of the Department of Music website.

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Faculty

Chair

Patrick Burke
Professor
PhD, University of Wisconsin

Director of Graduate Studies

Paul Steinbeck
Associate Professor
PhD, Columbia University

Director of Undergraduate Studies

Esther Viola Kurtz
Assistant Professor
PhD, Brown University

Department Faculty

Vicente Atria
Assistant Professor
DMA, Columbia University

Todd Decker
Paul Tietjens Professor of Music
PhD, University of Michigan

Christopher Douthitt
Lecturer
MFA, Princeton University

Ben Duane
Associate Professor
PhD, Northwestern University

Lauren Eldridge Stewart
Assistant Professor
PhD, University of Chicago

Amanda Kirkpatrick
Senior Lecturer
MM, University of Missouri-Columbia

Jeffrey Kurtzman
Professor
PhD, University of Illinois

William Lenihan
Professor of Practice
BMus, University of Missouri-Columbia

John McDonald
Lecturer
DMA, University of Missouri-Kansas City

Robert Snarrenberg
Associate Professor
PhD, University of Michigan

Christopher Stark
Associate Professor
DMA, Cornell University

Alexander Stefaniak
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PhD, Eastman School of Music

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BM, Southern Illinois University at Edwardsville

Emeritus Faculty

Hugh McDonald
Avis H. Blewett Professor Emeritus of Music
PhD, Cambridge University

Craig Monson
Paul Tietjens Professor Emeritus of Music
PhD, University of California, Berkeley

Dolores Pesce
Avis Blewett Professor Emerita of Music
PhD, University of Maryland

Majors

- Music Major (AB) (p. 728)
- Music Major (BMus) (p. 729)
- Music Major, Composition Concentration (BMus) (p. 730)
- Music Major, General Concentration (BMus) (p. 731)
- Music Major, History and Culture Concentration (BMus) (p. 732)
- Music Major, Performance Concentration (BMus) (p. 733)
- Music Major, Theory Concentration (BMus) (p. 734)

Minors

- Jazz Studies Minor (p. 735)
- Music – General Studies Minor (p. 736)

Courses

MUSIC 1028 Listening to Classical Music
Classical music pervades musical cultures around the globe: in concert halls, choir classrooms, and music lessons, but also in "music for studying" playlists, retail stores, advertisements, films, Olympic ceremonies, and numerous other practices and products. In these many contexts, classical music has shaped the way listeners think about issues fundamental to their broader engagement with the arts and humanities:

- Most importantly, classical music has commanded extraordinary cultural prestige since the nineteenth century, and it is central to beliefs about what artworks count as "masterworks" and what constitutes creative "genius" (and what a "genius" looks like).
- White European men have dominated the classical-music canon and the way it's often taught-however, a wave of scholarship and performance in the past decades has illuminated ways in which women and musicians of color have engaged passionately and creatively with classical music. This course therefore invites us to consider how canons form, whom they marginalize, and what we can learn by looking beyond them.
- Classical music has played an important role in forming listeners' beliefs about music and the performing arts more generally: the importance of self-expression, the roles and responsibilities of creator and performer, the extent to which art can be detached from its context, and how (indeed whether) we can both enjoy and critique an artistic tradition.

In this course, we will learn to engage with classical music through critical listening and historical investigation. This course is not a historical survey. Rather, we will explore rich case studies that build our critical and interpretive skills, and that use classical music to illuminate broader questions in the humanities. Our readings will expose us to a variety of writing styles and perspectives, including historical figures, present-day critics, and musicological scholars. We will also attend at least one on- or off-campus performance and reflect on how it connects to our course. This course does not require any prior musical experience, knowledge of classical music specifically, or the ability to read music.

Credit 3 units. A&S IQ: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

MUSIC 1040 Musics of the World
This course provides an introduction to the field of ethnomusicology as well as a survey of selected musics from around the world. We will investigate not only musical sound itself but how music interacts with other cultural domains, such as religion/cosmology, politics, economics, and social structure. The course will use case studies from regions around world (such as Indonesia, India, the Middle East, Sub-Saharan Africa, and Latin America) to illustrate the conceptual problems and methodologies raised by the cross-cultural study of music, as well as acquaint you with the rich variety of music around the globe.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H
Typical periods offered: Fall, Spring

MUSIC 1050 Popular Music in American Culture
American popular music from 1800s to the present, with emphasis on technology, social and political contexts, and popular music as a realm of interracial encounter. Musics covered include early jazz, classic blues, swing, classic pop, rock and roll, soul, disco, hip hop and the changing relationship between popular music, film, and television.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

MUSIC 1060 Beethoven in His Time and Ours
Ludwig van Beethoven not only composed some of the most significant works of Western classical music -- he continues to make his mark as the prototypical troubled genius, symbol for a wide range of political causes, subject of numerous films, and classical music's main representative in American pop culture. We will begin with an exploration of Beethoven's life, music, and historical context and continue by tracing how, after his death, Beethoven became a cultural hero whose image took on a life of its own. Throughout, we will unravel the interaction of music, culture, and mythmaking. No previous musical experience required.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Spring

MUSIC 1070 Mozart: Comedy, Science, Politics, Music
Wolfgang Amadeus Mozart is one of the most recognized composers of classical music and has come to symbolize beauty, genius, and technical perfection. In this course, we'll peer behind this beauty and discover that Mozart speaks to some of our most complex present-day concerns. Mozart's music reflects the world of the Enlightenment, as well as challenges to its beliefs about reason and human nature. He also created musical comedies that make provocative, strikingly contemporary statements about power, gender, privilege, and sexuality. And, he delighted in musical engineering challenges and thought carefully about how we perceive music. Our focus works will range from symphonies and piano music to musical theatre. We'll also explore Mozart's afterlife: how his music has figured in film and popular culture. This course is open to all - no previous musical experience is required.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Spring

MUSIC 1080 Teamwork in Science and Music
Teamwork is required for accomplishment in most fields where goals cannot be realized by single contributors. Biographers and human nature tend to anoint individuals as being responsible for most great achievements, but in reality, most individuals who are given credit for accomplishments represent large teams. In this course, we will explore how science and music particularly give rise to narratives of individual achievement that are on further analysis more accurately described as team efforts. The role of race and gender in these dynamics will be explored.
Credit 1 unit.

MUSIC 1110 Brass Lessons: Pre-Registration
All students-both new and returning-must enroll if in this course if you are planning to take lessons on a brass instrument this semester. Once registered for this course, new students must sign up for a placement appointment through the department's website (https://music.wustl.edu/lesson-placement-days) to be considered for lessons. After the audition, you will be transferred to the appropriate course and section number once your lessons begin. Enrollment in this pre-registration course and auditioning, does not guarantee a spot in an instructor's studio as there are a limited number of lesson spots. Half-hour lessons are 1 unit and hour-long lessons are 2 units. You may also enroll in 0 credits. Students will be charged the Applied Music Fee according to our Lesson Fee and Rebates Policy (https://music.wustl.edu/rebates-fees-refund-policy), if applicable. All students not placed in a studio will be dropped from this course after the ArtSci Add/Drop deadline.
Credit 2 units.
Typical periods offered: Fall, Spring

MUSIC 1111 Percussion Lessons: Pre-Registration
All students-both new and returning-must enroll if in this course if you are planning to take percussion lessons this semester. Once registered for this course, new students must sign up for a placement appointment through the department's website (https://music.wustl.edu/lesson-placement-days) to be considered for lessons. After the audition, you will be transferred to the appropriate course and section number once your lessons begin. Enrollment in this pre-registration course and auditioning, does not guarantee a spot in an instructor's studio as there are a limited number of lesson spots. Half-hour lessons are 1 unit and hour-long lessons are 2 units. You may also enroll in 0 credits. Students will be charged the Applied Music Fee according to our Lesson Fee and Rebates Policy (https://music.wustl.edu/rebates-fees-refund-policy), if applicable. All students not placed in a studio will be dropped from this course after the ArtSci Add/Drop deadline.
Credit 2 units.
Typical periods offered: Fall, Spring

MUSIC 1112 Guitar Lessons: Pre-Registration
All students-both new and returning-must enroll if in this course if you are planning to take guitar lessons this semester. Once registered for this course, new students must sign up for a placement appointment through the department's website (https://music.wustl.edu/lesson-placement-days) to be considered for lessons. After the audition, you will be transferred to the appropriate course and section number once your lessons begin. Enrollment in this pre-registration course and auditioning, does not guarantee a spot in an instructor's studio as there are a limited number of lesson spots. Half-hour lessons are 1 unit and hour-long lessons are 2 units. You may also enroll in 0 credits. Students will be charged the Applied Music Fee according to our Lesson Fee and Rebates Policy (https://music.wustl.edu/rebates-fees-refund-policy), if applicable. All students not placed in a studio will be dropped from this course after the ArtSci Add/Drop deadline.
Credit 2 units.
Typical periods offered: Fall, Spring

MUSIC 1113 Piano Lessons: Pre-Registration
All students-both new and returning-must enroll if in this course if you are planning to take piano lessons this semester. Once registered for this course, new students must sign up for a placement appointment through the department's website (https://music.wustl.edu/lesson-placement-days) to be considered for lessons. After the audition, you will be transferred to the appropriate course and section number once your lessons begin. Enrollment in this pre-registration course and auditioning, does not guarantee a spot in an instructor's studio as there are a limited number of lesson spots. Half-hour lessons are 1 unit and hour-long lessons are 2 units. You may also enroll in 0 credits. Students will be charged the Applied Music Fee according to our Lesson Fee and Rebates Policy (https://music.wustl.edu/rebates-fees-refund-policy), if applicable. All students not placed in a studio will be dropped from this course after the ArtSci Add/Drop deadline.
Credit 2 units.
Typical periods offered: Fall, Spring

MUSIC 1114 Strings Lessons: Pre-Registration
All students-both new and returning-must enroll if in this course if you are planning to take lessons on a string instrument this semester. Once registered for this course, new students must sign up for a placement appointment through the department's website (https://music.wustl.edu/lesson-placement-days) to be considered for lessons. After the audition, you will be transferred to the appropriate course and section number once your lessons begin. Enrollment in this pre-registration course and auditioning, does not guarantee a spot in an instructor's studio as there are a limited number of lesson spots. Half-hour lessons are 1 unit and hour-long lessons are 2 units. You may also enroll in 0 credits. Students will be charged the Applied Music Fee according to our Lesson Fee and Rebates Policy (https://music.wustl.edu/rebates-fees-refund-policy), if applicable. All students not placed in a studio will be dropped from this course after the ArtSci Add/Drop deadline.
Credit 2 units.
Typical periods offered: Fall, Spring

MUSIC 1115 Voice Lessons: Pre-Registration
All students-both new and returning-must enroll if in this course if you are planning to take voice lessons this semester. Once registered for this course, new students must sign up for a placement appointment through the department's website (https://music.wustl.edu/lesson-placement-days) to be considered for lessons. After the audition, you will be transferred to the appropriate course and section number once your lessons begin. Enrollment in this pre-registration course and auditioning, does not guarantee a spot in an instructor's studio as there are a limited number of lesson spots. Half-hour lessons are 1 unit and hour-long lessons are 2 units. You may also enroll in 0 credits. Students will be charged the Applied Music Fee according to our Lesson Fee and Rebates Policy (https://music.wustl.edu/rebates-fees-refund-policy), if applicable. All students not placed in a studio will be dropped from this course after the ArtSci Add/Drop deadline.
Credit 2 units.
Typical periods offered: Fall, Spring

MUSIC 1116 Woodwinds Lessons: Pre-Registration
All students-both new and returning-must enroll if in this course if you are planning to take lessons on a woodwind instrument this semester. Once registered for this course, new students must sign up for a placement appointment through the department's website (https://music.wustl.edu/lesson-placement-days) to be considered for lessons. After the audition, you will be transferred to the appropriate course and section number once your lessons begin. Enrollment in this pre-registration course and auditioning, does not guarantee a spot in an instructor's studio as there are a limited number of lesson spots. Half-hour lessons are 1 unit and hour-long lessons are 2 units. You may also enroll in 0 credits. Students will be charged the Applied Music Fee according to our Lesson Fee and Rebates Policy (https://music.wustl.edu/rebates-fees-refund-policy), if applicable. All students not placed in a studio will be dropped from this course after the ArtSci Add/Drop deadline.
Credit 2 units.
Typical periods offered: Fall, Spring

MUSIC 1126 First-Year Seminar: You Never Heard Such Sounds in Your Life: American Avant-Garde Music
This first-year seminar introduces students to the fascinating history of avant-garde music making in the United States. A series of case studies will address a number of important avant-garde musicians and schools of thought spanning the early twentieth century to the present. In exploring avant-garde music, students will encounter new ways of thinking about art's place in the world and broaden their notions of music itself. No previous training in music is required. Course is for first-year, non-transfer students only.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

MUSIC 1127 First-Year Seminar: Sound On
What does 21st-century life sound like? The aim of this course is to interrogate, denaturalize, and critique familiar experiences and technologies of contemporary listening: from earbuds and mobile devices to streaming services and social media to the ambient music of capitalism and the (mediated) persistence of live performance. Readings in musicology, sound studies, and media theory will be examined alongside students' contemporary lived musical experience. Musical and sonic exercises in close, situated listening as well as examinations of distracted, ubiquitous listening will form some of the primary materials of the course. Analyses of both readings and activities will result in the production of a collaborative weekly digital newsletter as well as culminating projects by individual students. This course is for first-year, non-transfer students only.
Credit 3 units. A&S IQ: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

MUSIC 1130 History of Jazz
History of jazz to the present, including its African elements.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Spring

MUSIC 1165 First-Year Seminar: On Broadway - Musicals, Race, Place
The Broadway theatres are closed, but pressure to make these stages more racially and ethnically diverse when they re-open is strong. This course looks at the history of the Broadway theatres and the ways this coveted theatrical real estate in midtown Manhattan has played host to white and non-white performers in the signature American theatrical genre: the musical. Using digital and archival research tools, including an abundance of maps, our study stretches from the creation of the Theatre District at the turn of the 20th century to the present. We will examine groundbreaking and all-too-typical shows -- from Show Boat to Hamilton -- and look closely for how systemic racism has played out on Broadway stages for Broadway's mostly white audience. We will produce original research and explore digital humanities methods related to questions of racial inequality in commercial popular culture. This course is for first-year, non-transfer students only.
Credit 3 units. A&S IQ: HUM, SC BU: BA, HUM EN: H
Typical periods offered: Fall

MUSIC 1180 Fundamentals of Music
This course provides a broad overview of music fundamentals designed to enhance the student's experience of music as well as provide a foundation for further study in music theory. Students become acquainted with the basic vocabulary and building blocks of music: intervals, rhythms, scales, triads, chords and harmony.
Credit 2 units. A&S IQ: HUM BU: HUM EN: H
Typical periods offered: Spring

MUSIC 1190 Study in Guitar
Students taking guitar off roster/not for credit.
Credit 0 units.
Typical periods offered: Fall, Spring

MUSIC 1200 Exploring Music
This course will cover music and disability on stage and screen.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

MUSIC 1226 Race, Realism, and Representation From Madama Butterfly to Hamilton
In the Euro-American tradition, operas and musicals have long normalized the portrayal of (usually white) performers as characters of other races. Only in recent decades has the work of activists, performers, and scholars, pushed the cultural conversation to critique these practices as racist, exoticist, and culturally appropriative. On the live stage and on screen, music theater in recent years have paid careful attention to racially sensitive casting as a matter of restorative justice. We intuitively understand today that it is disrespectful for performers to portray themselves as characters of color outside their cultural background, but how has this relatively new idea come to be? How have performers of color engaged with this body of work over the past century? How have imagined narratives about the experiences of marginalized peoples affected the lives of the groups of people being depicted? Who has the cultural authority (or authenticity) to tell stories about others, and how has that authority been constructed and construed across different places and times? This course introduces students to the fraught and complex history of music theater in which performers portray racialized roles outside of their own identities. The syllabus pays particular attention to histories of music-theatrical yellowface as a racialized practice that - unlike brownface and blackface which have become taboo - continues to appear on performing arts stages today. Understanding the historical context in which these works arose and became popular, as well as analyzing the musical and dramatic techniques they utilized, can give us insight into their enduring legacy through to the present day. We will also complicate the easy rejection of this tradition by paying close attention to the history of people of color who, for the past hundred years, participated in, contributed to, and even loved, this body of work.
Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM, VC BU: HUM EN: H
Typical periods offered: Fall

MUSIC 1230 Women and Music: From Bingen to Beyonce
An examination of women in music from the twelfth-century nun Hildegard of Bingen to Beyonce. The course will consider significant women composers and performers, as well as music-making within women's institutions. Ability to read music not required.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

MUSIC 1240 Classical Theory I
This course is the first semester of a yearlong sequence about harmony and voice leading in tonal music. We will cover a number of topics, including scales, intervals, triads, seventh chords, harmonic function, and phrase structure. Ability to read musical notation is desirable. Students who register for Music 121C are required to register for one of the subsections.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall

MUSIC 1241 Classical Theory II
This course is the second semester of a yearlong sequence about harmony and voice leading in tonal music. We will cover a number of topics, including sequences, tonicization, modulation, chromaticism, and the relationships between phrases and larger musical forms. Students are required to register for one of the subsections.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Spring

MUSIC 1260 Jazz Theory I
Introduction to the jazz music language as a preparation for the study of improvisation. The course of study consists of basic music theory including music-reading skills and notation, scales, intervals, and triads. An introduction to extended tertian chords as derived from the twenty-one modes of the major, melodic and harmonic minor scales forms the basis of the jazz harmonic language. The study of chord progression and chord substitution, song form, and the blues prepares the student for a detailed study of the modern jazz language. Students who register for Music 121J are required to register for one of the subsections.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall

MUSIC 1261 Jazz Theory II
A study of the harmonic, rhythmic, and improvisational practices from the Bebop period of the late 1940s to the jazz music of the present day. Discussions include intermediate to advanced chord substitution, quartal and bitonal harmony, modal improvisation, pentatonic scales, and polyrhythmic drumming, concentrating on the major improvisors of the 1950s-1970s. Students are required to register for one of the subsections.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Spring

MUSIC 1270 Musicianship I
Basic ear trainng, sight singing, and dictation skills. Three hours a week. Prerequisite: Music 104E.
Credit 1 unit.
Typical periods offered: Fall

MUSIC 1280 Keyboard Skills I
An introduction to basic techniques of keyboard harmony using intervals, scales, and root position chords. Transposition and sight-reading skills developed. Prerequisite: permission of instructor for nonmajors. One and one-half class hours a week.
Credit 1 unit.
Typical periods offered: Fall

MUSIC 1281 Keyboard Skills II
An introduction to basic techniques of keyboard harmony using intervals, scales, and root position chords. Transposition and sight-reading skills developed. Prerequisite: permission of instructor for nonmajors. One and one-half class hours a week.
Credit 1 unit.

Typical periods offered: Spring

MUSIC 1309 Composition Workshop
An introductory course in contemporary music composition, with a 30-minute private lesson and weekly master class.
Credit 2 units.
Typical periods offered: Fall

MUSIC 1310 Composition Workshop
An introductory course in contemporary music composition, with a 30-minute private lesson and weekly master class.
Credit 2 units.
Typical periods offered: Spring

MUSIC 1320 Digital Audio and Multitracking: An Introduction to Electronic Music
An exploration of the foundational techniques of electronic music through hands-on, project-based learning. Our primary goal will be to learn to be creative in the recording studio. To that end, we will build proficiency in audio manipulations, recording and production techniques, sampling, MIDI sequencing, and signal processing. We'll learn to use a variety of technical tools, chief among them the digital audio workstation (DAW), the microphone, and Wash U's unique collection of analog synthesizers. Along the way, we'll train our ears to recognize subtle qualities of recorded sound, and we'll learn to compose with audio as an expressive medium. All genres and musical backgrounds welcome.
Credit 3 units. A&S IQ: HUM BU: HUM EN: H
Typical periods offered: Fall

MUSIC 1510 Introductory Guitar
Introductory Individual Applied Music -Guitar
Credit 2 units.
Typical periods offered: Fall, Spring

MUSIC 1511 Introductory Piano
Applied Music Individual (Piano)
Credit 2 units.
Typical periods offered: Fall, Spring

MUSIC 1512 Introductory Strings
Introductory Individual Applied Music -Strings.
Credit 2 units.
Typical periods offered: Fall, Spring

MUSIC 1513 Introductory Voice
Introductory Individual Applied Music -Voice
Credit 2 units.
Typical periods offered: Fall, Spring

MUSIC 1514 Introductory Winds and Percussion
Introductory Individual Applied Music-Winds and Percussion
Credit 2 units.
Typical periods offered: Fall, Spring

MUSIC 1701 Jazz Guitar
Individual Applied Music -Jazz Guitar
Credit 2 units.
Typical periods offered: Fall, Spring

MUSIC 1702 Jazz Piano
Individual Applied Music -Jazz Piano
Credit 2 units.
Typical periods offered: Fall, Spring

MUSIC 1703 Jazz Strings
Individual Applied Music -Jazz Strings.
Credit 2 units.
Typical periods offered: Fall, Spring

MUSIC 1704 Jazz Voice
Individual Applied Music -Jazz Voice
Credit 2 units.
Typical periods offered: Fall, Spring

MUSIC 1705 Jazz Winds and Percussion
Individual Applied Music-Jazz Winds and Percussion
Credit 2 units.
Typical periods offered: Fall, Spring

MUSIC 1721 Guitar Class I
Intended for students with little to no formal musical training. An introduction to guitar fundamentals through the study of note reading, scales/arpeggios, technique, chord playing, and repertoire from diverse music styles, while integrating basic music theory and listening to historical guitar recordings. Students may self-enroll or be placed by audition. Students will have access to rent an acoustic guitar for the semester or bring their own. Note: If a class does not have 3 students enrolled at the end of the drop/add period, it will be cancelled. Pending studio space, enrolled students may then opt to take private lessons for the remainder of the semester, and the fee will be prorated accordingly.
Credit 1 unit.
Typical periods offered: Fall, Spring

MUSIC 1722 Guitar Class II
A continuation of the topics and techniques introduced in Guitar I: Guitar fundamentals through the study of note reading, scales/arpeggios, technique, chord playing, and repertoire from diverse music styles, while integrating basic music theory and listening to historical guitar recordings. Prerequisite: Guitar I or permission of the instructor. Students will have access to rent an acoustic guitar for the semester or bring their own. Note: If a class does not have 3 students enrolled at the end of the drop/add period, it will be cancelled. Pending studio space, enrolled students may then opt to take private lessons for the remainder of the semester, and the fee will be prorated accordingly.
Credit 1 unit.
Typical periods offered: Spring

MUSIC 1724 Introduction to Tabla: The Exploration of Indian Rhythm, Oral Tradition, and Improvisation
Tabla - Indian drums - are North India's prominent percussion instrument. Students will learn the foundations of playing tabla. Course goals include learning about the oral tradition associated with tabla, gaining knowledge about the historical and performance practices of the Benares Gharana, understanding Indian rhythmic time cycles, building a foundational approach to improvisation, and delving into the vast musical genre of North Indian classical music. There are no prerequisites for taking the course, and all students are welcome regardless of school or major.
Credit 1 unit.
Typical periods offered: Fall, Spring

MUSIC 1725 Voice Class: Fundamentals of Singing Technique
An introduction to the fundamentals of singing through group exercises, solo repertoire performance, and exploration of the physiology and acoustics of the human voice. Specific vocal techniques are taught in a group format as a healthy foundation for solo performance in both classical and non-classical singing styles. This course requires classroom instruction but also incorporates practice and lab time such that the course only qualifies as 1 unit of credit.
Credit 1 unit.
Typical periods offered: Fall

MUSIC 1742 Piano Class
Intended for students with little to no formal musical training. An introduction to keyboard fundamentals through the study of note reading, intervals, technique, and repertoire. Students may self-enroll or be placed by audition.There is a $150 lab fee for the course. Note: If a class does not have 3 students enrolled at the end of the drop/add period, it will be cancelled. Pending studio space, enrolled students may then opt to take private lessons for the remainder of the semester, and the fee will be prorated accordingly.
Credit 1 unit.
Typical periods offered: Fall, Spring

MUSIC 1743 Piano Class II
Continuation of L27 159. Note: If a class does not have three students enrolled at the end of the drop/add period, it will be cancelled. Pending studio space, enrolled students may then opt to take private lessons for the remainder of the semester, and the fee will be prorated accordingly. Prerequisite L27-159 or permission of instructor.
Credit 1 unit.
Typical periods offered: Fall, Spring

MUSIC 1750 Guitar
Individual Applied Music -Guitar
Credit 2 units.
Typical periods offered: Fall, Spring

MUSIC 1751 Organ
Credit 2 units.
Typical periods offered: Fall, Spring

MUSIC 1752 Piano
Credit 2 units.
Typical periods offered: Fall, Spring

MUSIC 1753 Strings
Credit 2 units.
Typical periods offered: Fall, Spring

MUSIC 1754 Voice
Credit 2 units.
Typical periods offered: Fall, Spring

MUSIC 1755 Winds and Percussion
Credit 2 units.
Typical periods offered: Fall, Spring

MUSIC 1996 Music Elective: 100-Level
Credit 3 units. EN: H

MUSIC 2060 Singers Performance Workshop: Broadway and Musical Theater
Developing performance skills for young singers in musical theatre that will help students prepare music for rehearsal, performance, and audition. Semester's work includes musical, vocal, and diction coachings, research, and dramatic analysis. The class will culminate in the preparation and performance of both solo and ensemble pieces. Prerequisite: audition and permission of instructor.
Credit 1 unit. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Spring

MUSIC 2070 Classical Theory III
A synthesis of the knowledge gained in Theory I-II as it applies to the detailed analysis of 18th-, 19th-, and selected 20th-century works (Bach through Bartok). Prerequisite: Music 122C or 122J.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall

MUSIC 2080 Keyboard Skills III
Intermediate skills in score reading as well as the introduction of inversions, figured bass, and improvising melodies. Prerequisite: permission of instructor for nonmajors. One and one-half class hours a week.
Credit 1 unit.
Typical periods offered: Fall

MUSIC 2081 Keyboard Skills IV
Intermediate skills in score reading as well as the introduction of inversions, figured bass, and improvising melodies. Prerequisite: permission of instructor for nonmajors. Concurrent registration in Mus 2231 and 2241 required of all music majors. One and one-half class hours a week.
Credit 1 unit.
Typical periods offered: Spring

MUSIC 2090 Musicianship II
Intermediate-level ear training, sight singing, and dictation skills. Two and one-half class hours a week.
Credit 1 unit.
Typical periods offered: Spring

MUSIC 2100 Selected Area for Special Study
In-depth study in areas of special interest. Prerequisite: permission of instructor.
Credit 3 units. A&S IQ: HUM BU: HUM EN: H

MUSIC 2110 Composition I
An intermediate course in contemporary music composition, with a 30-minute private lesson and weekly master class. Prerequisite: Music 130 or permission of instructor.
Credit 2 units. A&S IQ: HUM BU: HUM

MUSIC 2111 Composition
An intermediate course in contemporary music composition, with a 30-minute private lesson and weekly master class. Prerequisite: Music 229 or permission of instructor.
Credit 2 units. A&S IQ: HUM BU: HUM

MUSIC 2701 Jazz Guitar
Individual Applied Music -Jazz Guitar
Credit 2 units.
Typical periods offered: Fall, Spring

MUSIC 2702 Jazz Piano
Individual Applied Music -Jazz Piano
Credit 2 units.
Typical periods offered: Fall, Spring

MUSIC 2703 Jazz Strings
Individual Applied Music -Jazz Strings.
Credit 2 units.
Typical periods offered: Fall, Spring

MUSIC 2704 Jazz Voice
Individual Applied Music -Jazz Voice
Credit 2 units.
Typical periods offered: Fall, Spring

MUSIC 2705 Jazz Winds and Percussion
Individual Applied Music-Jazz Winds and Percussion
Credit 2 units.
Typical periods offered: Fall, Spring

MUSIC 2706 Piano
Individual Applied Music -Piano
Credit 2 units.
Typical periods offered: Fall, Spring

MUSIC 2750 Guitar
Individual Applied Music -Guitar
Credit 2 units.
Typical periods offered: Fall, Spring

MUSIC 2751 Organ
Individual Applied Music -Organ
Credit 2 units.
Typical periods offered: Fall, Spring

MUSIC 2753 Strings
Individual Applied Music -Strings.
Credit 2 units.
Typical periods offered: Fall, Spring

MUSIC 2754 Voice
Credit 2 units.
Typical periods offered: Fall, Spring

MUSIC 2755 Winds and Percussion
Individual Applied Music-Winds and Percussion
Credit 2 units.
Typical periods offered: Fall, Spring

MUSIC 2801 Symphony Orchestra
Performance and reading of works for orchestra. May be repeated for credit. Two and one half class hours a week including sectionals. Admission by audition. Please see the department's website for audition dates.
Credit 1 unit.
Typical periods offered: Fall, Spring

MUSIC 2803 Wind Ensemble
Study and performance of works for wind ensemble. May be repeated for credit. 2.5 class hours per week, including sectionals. Admission by audition. To sign up for an audition, visit https://music.wustl.edu/lessons#
Credit 1 unit.
Typical periods offered: Fall, Spring

MUSIC 2805 Jazz Band
Study of the literature of big band jazz. Concerts presented each semester. May be repeated for credit. Prerequisite: admission by audition. Two and one-half rehearsal hours a week.
Credit 1 unit.
Typical periods offered: Fall, Spring

MUSIC 2807 Concert Choir
Concert Choir takes an academic and artistic approach to the study and performance of choral literature from a variety of historic and modern sources. May be repeated for credit. Please see the department's website for audition dates.
Credit 1 unit.
Typical periods offered: Fall, Spring

MUSIC 2809 Chamber Choir
Study and performance of advanced repertoire for small vocal ensemble from Renaissance to the present. May be repeated for credit. Prereq: audition and consent of instructor.
Credit 1 unit.
Typical periods offered: Fall, Spring

MUSIC 2822 Small Chamber Ensembles
Students interested in performance of chamber music are organized into various ensembles and assigned a coach. A public chamber music concert is given once each semester. May be repeated for credit. Prerequisite: audition and permission of the instructor. Students will be charged the Applied Music Fee according to our Lesson Fee and Rebates Policy (https://music.wustl.edu/rebates-fees-refund-policy), if applicable.
Credit 1 unit.
Typical periods offered: Fall, Spring

MUSIC 2824 Jazz Combo
Students interested in performance of jazz combos are organized into various ensembles and assigned a coach. A public jazz combo concert is given once each semester. May be repeated for credit. Prerequisite: audition and permission of the instructor. Students will be charged the Applied Music Fee according to our Lesson Fee and Rebates Policy (https://music.wustl.edu/rebates-fees-refund-policy), if applicable.
Credit 1 unit.
Typical periods offered: Fall, Spring

MUSIC 2993 Directed Internship
Students receive credit for a faculty-directed and approved internship, usually with a music professional or musical organization. The primary objective of the internship is to obtain professional experience outside the classroom. Students obtain a Learning Agreement from the Career Center and have it signed by the Career Center, the faculty sponsor, and the site supervisor, if appropriate. A final written project is to be agreed upon before work begins and will be evaluated by the faculty sponsor at the end of the internship. Credit should correspond to actual time spent in work activities; e.g., 8-10 hours per week for 13 or 14 weeks to receive 3 units of credit; 1 or 2 credits for fewer hours. Refer to ** section/faculty list at start of this departmental entry for faculty selections in this course.
Credit 3 units.
Typical periods offered: Fall, Spring

MUSIC 2994 Performance Project
Students may contract with a faculty supervisor for credit for work on musical performance projects or research on musical performance. Contracts must be signed by the student, the faculty supervisor, and the department chair before the student's work on the project commences. Refer to ** section/faculty list at start of this departmental entry for faculty selections in this course.
Credit 3 units.
Typical periods offered: Fall, Spring

MUSIC 2996 Music Elective: 100-Level
Sophomore elective in Music.
Credit 3 units. EN: H

MUSIC 2998 Independent Study
Supervised independent study in areas in which there are no current course offerings. Student must submit to the department chair on outline of the work to be covered, the number of credit hours requested for the work, and the name of the instructor who will be asked to supervise the work. Class hours variable, depending on credit.
Credit 3 units.
Typical periods offered: Spring

MUSIC 2999 Independent Study
Supervised independent study in areas in which there are no current course offerings. Student must submit to the department chair an outline of the work to be covered, the number of credit hours requested for the work, and the name of the instructor who will be asked to supervise the work. Class hours variable, depending on credit.
Credit 3 units.
Typical periods offered: Fall, Spring

MUSIC 3010 Music History I: Music in Europe From the Earliest Notation to 1700
A study of music history and literature from the Middle Ages to 1700. Composers treated include Machaut, Dufay, Josquin, Palestrina, Monteverdi, Vivaldi, Handel, and Bach. Prereq: Music 121 or permission of the instructor.
Credit 3 units. A&S IQ: HUM, LCD, LS Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Spring

MUSIC 3014 Ethnomusicology
This course provides an introduction to the field of ethnomusicology, defined broadly as the study of music in-or as-culture or the study of people making music. We will explore the varied ethnographic, anthropological, historical, and music-analytical approaches that ethnomusicologists have employed to explain the vital role of music-making in diverse human societies. We will seek to understand the social significance of a variety of musical practices, drawing on ethnomusicological scholarship to address music's performance, circulation, and reception. Case studies from around the world will demonstrate the multiple ways that sound shapes-and is shaped by-issues of cultural practice and representation, ideologies of authenticity, intersectional identities, cultural memory, ideas and structures of tradition, colonialism and post-colonialism, transnationalism and globalization. Our case studies will introduce students to a number of important musical genres and traditions, including (in the order in which they appear in the class): Mbira (Zimbabwe), Andean Kena music (Peru), Jazz (U.S.), Samba (Brazil), Gamelan (Java), Funk (U.S.), Egyptian musics, Ottoman-Turkish classical music, Karnatic Music (South India), Gisaeng music (Korea), Ngoma (South Africa), Agbekor (Ghana), Hip Hop (U.S.), and Noise (Japan).
Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM BU: BA, HUM EN: H
Typical periods offered: Spring

MUSIC 3015 American Popular Music and Media
This course considers the history of American popular music as delivered by successive mass media platforms in the industrial and post-industrial eras: from mass-produced sheet music in the mid nineteenth century to digital music and video on the internet. Historical contextualization and in depth analysis of musical scores and various kinds of audio recordings and audiovisual texts will be at the center of the course. Topics to be considered include: the history of sound recording technologies and formats; the role of electronic mass media structures (radio, film, television, the internet); urbanization, national commercial music centers (New York, Hollywood, Nashville), and the importance of regional sounds in a national context; the formation and transformation of select genres (rock, country, various black musics); legal frameworks relating to music as a commodity (copyright, sampling); the impact of visual media on music dissemination, performance, and meanings; and how recorded media of all kinds have transformed the act of listening. Issues of race, gender, sexuality, personal, and national identity will be considered across the course.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall

MUSIC 3016 Topics in Music History and Culture
Topics in Music History and Culture will vary by semester.
Credit 3 units. A&S IQ: HUM BU: HUM EN: H
Typical periods offered: Spring

MUSIC 3017 Music History III: Classical Music in Flux, 1850 to the Present
A study of music history and literature from 1850 to the present. Composers treated include Mahler, Debussy, Stravinsky, Schoenberg, Bartok, Copland, Shostakovich, Cage, Reich, and Gubaidulina. Prerequisites: L27 3012 or L27 122C.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Spring

MUSIC 3021 Music of the African Diaspora
This course explores musical cross-fertilization between the African continent and South America, the Caribbean, and Europe. Beginning with traditional musics from selected regions of the African continent, the course examines the cultural and musical implications of transnational musical flows on peoples of the African diaspora and their multicultural audiences.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H
Typical periods offered: Fall

MUSIC 3025 Art House Movie Music: 1945-2000
This course surveys non-US films that played in US art house cinemas between 1945 and 2000, with special attention to the role of music and the reactions of US critics. The films hail from Italy, France, Britain, Spain, Sweden, the PRC, Hong Kong, and Japan. Many canonical films, directors, and composers from this era of intense cinephilia are included. Among the directors are Bergman, Truffaut, Godard, Varda, Fellini, Bertolucci, Kurosawa, Yimou, Wong Kar-wai, Almódovar, and Greenaway. Screenings will be held in St. Louis' very own art house cinema: the Hi-Pointe Theatre, located near campus and convenient to the South Campus Shuttle. A $30 pass will provide access to all screenings for the semester. The course strives to understand the aesthetic (especially musical) qualities of these "foreign" films as experienced in the American context, both at the past moment of their US cinema premieres (when these movies were signal cultural events) and in our own streaming present (when each movie becomes just another item some algorithm might think you might like).
Credit 3 units. A&S IQ: HUM BU: HUM
Typical periods offered: Fall, Spring

MUSIC 3034 Roots of Lofi Hip Hop: Amateur Music Making, Recording Technology, and Globalization
Lofi hip hop is a style of music made by amateur beatmakers that mixes Japanese and African American aesthetics. It relies on anime visuals, scratchy jazz samples, and repetitive drum loops. It serves primarily as background music. This course is about the sounds and popularity of lofi hip hop in the twenty-first century. But to understand this genre, students will also focus on the genre's roots. We learn about French composers' early attempts to create background music at the turn of the twentieth century. We learn about American teenagers who took over their suburban garages to create an energetic style of rock and roll during the 1960s. We learn about how anthropologists during the 1930s thought that low fidelity recordings of blues and country musicians was evidence of their musical authenticity. And we will learn about how jazz harmonies and samples influenced the music of groups like A Tribe Called Quest and De La Soul. Lofi gives us a jumping off point for exploring a wide range of genres and histories. The final assignment will be a collaborative effort. As a class, students will make and publish a podcast about lofi hip hop and its antecedents. This podcast will feature original lofi hip hop made by the class. The original music will also serve as background music to a study-session event organized by the class towards the end of the semester.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Spring

MUSIC 3035 Music and Queer Performance
This course examines how music serves as a delightful site for performing, negotiating, and living queerness. Some questions we will ask include: How does queer musical performance inhabit the full gamut between conformity and subversion, irony and sincerity, or camp and authenticity? How do performers use or resist tropes of belonging, passing, and coming out to constitute queer performance? How do singers manipulate the sound of their voice, the gendered associations carried by that sound, and the assumptions about the body which produces it? Are queer musical acts a mode of performance or a way of being, and who decides? We will analyze a range of examples from the past and from contemporary popular culture: soft masculinities, cowboy and country personas, cross-dressing in music theater, lip-syncing drag queens and kings, high-femme divas, and performers of androgynous, cyborg, and post-human aesthetics. The parameters for what counts as queer performance are capacious, and students will have plenty of opportunities to contribute their own examples and case studies to the course.
Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Spring

MUSIC 3036 The Voice, Gender, & Sexuality in Music & Media
Voices are central to our lives, but overflow with oft-unexamined meanings. How do we parse the connection between a voice and a body? How do ideas about what constitutes good singing change over time? What does our interpretation of a voice reveal about us as listeners? This course investigates the deep connections of gender and sexuality to the voice from European music history to contemporary century American culture. Rather than taking a chronological approach, we will investigate similar phenomena from disparate places and times. For instance, we will study castrati and the BeeGees in the same week, considering how men who sing higher than we think they should unlocks a host of historically contingent desires and anxieties. Student from any discipline are welcome in this course; musical knowledge will be built and not assumed. Although we will focus on the voice in music, we will also consider adjacent media that particularly center the voice, specifically film and ASMR. Note: Although we will focus on gender and sexuality, it is impossible to properly handle gender and sexuality without considering how other identity factors (race, class, ability, etc.) influence our perception of voice, gender, and sexuality. I welcome your input on adding these factors to our discussions as much as possible.
Credit 3 units. A&S IQ: HUM BU: HUM

MUSIC 3041 Music of the Caribbean
Wanna get away? This and other tourism slogans depend on a popular conception of regions such as the Caribbean as distant and desirable, simple places out of sync with the modern world. This course critiques constructions of the Caribbean through engaging ethnomusicological literature representing the diversity of the region. It is a topical appraisal of Caribbean music, emphasizing history and memory, tourism, and cultural influence. The chosen readings are not meant to represent the entire region; rather, they are intended to prompt ideas and questions about regional discourses.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Spring

MUSIC 3070 Jazz in American Culture
This course will address the role of jazz within the context of twentieth-century African American and American cultural history, with particular emphasis on the ways in which jazz has shaped, and has been shaped by, ideas about race, gender, economics, and politics. We will make use of recordings and primary sources from the 1910s to the present in order to address the relationship between jazz performances and critical and historical thinking about jazz. This course in not a survey, and students should already be familiar with basic jazz history.
Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Spring

MUSIC 3110 Music of the 1960's
The music of the 1960s played a significant and widely noted role in an era of global political and social upheaval. This course surveys a broad range of music produced during the decade, spanning the world but with emphasis on Anglo-American popular music. While a music course traditionally deals with a single genre such as world music, classical, or jazz, this course will analyze several genres together to show how each influenced the others and how all were informed by broader social and cultural concerns. The course thus will both familiarize students with diverse musical traditions and introduce them to a new way of thinking about music and culture. Topics to be discussed include the transnational music industry; the contested concept of folk and traditional music; music and political protest; music and migration; and music's relation to ethnic and class identity.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall

MUSIC 3150 The Science of Singing
Introductory look at the physiology and acoustics of singing. Topics we will study include how the voice works in general and the different ways individual singers use their voices; how understanding this science can improve one's singing; how to maintain vocal health; how the voice changes across the lifespan; and psychological aspects of performing. The ability to read music is not required for this course.
Credit 3 units. A&S IQ: NSM Art: NSM BU: SCI
Typical periods offered: Fall, Spring

MUSIC 3160 Music, Sound, and the Body
How do musicians use their bodies when creating music? How do audiences, listeners, and dancers feel music in their bodies and contribute to making sound? This course explores embodied perspectives on making, sensing, and moving to music and sound. Examining theories of the body and the senses as they relate to sound practices, the course draws on scholarship from ethnomusicology, anthropology, sound, dance and performance studies, music cognition and other fields. Case studies include EDM, reggae, and salsa dance; Afro-Brazilian and Buddhist religious practices; and music healing and therapy. Because centering the body means considering lived experience along intersecting axes of difference, course readings and discussions will focus on issues of race, ethnicity, gender, sexuality, and (dis)ability. Students will develop their own ethnographic project, and they will be asked to participate in music-movement workshops throughout the course. However, neither previous dance experience nor normative bodily ability are required.
Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall

MUSIC 3190 Jazz Improvisation I
An introduction to improvising music in the jazz tradition, including diatonic and chromatic harmony, extended chords, modes, and jazz scales. Exercises in basic aspects of the blues and in the styles of be-bop and modern jazz. PREREQ: Music 121J or permission of instructor.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

MUSIC 3291 Music Theory IV: Topics in Music Theory
A synthesis of the knowledge gained in Theory I-III as it applies to the detailed analysis of 18th and 19th and selected 20th-century works (Bach through Bartok). PREREQ: Music 221C.A synthesis of the knowledge gained in Theory I-III as it applies to the detailed analysis of 18th and 19th and selected 20th-century works (Bach through Bartok).
Credit 3 units. A&S IQ: HUM BU: HUM EN: H
Typical periods offered: Spring

MUSIC 3300 Music Cognition
An introduction to modern research on music perception and cognition. The course covers four main topics: the perception of key, the psychoacoustics of dissonance, the relationship between attention and musical meter, and the process by which melodies establish, fulfill, and deny expectations. Students read and discuss research from both cognitive science and music theory, in addition to completing several projects.
Credit 3 units. A&S IQ: NSM Art: NSM
Typical periods offered: Fall, Spring

MUSIC 3310 Computational Models of Music Theory and Cognition
We will study computational models that simulate the perception of several aspects of music: phase structure, meter, melody, key, harmony, counterpoint, and texture. In addition to reading about and discussing these models, students will work with them directly by running them on their own. We will also spend some class time on perceptual experiments related to the models we study. Although the course will focus on models of perception, emphasis will be placed on ones that are also pertinent to music theory, and these connections will be discussed.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Spring

MUSIC 3320 Advanced Musicianship
Individualized instruction in advanced ear training, sight singing, and dictation skills. Prerequisite: Music 2241
Credit 3 units.
Typical periods offered: Fall, Spring

MUSIC 3340 Compositional Craft in Film Scores and Musical Theatre
This course examines compositional techniques and aesthetics in two forms of popular music: film/television scores and musical theatre. Popular songs and other musical works associated with film, television, and musicals are analyzed from multiple perspectives, giving students insight into the sonic, visual, and dramatic techniques employed by major composers. Students engage with the material in rigorous yet practical ways, from analytical projects to deep-listening exercises. This approach emphasizes sonic experience and situated musicianship as the primary means of accessing complex concepts from music theory.
Credit 3 units. A&S IQ: HUM BU: HUM EN: H
Typical periods offered: Spring

MUSIC 3350 Music Arranging for the Multi-Genre Artist
This course examines the practice of music arranging for numerous applications including ensembles in jazz, rock, pop, a cappella, classical music, new music, and new media. Students analyze musical scores for small and large groups and compose arrangements in a variety of genres. Also learned are instrumentation, vocal ranges, basic orchestration, idiomatic instrumental techniques, chord voicings, and textures, all in the contexts of specific styles and genres. Overall, the course provides an introduction to industry-standard techniques of music arranging.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

MUSIC 3360 The Art of Popular Song: From Folk and Musical Theatre to Rock and Contemporary A Capella
This course explores the art of songwriting through the lens of American popular music. Students examine landmark songs from multiple eras and create their own original songs in a variety of styles from the precursors of American music to folk, rock, pop, rhythm and blues, Broadway, and a cappella. The course materials include applied popular music theory while examining the musical languages of each genre. Through composing and arranging, listening and analysis, students gain insight into the sonic structure and cultural significance of popular music. The course also responds to students' individual interests and performance backgrounds, offering opportunities to write music for vocal ensembles, singer-songwriter formats, bands and electronic media. Traditional composition and contemporary production practices are examined in detail as students learn to critically listen and find their personal musical styles.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

MUSIC 3370 Towards a New Music
Towards a New Music addresses the numerous possibilities for emerging music, including future musics in a reimagined world of the nature of music itself. In our study, music is situated as part of a web of metapatterns that explain the structure and nature of musical

materials, the actions in composition and improvisation, and musical phenomena. Students are placed on a listener's journey of discovery to find the nature of music through philosophy, cognitive science, mathematics, biology, architecture and the structure of sound itself. Music theory topics both simple and advanced are discussed in ways appropriate for the novice as well as the advanced student. The course functions as a music theory and music literature study through the lens of the humanities. The course embraces both culture and nature, seeking out the grand-scale patterns that help explain the qualities of our musical endeavor. The course begins with the archetypal patterns of space, both structural/formal and relational, and then turns to the concepts that infuse the workings of time: a virtual sonic reality of space and time and the mind of music, revealed in thought-provoking and new contexts.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

MUSIC 3400 Instrumentation and Orchestration
A study of the principles of instrumentation and orchestration. In-class assignments will aid in the understanding of the capabilities and limitations of the orchestral instruments. Analysis of orchestral scores will provide insight into efficient and creative use of the orchestra. Prerequisite: Music 121C or permission of the instructor.
Credit 3 units. A&S IQ: HUM BU: HUM

MUSIC 3430 Advanced Composition Workshop I
A more advanced course in contemporary music composition, with a 50-minute private lesson and weekly master class. Prerequisite: Music 230 or permission of instructor.
Credit 3 units. A&S IQ: HUM BU: HUM
Typical periods offered: Fall

MUSIC 3431 Advanced Composition Workshop
A more advanced course in contemporary music composition, with a 50-minute private lesson and weekly master class.
Credit 3 units.
Typical periods offered: Spring

MUSIC 3550 Interactivity and DSP: Laptop Music
This course is a project-based exploration of interactive laptop music using the Max/MSP programming environment. (Laptop not required; we have class desktops that will work too.) It will cover the composition of interactive computer music as well as the theory and application of MIDI, synthesis, and digital signal processing. We will learn through weekly programming exercises, readings and tutorials, and engagement with scores, recordings, and software. For Midterm and Final Projects, students will design digital instruments and compose interactive pieces for the class to play as an ad hoc laptop ensemble. Both pieces will be planned in advance and workshopped in class throughout the semester. By permission of instructor.
Credit 3 units. A&S IQ: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

MUSIC 3701 Jazz Guitar
Individual Applied Music -Jazz Guitar
Credit 2 units.
Typical periods offered: Fall, Spring

MUSIC 3702 Jazz Piano
Individual Applied Music -Jazz Piano
Credit 2 units.
Typical periods offered: Fall, Spring

MUSIC 3703 Jazz Strings
Individual Applied Music -Jazz Strings.
Credit 2 units.
Typical periods offered: Fall, Spring

MUSIC 3704 Jazz Voice
Individual Applied Music -Jazz Voice
Credit 2 units.
Typical periods offered: Fall, Spring

MUSIC 3705 Jazz Winds and Percussion
Individual Applied Music-Jazz Winds and Percussion
Credit 2 units.
Typical periods offered: Fall, Spring

MUSIC 3750 Guitar
Individual Applied Music -Guitar
Credit 2 units.
Typical periods offered: Fall, Spring

MUSIC 3751 Organ
Individual Applied Music -Organ
Credit 2 units.
Typical periods offered: Fall, Spring

MUSIC 3752 Piano
Individual Applied Music -Piano
Credit 2 units.
Typical periods offered: Fall, Spring

MUSIC 3753 Strings
Individual Applied Music -Strings.
Credit 2 units.
Typical periods offered: Fall, Spring

MUSIC 3754 Voice
Credit 2 units.
Typical periods offered: Fall, Spring

MUSIC 3755 Winds and Percussion
Individual Applied Music-Winds and Percussion
Credit 2 units.
Typical periods offered: Fall, Spring

MUSIC 3950 The American Musical Film
Film musicals were crucial to the success of the American film industry from the dawn of sound film in the late 1920s to the demise of the studio system in the late 1950s. This course examines the American film musical from a variety of aesthetic, critical, and historical perspectives, with particular attention to how the genre interacted with popular music and dance and the major political and social trends of the Thirties, Forties, and Fifties. REQUIRED SCREENING: [day, time].
Credit 3 units. A&S IQ: HUM BU: HUM EN: H
Typical periods offered: Fall

MUSIC 3962 Independent Study
Supervised independent study in areas in which there are no current course offerings. Student must submit to the department chair an outline of the work to be covered, the number of credit hours requested for the work, and the name of the instructor who will be asked to supervise the work. Class hours variable, depending on credit. Refer to ** section/faculty list at start of this departmental entry for faculty selection.
Credit 3 units.
Typical periods offered: Spring

MUSIC 3996 Music Elective: 300-Level
Junior elective in Music.
Credit 3 units. EN: H

MUSIC 3999 Independent Study
Supervised independent study in areas in which there are no current course offerings. Student must submit to the department chair an outline of the work to be covered, the number of credit hours requested for the work, and the name of the instructor who will be asked to supervise the work. Class hours variable, depending on credit. Refer to ** section/faculty list at start of this departmental entry for faculty selection.
Credit 3 units.
Typical periods offered: Fall, Spring

MUSIC 4001 Elementary Technique of Electronic Music: Synth Lab
Individual and small group instruction in classical procedures and relevant electronic technology.
Credit 3 units. A&S IQ: HUM BU: HUM EN: H
Typical periods offered: Spring

MUSIC 4002 Advanced Techniques in Electronic Music: Studio Songwriting
How does the act of recording and manipulating sound change the way we write songs? How can the tones and moods of a recording interact with notes and rhythms and words? We'll look for answers through experiments in composition, collaboration, and critical listening. Topics will include beatmaking, sound collage, vocal manipulations, sampling, and virtual spaces. Formal training is not required, though we will engage (and learn) basic music theory concepts. PREREQ: permission of instructor.
Credit 3 units. A&S IQ: HUM BU: HUM EN: H
Typical periods offered: Fall

MUSIC 4008 Music in the Romantic Era: Aesthetics and Ideologies
This course explores pivotal developments in 19th-century thinking about music's cultural and aesthetic significance -- developments that reverberate well beyond that historical period. Rather than surveying repertoire, we will emphasize in-depth exploration of selected issues and music, reading important contemporary writings and grappling with challenging musical works. Our topics will include discourses about musical interiority, the post-Beethovenian symphony, the Lied tradition, performance aesthetics and the creative agency of the performer, intersections of music and literature, and canon formation and its consequences. Our topics will include, to cite but a few examples, discourses about musical interiority, the post-Beethovenian symphony, the Lied tradition, performance aesthetics and the creative agency of the performer, intersections of music and literature, and canon formation and its consequences.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Spring

MUSIC 4108 Composition
Concentrated independent work in composition and a weekly master class for experienced composers. Prerequisite: Music 330 or permission of instructor.
Credit 3 units.
Typical periods offered: Fall, Spring

MUSIC 4109 Composition
Concentrated independent work in composition and a weekly master class for experienced composers.
Credit 3 units. A&S IQ: HUM BU: HUM EN: H
Typical periods offered: Spring

MUSIC 4141 Analysis II
Continuation of Music 423, concentrating on approaches to larger and more complex works of classically tonal music, including 18th-century symphonies and string quartets, late works by Beethoven, chamber music and symphonies of Brahms and symphonies of Mahler. Prerequisite: Mus 423 or permission of instructor.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Spring

MUSIC 4162 Divas, Monsters, Material Girls: Women in Music Videos
The stark black and white of Madonna's Vogue and the pinks and sparkles of Material Girl. The lavish cinematic spectacle of Lady Gaga's Telephone and the thinkpiece-launching intertextuality of Ariana Grande's thank u next. The explosive surprise releases of Beyoncé's BEYONCÉ and Lemonade visual albums. Since MTV's advent in 1981, hit music videos have made a number of pop songs inextricable from the iconic imagery of their videos; ubiquitous digital devices and the rise of YouTube have only increased pop music's audiovisuality. Looking at and listening to female pop icons raises fraught questions of agency, representation, race, sexuality/sexualization, bodies, commodification, and capital. In this course, students will gain a vocabulary for talking about both the audio and visual parameters of music videos, and they will use this vocabulary to engage with critical frameworks for examining meaning, circulation, and reception in contemporary music videos. Assignments across the course will allow students to experiment with a range of writing and media genres, from critical close readings, micro-reception histories, mock (or real) thinkpieces, podcast episodes, and video essays.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: CPSC, HUM BU: HUM EN: H
Typical periods offered: Spring

MUSIC 4190 Selected Areas for Special Study I
Over the past several years, many disciplinary calls to examine the imperial legacies of musicological knowledge production have coalesced under the banner of Global Music History: to decenter Euro-American frameworks of nation-bounded historiography, and renew attention upon more-than-Eurocentric music and sound practices that comprise, connect, and constitute the globe. This seminar introduces the many facets of what this "global turn" can mean for scholars of Music Studies working in Euro-American academia. How does thinking globally differ from regional, comparative, networked, transnational, or cross-boundary modes of inquiry? What can we learn from the aspirations and failures of totalizing projects from our discipline's intellectual past, such as eighteenth-century universal histories of music and nineteenth-century comparative musicology? How do we democratize the material wealth, visibility, and perceived prestige of Euro-American channels of knowledge production for the benefit of scholars of the Global South, without becoming gatekeepers of institutional power? What is (or ought to be) the standard for "decolonization" on Global Music History's horizon? Ultimately, the course aims to demonstrate how "the global turn" is not simply an

inclusionary call for the study of musics traditionally outside the realm of Musicology, but that thinking at the global register could be a new conceptual lens of relevance to any existing research project in music and sound.
Credit 3 units. A&S IQ: HUM BU: HUM EN: H
Typical periods offered: Spring

MUSIC 4191 Music Ethnography and Fieldwork Methodologies
Credit 3 units.

MUSIC 4225 Selected Areas for Special Study
In-depth study in areas of special interest. Prerequisite: senior standing, graduate standing, or permission of instructor.
Credit 3 units. A&S IQ: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

MUSIC 4311 Black Experimental Music
Founded on the South Side of Chicago in 1965, the Association for the Advancement of Creative Musicians (AACM) united dozens of African American artists who were interested in experimental approaches to composition and improvisation. Their creative work, often described as black experimental music, would transform black-identified musical styles like jazz as well as white-identified styles of experimental concert music from which African Americans were often excluded-until the AACM intervened. In this course, we will investigate the Association's history by reading and discussing a wide range of texts about the organization, including books and articles written by AACM members themselves. We will also examine a number of important recordings and musical scores created by AACM artists, including Muhal Richard Abrams, Fred Anderson, Anthony Braxton, Joseph Jarman, George Lewis, Nicole Mitchell, Roscoe Mitchell, and Wadada Leo Smith.
Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Spring

MUSIC 4560 Soundtrack Studies: Music Voices, Noise
This course considers the interaction of film, sound, and music from the silent era to the present by screening representative films from around the world and exploring current directions in scholarship from the disciplines of film studies and musicology. Topics to be discussed include: historical and critical understandings of the sound track, major film sound theorists (such as Michel Chion), technological shifts (such as synchronized sound, Dolby, and digital surround sound), the uses of Richard Wagner (both his music and his ideas), the relationship between a film genre (noir) and sound and music and the relationship between a musical genre (opera) and film, and the juxtaposition of popular and classical, Western and non-Western musical styles in art cinema. Films to be screened include Meek's Cutoff, Blow Out, Days of Heaven, Sous le toits de Paris, Love Me Tonight, Casablanca, Alien, Apocalypse Now, La cérémonie, Le Cercle rouge, The Pillow Book, The Scent of Green Papaya, and The Bourne Ultimatum. The course is in seminar format. Readings from recent scholarly work on film sound and music will inform class discussions of the films to be screened. Close analysis of how music, sound, and image interact in film making and the film experience lies at the heart of the course. The ability to read music is not required. A primary goal of the course will be the development of specific listening skills that are useful when working in this area. Targeted writing assignments will ask students to write about film sound and music from a variety of critical and historical perspectives. Pre-requisites: graduate status or completion of The History of the Film Score (FMS 360 / AMCS 360 / MUS 328) and permission of the instructor. REQUIRED SCREENING:
Credit 3 units. A&S IQ: HUM BU: HUM EN: H

MUSIC 4701 Jazz Guitar
Individual Applied Music -Jazz Guitar
Credit 2 units.
Typical periods offered: Fall, Spring

MUSIC 4702 Jazz Piano
Individual Applied Music -Jazz Piano
Credit 2 units.
Typical periods offered: Fall, Spring

MUSIC 4703 Jazz Strings
Individual Applied Music -Jazz Strings.
Credit 2 units.
Typical periods offered: Fall, Spring

MUSIC 4704 Jazz Voice
Individual Applied Music -Jazz Voice
Credit 2 units.
Typical periods offered: Fall, Spring

MUSIC 4705 Jazz Winds and Percussion
Individual Applied Music -Jazz Winds and Percussion
Credit 2 units.
Typical periods offered: Fall, Spring

MUSIC 4750 Guitar
Individual Applied Music -Guitar
Credit 2 units.
Typical periods offered: Fall, Spring

MUSIC 4751 Organ
Credit 2 units.
Typical periods offered: Fall, Spring

MUSIC 4752 Piano
Individual Applied Music -Piano
Credit 3 units.
Typical periods offered: Fall, Spring

MUSIC 4753 Strings
Individual Applied Music -Strings.
Credit 2 units.
Typical periods offered: Fall, Spring

MUSIC 4754 Voice
Voice.
Credit 2 units.
Typical periods offered: Fall, Spring

MUSIC 4755 Winds and Percussion
Winds and Percussion
Credit 2 units.
Typical periods offered: Fall, Spring

MUSIC 4971 Senior Capstone: Musicology or Analysis
Supervised research in music history or analysis culminating in a major paper. Required of Bachelor of Music students whose program focuses on music history or analysis. Prerequisite: senior standing.
Credit 3 units.
Typical periods offered: Fall, Spring

MUSIC 4972 Senior Capstone: Performance, Composition, or Theory
Supervised work in performance, composition or theory culminating in some combination of a paper, composition, and/or performance. Required of Bachelor of Music students whose program focuses on performance, composition or theory. Prerequisite: senior standing.
Credit 3 units.
Typical periods offered: Fall, Spring

MUSIC 4973 Senior Honors Capstone: Musicology or Analysis
Prerequisite: senior standing, a grade point average of 3.0 or higher and permission of the faculty supervisor, director of undergraduate studies, and the chair of the department.
Credit 3 units. EN: H
Typical periods offered: Fall, Spring

MUSIC 4974 Honors Capstone: Performance, Composition, or Theory
Prerequisite: senior standing, a grade point average of 3.0 or higher and permission of the faculty supervisor, the director of undergraduate studies, and the chair of the department.
Credit 3 units. EN: H
Typical periods offered: Fall, Spring

MUSIC 4996 Music Elective: 400-Level
Senior elective in Music.
Credit 3 units. EN: H

MUSIC 4999 Independent Study
This course is for independent study in Music.
Credit 3 units.
Typical periods offered: Fall, Spring

Music Major (BA)

Program Requirements

- **Total Units Required:** 45
- **Grade Requirement:** C– or better; Pass/No Pass grades do not count for the major.

Required Courses

Code	Title	Units
MUSIC 1240 Classical Theory I & MUSIC 1241 Classical Theory II **or** MUSIC 1260 Jazz Theory I & MUSIC 1261 Jazz Theory II		6
MUSIC 1270	Musicianship I	1
MUSIC 1290	Musicianship II	1
MUSIC 2070	Classical Theory III	3
MUSIC 3014	Ethnomusicology	3
MUSIC 3015	American Popular Music & Media	3
MUSIC 3016	Topics in Music History & Culture	3
MUSIC 3019	The Invention of Classical Music	3
MUSIC 3291	Music Theory IV: Topics in Music Theory	3
Two semesters of keyboard skills; course placement determined by piano faculty		2
Performance courses: private lessons, small ensembles, and/or large ensembles		4
Also required:		
MUSIC 4971 Senior Project: Musicology or Analysis **or** MUSIC 4972 Senior Capstone: Performance, Composition, or Theory **or** MUSIC 4973 Senior Honors Capstone: Musicology or Analysis **or** MUSIC 4974 Honors Project: Performance, Composition, or Theory		
or an approved 4000-level MUSIC course		
Total Units		**32**

Elective Courses

Students must complete 10 units of elective courses in Music, of which 3 units must be at the 3000 level or above.

Additional Information

- Courses taken Pass/No Pass and courses in which a student earns less than a C- do not fulfill the major requirements.
- A maximum of 6 credits earned via study abroad and/or transfer are allowed upon department approval.
- Music majors may take advantage of music-focused study abroad programs in Italy, Ireland, France, South Africa, or other countries upon request and approval. To learn more about these opportunities, please visit the Overseas Programs page of the Arts & Sciences website.

Becoming a Music Major

Students who plan to declare a major in music should consult with the department as early as possible. Students interested in pursuing a Music major should begin the appropriate course sequences in music theory, music history, keyboard skills, and musicianship. All Music majors must complete a senior capstone, which could take the form of a thesis, recital, lecture-demonstration, composition portfolio, or 4000-level course.

Senior Honors

Music majors are encouraged to work toward Latin Honors. To qualify, students must have a minimum cumulative GPA of 3.65 at the end of the sixth semester, complete all core Music requirements by the end of the junior year, and satisfactorily complete a senior honors capstone project, including an oral examination with a faculty committee. Project proposals are due at the end of the junior year.

Contact:	Jessica Flannigan
Phone:	314-935-5566
Email:	flanniganj@wustl.edu
Website:	http://music.wustl.edu/undergraduate

Music Major (BMus)

Program Requirements

- **Total Units Required:** 51-79
- **Grade Requirement:** C- or better; Pass/No Pass grades do not count for the major.

Declaration of this major must be approved by the department before the end of a student's sophomore year. In addition to the required courses, majors must complete a minimum of 12 to 30 units in advanced courses, depending on the area of concentration. Students may earn the BMus degree with concentration in performance, composition, music theory, or music history and culture, or they may pursue a general program that combines two or more of these areas.

Each concentration requires a major senior capstone, such as a thesis, recital, lecture-demonstration, or composition portfolio. All majors must also pass a keyboard proficiency examination.

Required Courses

Code	Title	Units
MUSIC 1240 Classical Theory I & MUSIC 1241 Classical Theory II **or** MUSIC 1260 Jazz Theory I & MUSIC 1261 Jazz Theory II		6
MUSIC 2070	Classical Theory III	3
MUSIC 3291	Music Theory IV: Topics in Music Theory	3
MUSIC 1270	Musicianship I	1
MUSIC 1290	Musicianship II	1
MUSIC 3014	Ethnomusicology	3
MUSIC 3015	American Popular Music & Media	3
MUSIC 3016	Topics in Music History & Culture	3
MUSIC 3019	The Invention of Classical Music	3
MUSIC 4141	Analysis II	3
1 unit of keyboard skills per semester as necessary to complete MUSIC 2081		1-4
MUSIC 4971 Senior Project: Musicology or Analysis **or** MUSIC 4972 Senior Capstone: Performance, Composition, or Theory **or** MUSIC 4973 Senior Honors Capstone: Musicology or Analysis **or** MUSIC 4974 Honors Project: Performance, Composition, or Theory		3

Lesson and Ensemble Requirements

In addition to the courses listed above, BMus students must also register for music lessons (1-2 units) and at least one ensemble (1 unit) every semester once the major has been declared (no later than the second semester of their sophomore year). **Note:** Students with a performance emphasis must take at least 2 units of music lessons per semester; all other students must take at least 1 unit per semester.

Elective Courses

Each of the five BMus concentrations includes additional requirements, as follows:

Performance Emphasis

Code	Title	Units
MUSIC 4390	Diction I (vocal performance majors only)	3
4000-level music theory elective	All Music Theory courses at the 4000 level or higher except MUSIC 4141 Analysis II	3
Junior half-recital		0
Total Units		**3-6**

Theory Emphasis

Code	Title	Units
MUSIC 4001 Elementary Techniques in Electronic Music & MUSIC 4002 Advanced Techniques of Electronic Music **or** Composition Lessons		6
4000-level electives	All Music Theory courses at the 4000 level or higher except MUSIC 4141 Analysis II	12
Total Units		**18**

Composition Emphasis

Code	Title	Units
MUSIC 4001	Elementary Techniques in Electronic Music	3
MUSIC 4002	Advanced Techniques in Electronic Music	3
Upper-level music composition (MUSIC 4108, MUSIC 4109; repeatable)		12
4000-level music theory electives	All Music Theory courses at the 4000 level or higher except MUSIC 4001 Elementary Techniques in Electronic Music, MUSIC 4002 Advanced Techniques in Electronic Music, MUSIC 4108 Composition, MUSIC 4109 Composition, and MUSIC 4141 Analysis II	6
Total Units		**24**

History and Culture Emphasis

Code	Title	Units
Upper-level music history electives (other than MUSIC 3014, MUSIC 3015, MUSIC 3016, and MUSIC 3019)		12
4000-level music theory electives	All Music Theory courses at the 4000 level or higher except MUSIC 4141 Analysis II	6
Total Units		**18**

General Emphasis

Code	Title	Units
Upper-level music history electives (other than MUSIC 3014, MUSIC 3015, MUSIC 3016, and MUSIC 3019)		3
4000-level music theory electives	All Music Theory courses at the 4000 level or higher except MUSIC 4141 Analysis II	6
Elective units	All MUSIC courses except MUSIC 1240 Classical Theory I, MUSIC 1241 Classical Theory II, MUSIC 1260 Jazz Theory I, MUSIC 1261 Jazz Theory II, MUSIC 1270 Musicianship I, MUSIC 1290 Musicianship II, MUSIC 2070 Classical Theory III, MUSIC 3014 Ethnomusicology, MUSIC 3015 American Popular Music & Media, MUSIC 3019 The Invention of Classical Music, MUSIC 3291 Music Theory IV: Topics in Music Theory, MUSIC 4141 Analysis II, MUSIC 4971 Senior Project: Musicology or Analysis, MUSIC 4972 Senior Capstone: Performance, Composition, or Theory, MUSIC 4973 Senior Honors Capstone: Musicology or Analysis, and MUSIC 4974 Honors Project: Performance, Composition, or Theory	9
Total Units		**18**

Additional Information

- Courses taken Pass/No Pass and courses in which a student earns less than a C- do not fulfill the major requirements.
- A maximum of 6 credits earned via study abroad and/or transfer are allowed upon department approval.
- Music majors may take advantage of music-focused study abroad programs in Italy, Ireland, France, South Africa, or other countries upon request and approval. To learn more about these opportunities, please visit the Overseas Programs page of the Arts & Sciences website.

Becoming a Music Major

Students who plan to declare a major in music should consult with the department as early as possible. Students interested in pursuing a Music major should begin the appropriate course sequences in music theory, music history, keyboard skills, and musicianship. All Music majors must complete a senior capstone, which could take the form of a thesis, recital, lecture-demonstration, composition portfolio, or 4000-level course.

Senior Honors

Music majors are encouraged to work toward Latin Honors. To qualify, students must have a minimum cumulative GPA of 3.65 at the end of the sixth semester, complete all core Music requirements by the end of the junior year, and satisfactorily complete a senior honors capstone project, including an oral examination with a faculty committee. Project proposals are due at the end of the junior year.

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Music Major, Composition Concentration (BMus)

Program Requirements

- **Total Units Required:** 68-79
- **Grade Requirement:** C- or better; Pass/No Pass grades do not count for the major.

Declaration of this major must be approved by the department before the end of a student's sophomore year. In addition to the required courses, majors must complete a minimum of 12 to 30 units in advanced courses, depending on the area of concentration. Students may earn the BMus degree with concentration in performance, composition, music theory, or music history and culture, or they may pursue a general program that combines two or more of these areas.

Each concentration requires a major senior capstone, such as a thesis, recital, lecture-demonstration, or composition portfolio. All majors must also pass a keyboard proficiency examination.

Required Courses

Code	Title	Units
MUSIC 1240 Classical Theory I & MUSIC 1241 Classical Theory II **or** MUSIC 1260 Jazz Theory I & MUSIC 1261 Jazz Theory II		6
MUSIC 2070	Classical Theory III	3
MUSIC 3291	Music Theory IV: Topics in Music Theory	3
MUSIC 1270	Musicianship I	1
MUSIC 1290	Musicianship II	1
MUSIC 3014	Ethnomusicology	3
MUSIC 3015	American Popular Music & Media	3
MUSIC 3016	Topics in Music History & Culture	3
MUSIC 3019	The Invention of Classical Music	3
MUSIC 4141	Analysis II	3
1 unit of keyboard skills per semester as necessary to complete MUSIC 2081		1-4

MUSIC 4971 Senior Project: Musicology or Analysis **or** MUSIC 4972 Senior Capstone: Performance, Composition, or Theory **or** MUSIC 4973 Senior Honors Capstone: Musicology or Analysis **or** MUSIC 4974 Honors Project: Performance, Composition, or Theory	3

Lesson and Ensemble Requirements

In addition to the courses listed above, BMus students must also register for music lessons (1-2 units) and at least one ensemble (1 unit) every semester once the major has been declared (no later than the second semester of their sophomore year). **Note:** Students with a performance emphasis must take at least 2 units of music lessons per semester; all other students must take at least 1 unit per semester.

Elective Courses

Code	Title	Units
MUSIC 4001	Elementary Techniques in Electronic Music	3
MUSIC 4002	Advanced Techniques in Electronic Music	3
Upper-level music composition (MUSIC 4108, MUSIC 4109; repeatable)		12
4000-level music theory elective	All Music Theory courses at the 4000 level or higher except MUSIC 4001 Elementary Techniques in Electronic Music, MUSIC 4002 Advanced Techniques in Electronic Music, MUSIC 4108 Composition, MUSIC 4109 Composition, and MUSIC 4141 Analysis II	6
Total Units		**24**

Additional Information

- Courses taken Pass/No Pass and courses in which a student earns less than a C- do not fulfill the major requirements.
- A maximum of 6 credits earned via study abroad and/or transfer are allowed upon department approval.
- Music majors may take advantage of music-focused study abroad programs in Italy, Ireland, France, South Africa, or other countries upon request and approval. To learn more about these opportunities, please visit the Overseas Programs page of the Arts & Sciences website.

Becoming a Music Major

Students who plan to declare a major in music should consult with the department as early as possible. Students interested in pursuing a Music major should begin the appropriate course sequences in music theory, music history, keyboard skills, and musicianship. All Music majors must complete a senior capstone, which could take the form of a thesis, recital, lecture-demonstration, composition portfolio, or 4000-level course.

Senior Honors

Music majors are encouraged to work toward Latin Honors. To qualify, students must have a minimum cumulative GPA of 3.65 at the end of the sixth semester, complete all core Music requirements by the end of the junior year, and satisfactorily complete a senior honors capstone project, including an oral examination with a faculty committee. Project proposals are due at the end of the junior year.

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Music Major, General Concentration (BMus)

Program Requirements

- **Total Units Required:** 62-73
- **Grade Requirement:** C- or better; Pass/No Pass grades do not count for the major.

Declaration of this major must be approved by the department before the end of a student's sophomore year. In addition to the required courses, majors must complete a minimum of 12 to 30 units in advanced courses, depending on the area of concentration. Students may earn the BMus degree with concentration in performance, composition, music theory, or music history and culture, or they may pursue a general program that combines two or more of these areas.

Each concentration requires a major senior capstone, such as a thesis, recital, lecture-demonstration, or composition portfolio. All majors must also pass a keyboard proficiency examination.

Required Courses

Code	Title	Units
MUSIC 1240 Classical Theory I & MUSIC 1241 Classical Theory II **or** MUSIC 1260 Jazz Theory I & MUSIC 1261 Jazz Theory II		6
MUSIC 2070	Classical Theory III	3
MUSIC 3291	Music Theory IV: Topics in Music Theory	3
MUSIC 1270	Musicianship I	1
MUSIC 1290	Musicianship II	1
MUSIC 3014	Ethnomusicology	3
MUSIC 3015	American Popular Music & Media	3
MUSIC 3016	Topics in Music History & Culture	3
MUSIC 3019	The Invention of Classical Music	3
MUSIC 4141	Analysis II	3
1 unit of keyboard skills per semester as necessary to complete MUSIC 2081		1-4

MUSIC 4971 Senior Project: Musicology or Analysis **or** MUSIC 4972 Senior Capstone: Performance, Composition, or Theory **or** MUSIC 4973 Senior Honors Capstone: Musicology or Analysis **or** MUSIC 4974 Honors Project: Performance, Composition, or Theory	3

Lesson and Ensemble Requirements

In addition to the courses listed above, BMus students must also register for music lessons (1-2 units) and at least one ensemble (1 unit) every semester once the major has been declared (no later than the second semester of their sophomore year). **Note:** Students with a performance emphasis must take at least 2 units of music lessons per semester; all other students must take at least 1 unit per semester.

Elective Courses

Code	Title	Units
Upper-level music history electives (other than MUSIC 3014, MUSIC 3015, MUSIC 3016, and MUSIC 3019)		3
4000-level music theory electives	All Music Theory courses at the 4000 level or higher except MUSIC 4141 Analysis II	6
Elective units	All MUSIC courses except MUSIC 1240 Classical Theory I, MUSIC 1241 Classical Theory II, MUSIC 1260 Jazz Theory I, MUSIC 1261 Jazz Theory II, MUSIC 1270 Musicianship I, MUSIC 1290 Musicianship II, MUSIC 2070 Classical Theory III, MUSIC 3014 Ethnomusicology, MUSIC 3015 American Popular Music & Media, MUSIC 3019 The Invention of Classical Music, MUSIC 3291 Music Theory IV: Topics in Music Theory, MUSIC 4141 Analysis II, MUSIC 4971 Senior Project: Musicology or Analysis, MUSIC 4972 Senior Capstone: Performance, Composition, or Theory, MUSIC 4973 Senior Honors Capstone: Musicology or Analysis, and MUSIC 4974 Honors Project: Performance, Composition, or Theory	9
Total Units		**18**

Additional Information

- Courses taken Pass/No Pass and courses in which a student earns less than a C- do not fulfill the major requirements.
- A maximum of 6 credits earned via study abroad and/or transfer are allowed upon department approval.
- Music majors may take advantage of music-focused study abroad programs in Italy, Ireland, France, South Africa, or other countries upon request and approval. To learn more about these opportunities, please visit the Overseas Programs page of the Arts & Sciences website.

Becoming a Music Major

Students who plan to declare a major in music should consult with the department as early as possible. Students interested in pursuing a Music major should begin the appropriate course sequences in music theory, music history, keyboard skills, and musicianship. All Music majors must complete a senior capstone, which could take the form of a thesis, recital, lecture-demonstration, composition portfolio, or 4000-level course.

Senior Honors

Music majors are encouraged to work toward Latin Honors. To qualify, students must have a minimum cumulative GPA of 3.65 at the end of the sixth semester, complete all core Music requirements by the end of the junior year, and satisfactorily complete a senior honors capstone project, including an oral examination with a faculty committee. Project proposals are due at the end of the junior year.

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Music Major, History and Culture Concentration (BMus)

Program Requirements

- **Total Units Required:** 62-73
- **Grade Requirement:** C- or better; Pass/No Pass grades do not count for the major.

Declaration of this major must be approved by the department before the end of a student's sophomore year. In addition to the required courses, majors must complete a minimum of 12 to 30 units in advanced courses, depending on the area of concentration. Students may earn the BMus degree with concentration in performance, composition, music theory, or music history and culture, or they may pursue a general program that combines two or more of these areas.

Each concentration requires a major senior capstone, such as a thesis, recital, lecture-demonstration, or composition portfolio. All majors must also pass a keyboard proficiency examination.

Required Courses

Code	Title	Units
MUSIC 1240 Classical Theory I & MUSIC 1241 Classical Theory II **or** MUSIC 1260 Jazz Theory I & MUSIC 1261 Jazz Theory II		6
MUSIC 2070	Classical Theory III	3
MUSIC 3291	Music Theory IV: Topics in Music Theory	3
MUSIC 1270	Musicianship I	1

MUSIC 1290	Musicianship II	1
MUSIC 3014	Ethnomusicology	3
MUSIC 3015	American Popular Music & Media	3
MUSIC 3016	Topics in Music History & Culture	3
MUSIC 3019	The Invention of Classical Music	3
MUSIC 4141	Analysis II	3
1 unit of keyboard skills per semester as necessary to complete MUSIC 2081		1-4
MUSIC 4971 Senior Project: Musicology or Analysis **or** MUSIC 4972 Senior Capstone: Performance, Composition, or Theory **or** MUSIC 4973 Senior Honors Capstone: Musicology or Analysis **or** MUSIC 4974 Honors Project: Performance, Composition, or Theory		3

Lesson and Ensemble Requirements

In addition to the courses listed above, BMus students must also register for music lessons (1-2 units) and at least one ensemble (1 unit) every semester once the major has been declared (no later than the second semester of their sophomore year). **Note:** Students with a performance emphasis must take at least 2 units of music lessons per semester; all other students must take at least 1 unit per semester.

Elective Courses

Code	Title	Units
Upper-level music history electives (other than MUSIC 3014, MUSIC 3015, MUSIC 3016, and MUSIC 3019)		12
4000-level music theory electives	All Music Theory courses at the 4000 level or higher except MUSIC 4141 Analysis II	6
Total Units		**18**

Additional Information

- Courses taken Pass/No Pass and courses in which a student earns less than a C- do not fulfill the major requirements.
- A maximum of 6 credits earned via study abroad and/or transfer are allowed upon department approval.
- Music majors may take advantage of music-focused study abroad programs in Italy, Ireland, France, South Africa, or other countries upon request and approval. To learn more about these opportunities, please visit the Overseas Programs page of the Arts & Sciences website.

Becoming a Music Major

Students who plan to declare a major in music should consult with the department as early as possible. Students interested in pursuing a Music major should begin the appropriate course sequences in music theory, music history, keyboard skills, and musicianship. All Music majors must complete a senior capstone, which could take the form of a thesis, recital, lecture-demonstration, composition portfolio, or 4000-level course.

Senior Honors

Music majors are encouraged to work toward Latin Honors. To qualify, students must have a minimum cumulative GPA of 3.65 at the end of the sixth semester, complete all core Music requirements by the end of the junior year, and satisfactorily complete a senior honors capstone project, including an oral examination with a faculty committee. Project proposals are due at the end of the junior year.

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Music Major, Performance Concentration (BMus)

Program Requirements

- **Total Units Required:** 51-69
- **Grade Requirement:** C- or better; Pass/No Pass grades do not count for the major.

Declaration of this major must be approved by the department before the end of a student's sophomore year. In addition to the required courses, majors must complete a minimum of 12 to 30 units in advanced courses, depending on the area of concentration. Students may earn the BMus degree with concentration in performance, composition, music theory, or music history and culture, or they may pursue a general program that combines two or more of these areas.

Each concentration requires a major senior capstone, such as a thesis, recital, lecture-demonstration, or composition portfolio. All majors must also pass a keyboard proficiency examination.

Required Courses

Code	Title	Units
MUSIC 1240 Classical Theory I & MUSIC 1241 Classical Theory II **or** MUSIC 1260 Jazz Theory I & MUSIC 1261 Jazz Theory II		6
MUSIC 2070	Classical Theory III	3
MUSIC 3291	Music Theory IV: Topics in Music Theory	3
MUSIC 1270	Musicianship I	1

MUSIC 1290	Musicianship II	1
MUSIC 3014	Ethnomusicology	3
MUSIC 3015	American Popular Music & Media	3
MUSIC 3016	Topics in Music History & Culture	3
MUSIC 3019	The Invention of Classical Music	3
MUSIC 4141	Analysis II	3
1 unit of keyboard skills per semester as necessary to complete MUSIC 2081		1-4
MUSIC 4971 Senior Project: Musicology or Analysis **or** MUSIC 4972 Senior Capstone: Performance, Composition, or Theory **or** MUSIC 4973 Senior Honors Capstone: Musicology or Analysis **or** MUSIC 4974 Honors Project: Performance, Composition, or Theory		3

Lesson and Ensemble Requirements

In addition to the courses listed above, BMus students must also register for music lessons (1-2 units) and at least one ensemble (1 unit) every semester once the major has been declared (no later than the second semester of their sophomore year). **Note:** Students with a performance emphasis must take at least 2 units of music lessons per semester; all other students must take at least 1 unit per semester.

Elective Courses

Code	Title	Units
MUSIC 4390	Diction I (vocal performance majors only)	3
4000-level music theory elective	All Music Theory courses at the 4000 level or higher except MUSIC 4141 Analysis II	3
Total Units		**3-6**

BMus students with a performance concentration must complete a Junior half-recital.

Additional Information

- Courses taken Pass/No Pass and courses in which a student earns less than a C- do not fulfill the major requirements.
- A maximum of 6 credits earned via study abroad and/or transfer are allowed upon department approval.
- Music majors may take advantage of music-focused study abroad programs in Italy, Ireland, France, South Africa, or other countries upon request and approval. To learn more about these opportunities, please visit the Overseas Programs page of the Arts & Sciences website.

Becoming a Music Major

Students who plan to declare a major in music should consult with the department as early as possible. Students interested in pursuing a Music major should begin the appropriate course sequences in music theory, music history, keyboard skills, and musicianship. All Music majors must complete a senior capstone, which could take the form of a thesis, recital, lecture-demonstration, composition portfolio, or 4000-level course.

Senior Honors

Music majors are encouraged to work toward Latin Honors. To qualify, students must have a minimum cumulative GPA of 3.65 at the end of the sixth semester, complete all core Music requirements by the end of the junior year, and satisfactorily complete a senior honors capstone project, including an oral examination with a faculty committee. Project proposals are due at the end of the junior year.

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Music Major, Theory Concentration (BMus)

Program Requirements

- **Total units required:** 62-73
- **Grade Requirement:** C- or better; Pass/No Pass grades do not count for the major.

Declaration of this major must be approved by the department before the end of a student's sophomore year. In addition to the required courses, majors must complete a minimum of 12 to 30 units in advanced courses, depending on the area of concentration. Students may earn the BMus degree with concentration in performance, composition, music theory, or music history and culture, or they may pursue a general program that combines two or more of these areas.

Each concentration requires a major senior capstone, such as a thesis, recital, lecture-demonstration, or composition portfolio. All majors must also pass a keyboard proficiency examination.

Required Courses

Code	Title	Units
MUSIC 1240 Classical Theory I & MUSIC 1241 Classical Theory II **or** MUSIC 1260 Jazz Theory I & MUSIC 1261 Jazz Theory II		6
MUSIC 2070	Classical Theory III	3
MUSIC 3291	Music Theory IV: Topics in Music Theory	3
MUSIC 1270	Musicianship I	1
MUSIC 1290	Musicianship II	1
MUSIC 3014	Ethnomusicology	3

MUSIC 3015	American Popular Music & Media	3
MUSIC 3016	Topics in Music History & Culture	3
MUSIC 3019	The Invention of Classical Music	3
MUSIC 4141	Analysis II	3
1 unit of keyboard skills per semester as necessary to complete MUSIC 2081		1-4
MUSIC 4971 Senior Project: Musicology or Analysis **or** MUSIC 4972 Senior Capstone: Performance, Composition, or Theory **or** MUSIC 4973 Senior Honors Capstone: Musicology or Analysis **or** MUSIC 4974 Honors Project: Performance, Composition, or Theory		3

Lesson and Ensemble Requirements

In addition to the courses listed above, BMus students must also register for music lessons (1-2 units) and at least one ensemble (1 unit) every semester once the major has been declared (no later than the second semester of their sophomore year). **Note:** Students with a performance emphasis must take at least 2 units of music lessons per semester; all other students must take at least 1 unit per semester.

Elective Courses

Code	Title	Units
MUSIC 4001 Elementary Techniques of Electronic Music & MUSIC 4002 Advanced Techniques of Electronic Music **or** Composition Lessons		6
4000-level electives	All Music Theory courses at the 4000 level or higher except MUSIC 4141 Analysis II	12
Total Units		**18**

Additional Information

- Courses taken Pass/No Pass and courses in which a student earns less than a C- do not fulfill the major requirements.
- A maximum of 6 credits earned via study abroad and/or transfer are allowed upon department approval.
- Music majors may take advantage of music-focused study abroad programs in Italy, Ireland, France, South Africa, or other countries upon request and approval. To learn more about these opportunities, please visit the Overseas Programs page of the Arts & Sciences website.

Becoming a Music Major

Students who plan to declare a major in music should consult with the department as early as possible. Students interested in pursuing a Music major should begin the appropriate course sequences in music theory, music history, keyboard skills, and musicianship. All Music majors must complete a senior capstone, which could take the form of a thesis, recital, lecture-demonstration, composition portfolio, or 4000-level course.

Senior Honors

Music majors are encouraged to work toward Latin Honors. To qualify, students must have a minimum cumulative GPA of 3.65 at the end of the sixth semester, complete all core Music requirements by the end of the junior year, and satisfactorily complete a senior honors capstone project, including an oral examination with a faculty committee. Project proposals are due at the end of the junior year.

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Jazz Studies Minor

Program Requirements

- **Total Units Required:** 18
- **Grade Requirement:** C– or better; Pass/No Pass grades do not count for the major.

Required Courses

Code	Title	Units
MUSIC 1130	History of Jazz	3
MUSIC 1260	Jazz Theory I	3
MUSIC 1261	Jazz Theory II	3
MUSIC 3070	Jazz in American Culture	3
MUSIC 3190	Improv I	3
One of the following courses:		
MUSIC 3015 Popular Music and Media **or** MUSIC 3021 Music of the African Diaspora **or** MUSIC 3340 Compositional Craft in Film Scores and Musical Theater **or** MUSIC 3350 Music Arranging for the Multi-Genre Artist **or** MUSIC 3360 The Art of Popular Song **or** upper-level applied jazz lessons		3
Total Units		**18**

Additional Information

- Other upper-level credits in music or kindred studies (e.g., African and African-American Studies) may be approved at the discretion of the department chair.
- A grade of C– or better is required for courses to count toward the Jazz Studies minor.
- Up to 6 credits earned via study abroad and/or transfer are allowed upon department approval.

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Music – General Studies Minor

Program Requirements

- **Total Units Required:** 18
- **Grade Requirement:** C- or better; Pass/No Pass grades do not count for the major.

Required Courses

Code	Title	Units
MUSIC 1240 Classical Theory I & MUSIC 1241 Classical Theory II **or** MUSIC 1260 Jazz Theory I & MUSIC 1261 Jazz Theory II		6
One of the following courses:		
MUSIC 3014 Ethnomusicology **or** MUSIC 3015 American Popular Music and Media **or** MUSIC 3016 Topics in Music History & Culture **or** MUSIC 3019 The Invention of Classical Music		3
Total Units		**9**

Elective Courses

Students must complete 9 units of elective courses in music, of which 6 units must be at the 3000 level or above.

Additional Information

- A grade of C- or better is required for courses to count toward the music minor.
- Up to 6 credits earned via study abroad and/or transfer are allowed upon department approval.
- Students whose interests are not served by these requirements may apply to the department chair with an alternative proposal.

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Performing Arts

Performing Arts at Washington University is comprised of dance (p. 736) and drama (p. 736).

Dance

Students may select dance as a major through the Performing Arts Department. This course of study combines intensive studio work in the technique and theory of modern dance, ballet, and composition with seminars that examine dance as a global phenomenon containing forms that reflect culturally specific historical, aesthetic, and ethnological features. The program also includes a broad range of courses, such as stagecraft, music resources, improvisation, anatomy for dancers, pedagogy, dance therapy, musical theater dance, world dance forms, jazz, hip hop, and West African. Alternatively, students may choose to minor in dance.

The senior capstone experience is framed in consultation with Performing Arts faculty. In April, prior to registration for the fall semester, dance majors discuss the capstone requirement with their advisors. The dance capstone requirement can be satisfied by a senior honors thesis or a senior dance project. The format may range from a research paper or a written analysis of the student's dance development to a project emphasizing movement expression (e.g., the creation of a video résumé, a performance, or a choreographic project). In all cases, dance capstones have a written component.

Those who study dance at Washington University learn from faculty members who have both professional experience and academic degrees. Students also have the opportunity to study with guest artists-in-residence who teach master classes and set choreography.

Students may audition for the Washington University Dance Theatre, which holds annual auditions for students. Selected students will appear in faculty- and guest artist-choreographed concerts in Edison Theatre. Dance students particularly interested in performance may audition for the student repertory company, Washington University Dance Collective (WUDC). WUDC rehearses throughout the year and performs on campus as well as in venues in the St. Louis area. Students may also participate in departmental drama productions as well as student-directed work in choreography and theater. Further, each year, students have the opportunity to attend the regional American College Dance Conference to adjudicate work, perform, and take master classes.

Dance students may pursue study abroad at the University of Auckland, New Zealand; University of Ghana, Legon; and Roehampton University, London. With approval from the Dance program, courses at these institutions may fulfill dance major and minor requirements. Courses in other disciplines taught at these institutions may also be accepted by Washington University.

Drama

The drama major combines rigorous training in theater and performance studies (world theater history, performance theory, and dramatic criticism) with theater production, including courses in playwriting, acting, directing, devising, design (i.e., set, costume, lighting, and sound), and experimental digital performance.

In this program, students can take a wide variety of courses covering the history of world theater in comparative relation. Ranging from the ritual practices that emerged into the dramas of Ancient Greece to the post-dramatic explorations of habituated movements we make in everyday life, performance is studied as a corporeal practice and material expression of cultural meanings. By understanding performance as both an artistic practice and a sociological phenomenon, students learn to think critically about the complex ways that cultures make meanings in the forms and practices of embodied movement.

In small, individualized classes, professionally and academically trained faculty lead students in practice and discussion, helping them make connections between the study of theater as a liberal art and the application of skills in production. In acting, the department offers four courses that cover scene and character study, acting styles, and solo performance work. Additional courses in movement, voice/speech, and musical theater augment the performance course curriculum. A two-course directing sequence issues into a public showing of student-directed work, and some students have chosen to direct a fully designed production as their capstone or senior honors thesis. Recent graduates of the acting and directing sequence have been placed in prestigious MFA programs, in internships and jobs in regional American theaters, and in various professional schools and graduate programs. Our nationally recognized program in design and technical theater offers students a varied selection of costume, scene, lighting, and sound design courses. Our design faculty regularly facilitates opportunities for design and technical theater students to shadow them in professional design jobs and/or to intern within companies. A highly successful playwriting program, enriched by the annual A.E. Hotchner Playwriting Competition and workshops run by leading American dramaturgs, has produced playwrights whose work is now being performed in nationally recognized venues as well as in film and television.

Since 1991, the Performing Arts Department and the Globe Education Program have collaborated in the teaching of Shakespeare's plays. In either a two-semester first-year seminar or a four-week intensive summer program, students can explore the textual meanings, historical contexts, and cultural significance of Shakespeare's plays both as literature and in performance. Working with Performing Arts faculty as well as Globe personnel, students learn to bring Shakespeare's plays to life in master classes that teach them how to voice Shakespeare's poetry, realize his characters, and perform stage combat. Both course options offer students a summer study abroad opportunity to visit Shakespeare's birthplace in Stratford-upon-Avon and the reconstructed Globe Theater in London, culminating in their own performance on the Globe stage.

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Faculty

Chair

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PhD, Northwestern University

Directors of Undergraduate Studies

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Assistant Professor of Performing Arts
MFA, The University of Texas at Austin

Dominique Green
Lecturer in Costume Design
MFA, University of Cincinnati, College Conservatory of Music

Elinor Harrison
Lecturer in Dance
PhD, Washington University in St. Louis

Robert K. Henke
Professor of Drama and Comparative Literature
PhD, University of California, Berkeley

Ron Himes
Henry E. Hampton Jr. Artist-in-Residence
BSBA, Washington University

David W. Marchant
Professor of Practice in Dance
MFA, University of Iowa

Jeffery S. Matthews
Professor of Practice in Drama
MFA, Virginia Commonwealth University

Robert Mark Morgan
Teaching Professor of Drama
MFA, San Diego State University

Elaine A. Peña
Professor of Performing Arts, American Culture Studies, and Anthropology
PhD, Northwestern University

Annamaria Pileggi
Professor of Practice in Drama
MFA, Brandeis University

Sean Savoie
Teaching Professor of Design-Technical Theater
MFA, University of Cincinnati - College Conservatory of Music

Claire Sommers
Lecturer in Drama
PhD, City University of New York

William Whitaker
Professor of Practice in Drama
MFA, Florida Atlantic University

Retired Faculty

Mary-Jean Cowell
PhD, Columbia University

Christine Knoblauch-O'Neal
PhD, Texas Woman's University

Henry I. Schvey
PhD, Indiana University

Majors

- Dance Major (p. 757)
- Drama Major (p. 759)

Minors

- Dance Minor (p. 761)
- Drama Minor (p. 762)

Courses

Courses include the following:

- Dance (p. 738)
- Drama (p. 745)

Dance

DANCE 1010 Introduction to Dance as a Contemporary Art Form
Introduction to dance as a creative art form. Through practical work in the studio, students gain an understanding of the human body as an instrument of expression and of motion as the medium of dance. Technique, analysis and creative work. Not open to majors. May be repeated once for credit.
Credit 2 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

DANCE 1600 Ampersand: The Body: What Moves US and Other Perspectives on Movement
This course introduces students to the complex neural processes that allow the coordination and integration of thought, action, and perception. We will explore fundamental concepts of motor control including how our central nervous system integrates information to allow us to maintain posture and balance, to coordinate our limbs to external rhythms, and to move our bodies efficiently and expressively through space and time. We will explore theoretical frameworks of motor learning as they pertain to movement. We will delve into the neuromechanisms underlying common tools that skilled movers use to improve motor performance and how they induce neuroplasticity in brain structure and function. Students will gain broad understanding of neurophysiological investigative techniques that allow us to glimpse the complex neural processes that allow the coordination and integration of thought, action, and perception. Prerequisite: first semester of Ampersand The Mind-Body Connection
Credit 3 units. A&S IQ: SSC Art: SSC
Typical periods offered: Spring

DANCE 1996 Dance Elective: 100-Level
Course is used for transcribing 1000-level DANCE elective units
Credit 3 units. EN: H
Typical periods offered: Fall, Spring, Summer

DANCE 2000 Tutorial
Supplementary work at the low intermediate level in ballet and modern dance at times to be determined. Prerequisites: sophomore standing and permission of the Director of Undergraduate Dance Studies. Credit to be determined in each case.
Credit 6 units. A&S IQ: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

DANCE 2010 Theory and Technique of Modern Dance I
Fundamental theory and techniques of American modern dance. Studio work investigating the expressive potential of human movement and developing individual rhythmic and kinesthetic awareness, coordination, and breadth of movement vocabulary. Related reading and video expand on theory embodied in the class work and give an historical overview of modern dance in the U.S. Attendance at two to three performances required. Prerequisite: some previous dance training or permission of instructor.
Credit 2 units. A&S IQ: HUM BU: HUM EN: H
Typical periods offered: Fall

DANCE 2011 Theory and Technique of Modern Dance II
A course for students familiar with the basic concepts and technique of modern dance. Emphasis on expanding individual movement versatility with increasing difficulty of choreographic phrase materials. Related readings and videos, some focused on American postmodern dance. Attendance at 2-3 performances required. Prerequisites: Dance 201 or permission of the instructor.
Credit 2 units. A&S IQ: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Spring

DANCE 2020 Composition I
Finding personal movement and transforming it into dance. Through a series of class projects the formal elements of composition are introduced. Prerequisites: Dance 201 or permission of the instructor. Concurrent registration in a technique class required.
Credit 3 units. A&S IQ: HUM BU: HUM EN: H
Typical periods offered: Fall

DANCE 2021 Composition and Technique
Introduction to dance composition supported by two modern or ballet technique classes each week at the level appropriate to the individual student. Work on composition assignments outside of class will be expected. Prerequisite: Dance 201E or permission of instructor.
Credit 4 units. A&S IQ: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall

DANCE 2030 Improvisation I
This course will explore the process and art form of creative, expressive, spontaneous dancemaking. Students learn to simultaneously move and respond in the moment, developing skills of communication, observation, performance, and composition in the language of movement. Open to dancers of all levels. Light reading; in class and out of class projects.
Credit 1 unit. Art: HUM
Typical periods offered: Fall, Spring

DANCE 2040 Beginning-Intermediate Hip Hop: Culture and Movement
What is Hip Hop? Is it simply dance and music? Is it something more? This course will be an introduction to Hip Hop dance and its impact on society. Students will explore various foundations of Hip Hop movement through warmup, footwork, body isolations, groove patterns and textures, across-the-floor exercises, choreographic studies, and classroom discussions. Students will then demonstrate their understanding of these foundations through supplemental readings, viewings, and written response papers, students will also gain greater depth and breadth of knowledge about the history and culture of the form.
Credit 2 units.
Typical periods offered: Fall

DANCE 2050 Afro-Modern Dance (Dunham Technique)
This course introduces students to Katherine Dunham's dance technique, which combines ballet, modern, and Afro-Caribbean dance. Dunham Technique is one of the most important foundations for jazz dance and also shares characteristics with West African Dance and several modern dance techniques. Some lectures and occasional short readings will supplement this studio-based course so that students can learn more about Katherine Dunham (1909-2006), one of the great pioneers of dance in America. The class is open to all levels, although at least one semester of previous dance experience is required. Repeatable one time for credit in subsequent semester.
Credit 2 units.
Typical periods offered: Spring

DANCE 2060 Fundamentals of Jazz Dance
This course introduces the basic principles and vocabulary of traditional jazz dance as influenced by American social dances and its relationship to the rise in popularity of jazz music. Both are unique to America and are rooted in African-American and European-American culture.
Credit 2 units. A&S IQ: HUM BU: HUM EN: H
Typical periods offered: Fall

DANCE 2210 Fundamentals of Classical Ballet
Designed for dancers with no previous training or knowledge of the development of ballet in America, a systematic introduction to the ballet technique, including traditional terminology, and introductory readings on American Ballet Theatre as a repository for classical and modern ballet repertoire of both American and European choreographers. Attention to basic anatomical concerns and body alignment as well as to the classical movement vocabulary. Prerequisite: none.
Credit 2 units. A&S IQ: HUM BU: HUM EN: H
Typical periods offered: Fall

DANCE 2211 Fundamentals of Classical Ballet
Designed for dancers with no previous training or knowledge of the development of ballet in America, a systematic introduction to the ballet technique, including traditional terminology, and introductory readings on New York City Ballet as a repository for the choreography of George Balanchine. Attention to basic anatomical concerns and body alignment as well as to the classical movement vocabulary.
Credit 2 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Spring

DANCE 2900 Directed Research in Dance
Introduces first-years and sophomores to research by engaging them in ongoing faculty research projects within the department. Under the direction of a faculty mentor, students take part in tasks that contribute to the mentor's research. Through this hands-on experience, students learn about the research process and build foundational research skills that can benefit their future academic experience and development. Faculty mentors provide regular guidance, training, and feedback to support students' understanding and growth. Students are registered by the department after approval from the faculty member leading the research project. The course may be taken for 1-3 credit hours based on the weekly hours required. Credit/No Credit only
Credit 3 units.
Typical periods offered: Spring

DANCE 2901 Dance Theater Production
Experience in technical production. Required stage work includes 2 studio dance productions supervised by faculty. Prerequisite: Dance 212E.
Credit 1 unit. A&S IQ: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

DANCE 2910 Internship
Students may receive up to 3 units of credit for an approved internship with an organization where the primary objective is to obtain professional experience outside the classroom. Students must file a Learning Agreement with the Career Center, a faculty sponsor and the site supervisor. This must be approved by all three constituencies before proceeding. A final written project is to be agreed upon between the student and faculty sponsor before work begins, and will be evaluated by the faculty sponsor at the end of the internship.
Credit 3 units. A&S IQ: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

DANCE 2996 Dance Elective: 200-Level
This course is used fir transcribing 2000-level DANCE elective units
Credit 3 units.
Typical periods offered: Fall, Spring, Summer

DANCE 3009 Composition and Technique II
Continuing work in dance composition supported by two technique classes each week at the level appropriate to the individual student. Work on composition assignments outside of class is expected. Prereq: Dance 201, Dance 203, or permission of instructor.
Credit 4 units. A&S IQ: HUM BU: HUM EN: H
Typical periods offered: Spring

DANCE 3010 Theory and Technique of Modern Dance III
Technique and related concepts for the intermediate-level student. Greater emphasis on the ability to accurately replicate or individually interpret choreographic material. Related reading and video assignments on contemporary dance developments and attendance

at two to three performances required. Variable content; may be repeated for credit in a subsequent semester. Prerequisites: Dance 202 or recommendation of the student's previous WU instructor or permission of the course instructor.
Credit 2 units. A&S IQ: HUM BU: HUM EN: H
Typical periods offered: Fall

DANCE 3011 Theory and Technique of Modern Dance III
Prerequisite: permission of the instructor.
Credit 3 units. A&S IQ: HUM BU: HUM
Typical periods offered: Spring

DANCE 3020 Composition II
A workshop for students with experience in choreography. Study of approaches to dance composition with related improvisation problems. Work outside of studio hours expected. Prerequisites: Dance 203 and permission of the instructor; concurrent registration in a technique course required.
Credit 3 units. A&S IQ: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Spring

DANCE 3022 Theory and Technique of Modern Dance IV
Continuation of Dance 301. Variable content; may be repeated for credit in a subsequent semester. Prerequisites: Dance 301 or recommendation of the student's previous WU instructor or permission of the course instructor.
Credit 2 units. A&S IQ: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Spring

DANCE 3030 Dance Improvisation II
Continuation of Dance 213. Prerequisite: Dance 213 or permission of instructor. Concurrent registration in a dance technique course at the 300 level or higher is required. May be repeated once for credit.
Credit 1 unit. A&S IQ: HUM BU: HUM
Typical periods offered: Fall, Spring

DANCE 3032 Dance Improvisation: Spontaneous Composition & Performance Techniques
Dance improvisation is a cumulative, integrative practice, applying every skill the performer can bring to the spontaneous present in which creative process and performance is simultaneously one and the same. In this course, students learn and create processes for improvising dance/performance art, with an aim toward developing integrated skill in: dance technique, intuitive movement invention, partnered dancing, collaborative process, performance presence/expressivity, and compositional form. Applications include improvising compositions for theatrical stage, site-specific venues and for camera-based artistic mediums. Meets requirement for dance major. Prerequisite: students must be qualified at 300 level in any genre of dance technique, or obtain special permission of instructor. This course is optimal for students who have previously taken Dance Composition (L29 203/208/303/309), and/or Contact Improvisation (U31 212), though they are not prerequisites. May be repeated once for credit.
Credit 2 units. A&S IQ: HUM BU: HUM EN: H
Typical periods offered: Fall

DANCE 3040 Dance Composition Projects
Choreography juried by dance faculty or supervised choreography on themes assigned by the instructor or formulated by the student and approved by the instructor. Prerequisite: minimum of 1 semester course work in composition or permission of the instructor.
Credit 3 units. A&S IQ: HUM BU: HUM EN: H
Typical periods offered: Spring

DANCE 3041 Accompaniment Techniques for Dance
A wide variety of percussion instruments and techniques are studied to determine what makes effective dance accompaniment. The course includes: examples and discussion of dance musics from western and non-western cultures; basic notation of rhythm and form; demonstrations of musical styles and discussion of social contexts. Students will have opportunities to assist in accompanying modern dance classes. Minimum of 2-3 hours a week of individual practice and/or listening to recordings expected.
Credit 2 units. A&S IQ: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Spring

DANCE 3042 Music Resources for Dance
Analysis of western (Europe, America) world (Africa, India, Indonesia) and global popular musics. Emphasis on rhythm/form, style/genre, instrumentation, and function/context. Basic music theory: notation, time signatures, subdivisions and polyrhythms. Major composers for dance (Lully, Tchaikovsky, Debussy, Ravel, Stravinsky, Cage, etc.) Introduction to percussion techniques for dance accompaniment using hand drums, drumset and hand-held instruments. Introduction to basic studio techniques including microphones, recording and editing equipment, and the use of synthesizer and drum machines. Prerequisites: For dance students at the intermediate or advanced level.
Credit 2 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Spring

DANCE 3060 Jazz Dance II
Intermediate to high intermediate work in jazz dance technique, including choreographic phrases emphasizing stylistic clarity and more complex rhythmic structure. Variable content; may be repeated once for credit in a subsequent semester. Preference given to students registering for the first time. Prerequisite: Dance 297 or permission of instructor.
Credit 2 units. A&S IQ: HUM BU: HUM EN: H
Typical periods offered: Spring

DANCE 3070 Modern Dance and the African-American Legacy
This course examines the works of several African-American choreographers and their contributions to the field of modern dance in America. These works are considered modern dance classics and some depict important historical events. Through the medium of dance aided by discussions, video and class reading assignments, the choreographers' works are analyzed for form, content and social relevance. Studio work includes technique to support learning the repertory. Prerequisite: one to two years training in modern, jazz or ballet
Credit 2 units. A&S IQ: HUM, SC Arch: HUM Art: CPSC, HUM BU: HUM EN: H
Typical periods offered: Fall

DANCE 3090 Histories of Theatrical and Concert Dance
This course is a survey of dance on the stage. It examines the interrelated histories of ballet, modern, jazz, hip hop, and musical theatre dance, and it discusses how these forms have converged in today's contemporary dance scene. It offers an overview of key artistic movements, both mainstream and avant-garde, while examining selected dances through a combination of formal analysis and a consideration of the social and political contexts that contributed to their meaning. Students will learn how to analyze dance using a variety of sources, such as visual art, photographs, film, and written texts. The

classroom format will emphasize discussion. Throughout the course, we will interrogate the categories of theatrical dance and concert dance, seeing how the definitions have changed over time to include or exclude certain types of dancing.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall

DANCE 3120 West African Music and Dance in Context
A West African dance course specifically focused on the Ivorian dance traditions of the Baule, Bete Dan, Lobi, Makinke, and Senufo peoples. The course addresses the relationship between music and dance as well as their social and cultural significance. Study of myths, art, costumes and masks as they relate to various dances and music is also included. A studio course with related reading material.
Credit 2 units. A&S IQ: HUM Arch: HUM Art: CPSC, HUM BU: HUM EN: H
Typical periods offered: Spring

DANCE 3130 Movement and Meaning: Dance in a Global Context
This course introduces students to various approaches to studying dance in a humanities context. We will explore how people create meaning through dance and how dance, in turn, influences social norms, political institutions, aesthetic ideals and cultural practices. As we compare dance forms across the globe, we will also examine issues of race, gender, sexuality, and ethnicity, analyzing how dance literally embodies identity. At the same time, we will discover how contemporary unequal power hierarchies bear on our designation of some dance forms as Western and others as world or ethnic. Tensions around assessment of authenticity/creativity, adaptation/appropriation, agency/resistance, and cultural hierarchies shift with social and political hegemony and with the individual's position as insider or outsider (a position that can shift depending on context). Throughout the semester, the usual process of the course will be discussion of assigned reading and viewing and analyzing together dance videos shown in class. A few dance workshops will be included (for which no previous dance training is necessary). Required work includes short papers and a final project.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: CPSC, HUM BU: HUM, IS EN: H
Typical periods offered: Fall

DANCE 3170 The Neuroscience of Movement: You Think, So You Can Dance?
Although humans have expressed themselves through movement throughout time, only recently have neurophysiological investigative techniques allowed us to glimpse the complex neural processes that allow the coordination and integration of thought, action, and perception. This course introduces students to the nascent yet growing field of dance neuroscience. In part one of this course, we explore fundamental concepts of motor control, including how our central nervous system integrates information to allow us to maintain posture and balance, to coordinate our limbs to external rhythms, and to move our bodies gracefully and expressively through space and time. In part two, we explore theoretical frameworks of motor learning as they pertain to movement. We delve into the neuromechanisms underlying common tools that dancers and athletes use to improve motor performance and how dance training induces neuroplasticity in brain structure and function. In part three, we explore the neural underpinnings of aesthetic appreciation while watching dance, including the action observation network and affective responses to art. Required work includes short assignments, a final project and presentation on a topic of your choice related to the course focus, and a few movement workshops (for which dance training is not required). Prerequisite: introductory course in dance, biology, or neuroscience, or permission from the instructor.
Credit 3 units. A&S IQ: NSM Art: NSM BU: SCI
Typical periods offered: Spring

DANCE 3171 Research Methodology in Human Movement Science
This course provides training in conducting human movement science research. Students will learn to critically analyze scientific literature, identify gaps in the literature, and develop their own research studies to fill them. Principles of scientific investigation and creative problem-solving are emphasized. One group project and one solo project will be accomplished throughout the semester.
Credit 3 units. A&S IQ: HUM BU: HUM
Typical periods offered: Fall, Spring

DANCE 3220 Intermediate Pointe Technique
This course is designed for dancers with a basic foundation and understanding of pointe technique. The focus of the course is the strengthening of the overall presentation of the pointe technique while additionally developing the performance quality of the dancer. Variable content: may be repeated for credit in a subsequent semester. Co-requisite registration in Dance 3221, 416 or 4291, and permission of the instructor.
Credit 1 unit. A&S IQ: HUM BU: HUM EN: H
Typical periods offered: Fall

DANCE 3222 Rethinking Ballet in the 21st Century: Decolonizing Narratives and Embracing Diversity
This course embarks on a transformative exploration into the heart of ballet, reimagining its narratives for the 21st century. This course challenges the traditional fabric of ballet, examining and dismantling elements steeped in the racial and gendered logics of 17th-19th century Western Europe. Grounded in the principles of inclusivity, the course encourages students to be architects of change, reshaping ballet stories to reflect the rich tapestry of voices that define our global and contemporary world. In a dance landscape evolving towards equality, we delve into the significance of new voices in ballet and the crucial role representation plays. The course serves as a call to action, inspiring students to rethink, redefine, and reconstruct ballet narratives. Through theoretical discourse, practical application, and dynamic discussions, participants engage in a powerful journey to decolonize ballet and champion diversity, equality, and the vital importance of representation. This course is centered on seminar-style discussions based upon assigned readings and viewings. Movement workshops will be held every two to three weeks to test ideas through embodied investigation.
Credit 3 units. A&S IQ: HUM BU: HUM EN: H
Typical periods offered: Fall

DANCE 3230 Ballet as Ethnic Dance and Classical Art
This course examines the origins and major developments in ballet theory, technique, and production practice, emphasizing their relationship to concepts of ethnicity and classicism. Issues to be considered include: the influence of classic Greco-Roman theatre on the themes, aesthetic ideals, and theorization of ballet; analysis of ethnic content not only in thematic material but in ballet movement vocabulary and training process; the conscious reformulation in the U.S. of European ballet as an equally American art form; the expansion of Euroamerican classical ballet in the work of Balanchine and Tudor; the appropriation of ballet by non-Western countries (such as China and Japan) and its impact on native dance genres; typical construction of the ballet dancer's body and movement, including gender definition, in relationship to a specific ethnic community context. Seminar format with lectures, discussion, and video materials. Three 5-7 page papers and final. No prerequisites.
Credit 3 units. A&S IQ: HUM, WI BU: HUM
Typical periods offered: Fall

DANCE 3270 Experiential Anatomy and Kinesiology
This combined lecture and movement laboratory course explores anatomical, physiological, and kinesiological aspects of human movement. We will cover skeletal and muscular anatomy, muscle physiology, skeletal alignment, and biomechanical force production. Principles of postural control, body conditioning, and injury prevention will be learned through interactive exercises and will be applied to dance and other forms of exercise. Students will leave with an enhanced understanding of movement efficiency and the ability to adjust movement patterns for better health and performance throughout their lives.
Credit 3 units. A&S IQ: NSM
Typical periods offered: Spring

DANCE 3310 Classical Ballet: Intermediate I
A course designed for those with a solid foundation in the fundamentals of ballet technique. Related reading and video assignments; attendance at 1-2 ballet performances. Variable content; may be repeated in a subsequent semester. Prerequisite: Permission of the instructor and B+ or better in Dance 221 and 222.
Credit 2 units. A&S IQ: HUM BU: HUM EN: H
Typical periods offered: Fall

DANCE 3311 Classical Ballet: Intermediate II
Special emphasis on the development of adagio, allegro, and turn sequences. Variable content; may be repeated in a subsequent semester. Prerequsite: Permission of instructor and B+ or better in Dance 221 and 222.
Credit 2 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Spring

DANCE 3996 Dance Elective: 300-Level
This course is used for transcribing 3000-level DANCE elective units.
Credit 3 units. EN: H
Typical periods offered: Fall, Spring, Summer

DANCE 4010 Theory and Technique of Modern Dance V
The course emphasis is on versatility in movement vocabulary and on more complex and intensive technical work with discussion of theory inherent in the studio work, related readings, and projects. Variable content: may be repeated for credit in a subsequent semester. Prerequisite: Dance 302 with recommendation of the student's previous 302 instructor or permission of the 401 instructors.
Credit 2 units. A&S IQ: HUM BU: HUM EN: H
Typical periods offered: Fall

DANCE 4011 Theory and Techniques of Modern Dance IV
Emphasis on more complex and intensive technical work. Prerequisite: permission of the instructor.
Credit 3 units.
Typical periods offered: Fall

DANCE 4022 Theory and Technique of Modern Dance VI
This course is a continuation of Dance 401 with emphasis on more complex and intensive technical work. Variable content; may be repeated for credit in a subsequent semester. Prerequisite: Dance 401 with recommendation of the student's previous 401 instructor or permission of the 4021 instructors.
Credit 2 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Spring

DANCE 4032 Introduction to Screendance Composition and Performance
Introductory studio workshop in screendance composition and digital performance. For students with experience in choreography or improvisation, Screendance Composition explores the intersection of dance and digital media. Students will learn basic camera and videography skills to create screendance projects and learn about this emerging dance genre that combines the artistry of dance with the visual art capabilities that cameras offer. Methods for improvisation and site-specific performance will also be explored. Group critiques by faculty and students contribute analysis and facilitate dialogue regarding both process and artwork. Prerequisites L29 203, or L29 3110 or permission of instructor.
Credit 3 units. A&S IQ: HUM BU: HUM EN: H
Typical periods offered: Fall

DANCE 4040 Intermediate/Advanced Hip Hop
Over the past fifty years, Hip Hop has transformed not only the professional dance landscape, but also global popular culture. This movement-based studio course expands upon the fundamentals of Hip Hop dance to develop more intermediate and advanced-level technique. Students will develop an understanding of hip hop movement aesthetics and approaches through warmup, across-the-floor exercises, phrase work, choreographic studies, and class discussions. Through supplemental readings, viewings, and written response papers, students will also gain greater depth and breadth of knowledge about the history and culture of the form. Prerequisites: Beginner-Intermediate Hip Hop or equivalent prior experience, with permission from the instructor.
Credit 2 units. A&S IQ: HUM BU: HUM EN: H
Typical periods offered: Spring

DANCE 4042 Topics in Dance Techniques
Explores a variety of special interest topics in dance techniques. Consult the course listings for the semester topic.
Credit 3 units. A&S IQ: HUM BU: HUM EN: H
Typical periods offered: Fall

DANCE 4060 Jazz III
Jazz III is primarily a studio course based on traditional jazz with strong elements of ballet technique, hip hop, Broadway, and street jazz. The main focus of the class will be on increased technical proficiency and development as an expressive performer. The studio work will introduce exercises and movement phrases that challenge the dancer's skill level, and encourage a personal exploration that further enhances the dancer's individual expression and style. Studio work will be supported by individual research on the field of jazz dance. Variable content: may be repeated once for credit. Prereq: High-Intermediate training in jazz dance technique and permission of the instructor.
Credit 2 units. A&S IQ: HUM BU: HUM EN: H
Typical periods offered: Fall

DANCE 4062 Variations in the Ballet
Introduces classical choreography within various ballets. Prerequisites: Dance 321 or 4281 with some pointe training, and permission of instructor.
Credit 1 unit. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

DANCE 4070 Modern Dance and the African American Legacy II
This course will focus on works by 2-3 renowned African-American choreographers. The selected choreographers are chosen for their contributions to the field of American modern dance based primarily on their explorations regarding the process and dynamics of building

community--the sense of community as experienced through the lens of African-American cultural values and aesthetics and as it pertains to the creative process. Therefore, the course focuses on viewing the body as a site for the exchange of ideas concerning humanity. Students will investigate these choreographers through learning excerpts of their choreography and choreographing personal responses, as well as through related readings, videos, and independent research.
Credit 2 units. A&S IQ: HUM, SC Arch: HUM Art: CPSC, HUM BU: HUM EN: H
Typical periods offered: Spring

DANCE 4100 Pointe Technique
Designed for dancers with a basic foundation in pointe work. Variable content; may be repeated for credit in a subsequent semester. Prerequisite: concurrent registration in Dance 321 or 4281 and B+ or better in 221, 222, 321, 322 and/or permission of instructor.
Credit 1 unit. A&S IQ: HUM BU: HUM
Typical periods offered: Fall

DANCE 4110 Performing the Political in American Dance
This course is an exploration of the politics of performance and the performance of politics through the lens of American dance in the 20th and 21st centuries. Through readings, screenings, and discussions, we will examine the ways in which American dance developed against and alongside political movements in the United States, particularly ones concerning nationalism, race, gender, and human rights. We will also investigate how the lens of dance and choreography offers an expansive means to conceptualize political questions of citizenship and social protest, broadening our understanding of embodied performance. Guided by several key philosophical texts, this course will focus on the concepts necessary for examining the convergence of performance and politics (e.g., representation, ritual, spectacle, body, mimesis, propaganda) while also paying special attention to the politics of funding and censorship that has governed the creation and presentation of dance in the United States. No dance experience is necessary.
Credit 3 units. A&S IQ: HUM, LCD, SC, WI Arch: HUM Art: CPSC, HUM BU: BA, HUM EN: H
Typical periods offered: Fall, Spring

DANCE 4120 Classical Ballet III
Designed for dancers with a solid foundation in beginning and intermediate ballet technique. Related reading, research paper/ discussion, video assignments; attendance at 1-2 ballet performnces. Variable content; may be repeated for credit in a subsequent semester. Prerequisite: permission of instructor and B+ or better in Dance 3221 and 415 or 416.
Credit 2 units. A&S IQ: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

DANCE 4121 Classical Ballet IV
A course designed for dancers with a solid foundation in beginning and intermediate ballet technique. Variable content; may be repeated for credit in a subsequent semester. Prerequisite: permission of instructor, and B+ or better in 3221 and 415 or 416.
Credit 2 units. A&S IQ: HUM BU: HUM EN: H
Typical periods offered: Spring

DANCE 4130 Dance Pedagogy
In this course students will learn methods of instruction, assessment and how to develop dance curriculum for K-12. Students will design classes based on national standards, grade level expectations and sound dance principles. In the studio they will teach each other sample lessons that they have developed. This class will cover dance competencies required by DESE for beginning teachers of dance. We will pay attention to current trends in arts education. Our discussion will include the diversity of student populations and how to prepare and respond. We will discuss the role of the arts in education and the dance teacher's role as classroom instructor, arts integration instructor, diplomat and arts advocate. Credit may be applied toward the education major and potentially toward state certification. Prerequisite: minimum of two semesters of upper level coursework in dance technique. Prerequisite: minimum of two semesters of upper level coursework in dance technique.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Spring

DANCE 4140 Performing Gender and Sexuality in America
This course examines how the performance of gender and sexuality has shaped the social, cultural, and political history of the United States from the early nineteenth century to the present. While performance happens in everyday life, we will primarily focus on how the stage has been a potent space to debate issues about gender and sexuality. This course will put forth the argument that the stage has historically not only reflected broader social concerns, but also actively helped to shape those social dynamics. After an introduction to foundational ideas, we will start the semester with minstrelsy, signaling that the performance of gender and sexuality in America is deeply intertwined with race, class, and national belonging. Reading and viewing assignments bring together feminist theory, queer theory, American social history, and performance texts to build robust seminar discussions.
Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: CPSC, HUM BU: BA, HUM EN: H
Typical periods offered: Spring

DANCE 4150 Presence in Performance: Alexander Technique and Mindful Movement for Performing Artists
This course provides group and individual instruction in principles and methods from Alexander Technique and other somatic arts for training mindful, embodied presence in performance. Mindful movement techniques are widely used by professional dancers, actors, and musicians to enhance performance skill and to address/prevent injury and chronic pain. Through a workshop process of guided learning, students gain awareness of subtle inefficiencies in coordination and balance that cause pain and limit ability. Students gain ability to self-assess and adjust problematic movement patterns to improve freedom and expression. Alexander Technique works at fundamental levels of movement coordination, and its methods are applicable to all performing art genres. Training is tailored to each individual student's needs, skills and goals. This course involves experiential learning supported with related readings, discussion, personal research projects and presentations. Prerequisites: Graduate standing; also open to undergraduate students studying at the 400 level in their discipline with permission of instructor.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Spring

DANCE 4240 Pointe Technique
Designed for dancers with a basic foundation in pointe work. Concurrent registration in Dance 322 or 4291 and permission of instructor. Repeatable one time for credit in subsequent semester.
Credit 1 unit. A&S IQ: HUM BU: HUM EN: H
Typical periods offered: Spring

DANCE 4300 Contemporary Ballet
For intermediate and advanced dancers, this course presents a dynamic fusion of classical ballet technique and the expressive, innovative elements of contemporary dance. We will build upon the foundational ballet principles rooted in an art form dating back to the seventeenth century, during the reign of Louis XIV in France. While ballet traditionally prides itself on classicism, the past forty years have seen the emergence of the genre known as contemporary ballet. This genre pushes the classical ballet vocabulary into new thematic and aesthetic territories, placing emphasis on abstraction, complex rhythms, and movement invention. Many of today's leading dance companies focus is on contemporary ballet, making this course a valuable preparation for entering the evolving world of dance. The course places a strong emphasis on practical, embodied work in the studio to foster the development of technical skills, musicality, and artistry.
Credit 2 units.
Typical periods offered: Fall

DANCE 4310 High Intermediate Ballet I
A course designed as preparation for the advanced level. Emphasis on vocabulary review and individual technique assessment, including placement, movement quality and musicality. Related readings and video assignments; attendance at and critical analysis of 1-2 ballet performances. Variable content; may be repeated in a subsequent semester. Prerequisite: B+ or better in 221, 222, 321, 322 and/or permission of instructor.
Credit 2 units. A&S IQ: HUM BU: HUM EN: H
Typical periods offered: Fall

DANCE 4311 High Intermediate Ballet II
A course designed for the high intermediate dancer in preparation for 4281/429. Emphasis on placement, movement quality and musicality. Related readings and projects supplement the classical vocabulary. Prereq: B+ or better in 221, 222, 321, 322 and/or permission of instructor.
Credit 2 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Spring

DANCE 4446 The Japanese Theater
An investigation, using English materials, of the major developments and forms of the Japanese theater, from Noh and its antecedents to the rise of a modern drama. In this course we are less concerned with the performative aspects of theatrical arts (though these will be introduced via videos) than with the ways in which dramatic texts influenced and borrowed from the literary tradition. Readings from major theatrical texts, secondary studies on Japanese theater, and literary sources. Prerequisite: junior standing or permission of instructor.
Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: HUM EN: H

DANCE 4500 The Line of Least Resistance: Embodying Postmodern Dance
This studio course explores concepts of Postmodern dance from the 1960s up to the present day. Course readings and viewings will be explored through a physical, embodied approach. To accompany our viewings, we will learn seminal works by Postmodern choreographers (for instance, Set Reset by Trisha Brown), explore improvisational methodologies, and develop our own choreographic projects in our own voices. Historical and theoretical readings will include topics such as Judson Dance Theatre, African-American dance, European Tanztheater, and beyond. Course concepts will be presented mostly chronologically and be explored through varied lenses including historical and cultural context, artistic and social upheavals, cultural hybridity, and performance and aesthetic theory. Prerequisites: Modern technique III or higher, or permission of instructor. Students interested in taking this course should sign up for waitlist. Enrollment will be determined by instructor.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Spring

DANCE 4900 Dance Production Projects
Students may receive credit for work on special dance related production projects conceived by students and supervised by faculty. Contracts must be signed by the student, faculty supervisor, and the coordinator of Dance 400 before work on the project commences. Students should register for this course after work is completed. Prerequisite: permission of the dance faculty. Credit to be determined in each case.
Credit 3 units. A&S IQ: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

DANCE 4910 Dance Repertory
Concert dance performance practicum. Under the direction of faculty, guest or graduate student choreogaphers, students rehearse and prepare for performance in a repertory dance concert or the MFA thesis production. Enrollment by audition. Prerequisite: Permission of the faculty director of an appropriate production. Concurrent registration in a technique class is required. May be repeated once for credit.
Credit 3 units. A&S IQ: HUM BU: HUM EN: H
Typical periods offered: Fall

DANCE 4911 Dance Repertory
Concert dance performance practicum. Under the direction of faculty, guest or graduate student choreogaphers, students rehearse and prepare for performance in a repertory dance concert or the MFA thesis production. Enrollment by audition. Prerequisite: Permission of the faculty director of an appropriate production. Concurrent registration in a technique class is required. May be repeated once for credit.
Credit 3 units. A&S IQ: HUM BU: HUM EN: H
Typical periods offered: Spring

DANCE 4920 Senior Project
Specialized project in a selected area in dance. The student will work individually under the supervision of a faculty member. Submission of student proposal prior to registration. Final self-evaluation essay required. Prerequisite: permission of the Coordinator of the Dance Division.
Credit 3 units.
Typical periods offered: Fall, Spring

DANCE 4921 Composition III
The exploration of choreographic problems for small and large ensembles. Prerequisite: senior standing or permission of instructor. Previous or concurrent registration in Dance 401 or 4021 recommended.
Credit 3 units. A&S IQ: HUM BU: HUM
Typical periods offered: Spring

DANCE 4922 Composition IV
The exploration of choreographic problems in small and large ensembles. Prerequisite: completion of Dance 303, senior standing or permission of instructor. Previous or concurrent registration in Dance 401 or 4021 recommended.
Credit 3 units.
Typical periods offered: Spring

DANCE 4930 Study for Honors
An honors thesis or performance and thesis project designed by the student, and supervised and assessed by a faculty committee. Prerequisites: senior standing, grade point of 3.65, and 3.65 in dance classes, and permission of the coordinator of the dance division.
Credit 6 units.
Typical periods offered: Fall, Spring

DANCE 4940 Independent Work
Prerequisite: senior standing and permission of the director of undergraduate dance studies.
Credit 10 units.
Typical periods offered: Fall, Spring

DANCE 4996 Dance Elective: 400-Level
This course is used for transcribing 4000-level DANCE electives units.
Credit 3 units. EN: H
Typical periods offered: Fall, Spring, Summer

Drama

DRAMA 1101 First-Year Seminar: What is Art?
Great works of literature, theatre, film, painting, music and dance provide us with new, intriguing-and often surprising!-ways of understanding reality. In this Freshman Seminar, we examine a variety of works in various media, paying close attention to works which have significantly altered or challenged the way we view and interpret reality. In an intimate, seminar setting, we analyze and discuss individual works of art from the Greeks to the present day. The course incorporates attendance at live performances (both on-campus and off), along with Master Classes by artists from the Performing Arts Department. Examining works both classical and the avant-garde, What is Art? forces us to understand and question how art complicates, enriches, disturbs and asks questions-both about ourselves and our world.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: AH, HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

DRAMA 1102 First-Year Seminar: Race and Performance
What does it mean to act Black? What about acting Jewish? This course looks at performances of racial and ethnic identity, mostly in the United States and mostly in the 20th century. We will examine novels (e.g., Nella Larsen's Passing), plays (e.g., Anna Deavere Smith's Fires in the Mirror), and performances of everyday life (e.g., Cowboys and Indians) to investigate the performance of race in public. Once we begin to explore the social and cultural performance of race, will it all turn out to be only an act?
Credit 3 units. A&S IQ: HUM BU: BA, HUM EN: H
Typical periods offered: Spring

DRAMA 1103 First Year Seminar Ideation: Idea Generation
Ideation exists at all phases of a creative process: brainstorming, idea generation, innovation, prototyping, development, and actualization. But Ideation is less like a line and more like a loop from observing to reflecting to making - and back again. It is a rarely-understood, but essential part of any creative or design process. Through collaboration and conversations with classmates, readings on the topic, and group exercises, Ideation is a course that will strive to define and de-mystify what we mean by 'creativity', help students identify their creative strengths and weaknesses, encourage artistic experimentation of new ideas, establish methods of design thinking and make it clear that collaboration amongst varied backgrounds and disciplines is the key to coming up with creative solutions for complex problems. Successful companies like IDEO led by visionaries in the form of Tim Brown and David Kelley have pioneered the notion of Design Thinking: 'Design thinking' is defined as the ability to combine empathy for the context of a problem, creativity in the generation of insights and solutions, and rationality to analyze and fit solutions to the context.This course will encourage students to explore their collaborative talents in new ways that they will find apply to virtually any discipline and career path: from A to Z.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall

DRAMA 1104 Topics in Drama: FYS: Shakespeare: The Godly and the Grotesque
While Shakespeare is celebrated for his realistic depictions of characters, events, and emotions, his work is filled with other-worldly elements, including sorcery, oracles, myths, and grotesque creatures. This course will explore Shakespeare's use of the fantastic, the unnatural, and the monstrous. Reading a wide selection of comedy, tragedy, and history, we will consider Shakespeare's often contradictory attitude to the supernatural: on one hand, a source of evil, villainy, and perversion, and, on the other, a symbol of the divine and a means of surpassing the humanly possible. We will look at how Shakespeare used monstrous imagery to reflect upon his own work and the nature of theatre itself, paying special attention to how the performance practices of his time impacted his portrayal of the fantastic. At the same time, we will supplement our readings by watching more contemporary performances of Shakespeare's works in order to consider the impact that innovations in theatrical technologies and practices has had on the depiction of the supernatural in these plays. Finally, we will consider how Shakespeare used the unnatural to probe the gender, politics, race, disability, and globalization of his own time and in so doing, we will discover how is work continues to impact our own engagement with these issues-and indeed, our conception of monstrosity itself. Plays and productions studied will include Macbeth, A Midsummer Night's Dream, Julius Caesar, The Tempest, Richard III, The Winter's Tale, and Othello. Students with no prior knowledge of Shakespeare are welcome to enroll.
Credit 3 units. A&S IQ: HUM BU: HUM
Typical periods offered: Fall

DRAMA 1191 Ampersand: Shakespeare's Globe: All the World's a Stage
Why-more than 400 years later-do we continue to read the works of William Shakespeare? Why do we continue to stage his plays, identify with his characters, and communicate our thoughts in his language? Why do his poems and plays retain their vibrancy and immediacy, even today? This course invites students to answer these questions by inhabiting Shakespeare's language from the inside and out-breathing in the words of his characters with creative and careful study, while moving out to fully engage the text in performance. Reading plays, watching films, listening to monologues, voicing dialogue, physically enacting fight scenes, and even navigating plots with joysticks, students will develop deep appreciation for the writer who is the original GOAT-the greatest of all time. In this two-semester course, we will read and study Shakespeare's plays in their historical context, learning about the original practices used in performance at both the Elizabethan and Jacobean court theatres as well as the public theatres on the South Bank of the Thames. We will also consider them as adaptable playscripts that have been rewritten over the past 400 years, reinterpreted at different times by different actors in different cultures the world over. Students will contribute to this performance repertoire with their own 21st-century interpretations, striding the stage of the reconstructed Globe Theatre in a capstone experience that concludes the course with a summer trip to London. If all the world's a stage, come be a player in it!

Credit 3 units. Arch: HUM Art: HUM EN: H
Typical periods offered: Fall

DRAMA 1192 Ampersand: Shakespeare's Globe: All the World's a Stage II
Why-more than 400 years later-do we continue to read the works of William Shakespeare? Why do we continue to stage his plays, identify with his characters, and communicate our thoughts in his language? Why do his poems and plays retain their vibrancy and immediacy, even today? This course invites students to answer these questions by inhabiting Shakespeare's language from the inside and out-breathing in the words of his characters with creative and careful study, while moving out to fully engage the text in performance. Reading plays, watching films, listening to monologues, voicing dialogue, physically enacting fight scenes, and even navigating plots with joysticks, students will develop deep appreciation for the writer who is the original GOAT-the greatest of all time. In this two-semester course, we will read and study Shakespeare's plays in their historical context, learning about the original practices used in performance at both the Elizabethan and Jacobean court theatres as well as the public theatres on the South Bank of the Thames. We will also consider them as adaptable playscripts that have been rewritten over the past 400 years, reinterpreted at different times by different actors in different cultures the world over. Students will contribute to this performance repertoire with their own 21st-century interpretations, striding the stage of the reconstructed Globe Theatre in a capstone experience that concludes the course with a summer trip to London. If all the world's a stage, come be a player in it!
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Spring

DRAMA 1996 Drama Elective: 1000-Level
This course is used for transcribing 1000-level DRAMMA elective units
Credit 3 units.
Typical periods offered: Fall, Spring, Summer

DRAMA 2051 The Art of Storytelling
As one of the oldest forms of human communication, storytelling is part of both mundane interactions and carefully crafted events. Many of us tell stories regularly in informal settings (e.g., when we tell a friend about an encounter we had in the cafeteria) as well as in professional settings (e.g., class or work presentations). But what, exactly, are the elements of a well-told story? How do we identify powerful storytellers? These questions ground this course, where we will explore stories as forms through which to present oneself and explain an event to others. We will study storytelling from two perspectives. First, we will look at stories through rhetorical analysis: we will focus on various examples of storytelling across different genres (ranging from cultural myths, fables, spoken word, speeches, hip-hop, R&B, and rock lyrics) to understand stories as an artistic practice, a teaching method, an identity shaper, and a conductor of history. Second, we will consider stories through embodied practice: we will perform and present stories in chosen genres to gain firsthand experience in the conventions and forms of the embodiments that complete the act of telling well-crafted stories. At the end of this course, students will have gained theoretical knowledge about storytelling as an art form as well as the practical skills needed to become confident storytellers.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: CPSC, HUM BU: HUM EN: H
Typical periods offered: Fall

DRAMA 2100 Introduction to Theater Production
An introductory study of the major elements involved with mounting a theatrical production. Utilizing guest speakers in both theater arts and theater studies, the course addresses such topics as scenic, costume, lighting and sound design; production management and procedures; and the history and culture of theatrical space and design. Students are required to serve on a crew for one departmental production which is a significant weekend & evening time commitment for 1-2 weeks, depending on the assigned production.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

DRAMA 2101 Introduction to Costume Construction
This course is a hands-on introduction to the sewing and costume-related skills most useful for creating costumes for theatre productions.
Credit 3 units. Arch: HUM Art: HUM EN: H
Typical periods offered: Fall, Spring

DRAMA 2102 Portfolio Review
This course is intended to be a one hour credit to meet every Friday for two contact hours. While the main focus of this course will be to dedicate time to learning and preparing a solid professional portfolio, resume and web page, this class will also train the students how to interact and conduct themselves through the interview process. We will review numerous resumes from industry professionals, develop our own, develop both physical and digital portfolios consisting of students' academic and professional work, and culminate in building a strong and evocative web page. Upon completion, the student will have a solid understanding of the theater job market and be ready to face the world.
Credit 1 unit. A&S IQ: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

DRAMA 2200 Fundamentals of Acting
This course offers an opportunity to investigate the nature of the theater by way of performance. Students study a variety of theatrical texts in the most direct and experiential way: by acting in them. The course is designed for those who want to understand the interpretive work of the actor. Students are introduced to the practical work of building a character for the stage, and they also gain an understanding of how dramatic texts work both on the page and on the stage. Textual analysis, movement work and vocal production skills are developed using monologues, scene work and exercises. These skills should also provide significant benefits outside of the confines of the class itself, in the professional and personal lives of the students taking this course. No previous training or experience necessary.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

DRAMA 2201 Public Speaking: Embodied Communication
The ability to speak well and to communicate effectively in the public forum is an essential skill for all students. This course aims to offer a comprehensive and wide ranging approach to developing the skills of the contemporary speaker. While acknowledging and utilizing traditional approaches to public speaking, this course will expand its reach to include applicable techniques from the world of the Performing Arts -- especially theatre and dance. The course does not intend to train the student as a dancer or actor, but it maintains that the successful speaker would do well to harness some of the transferable skill sets from these disciplines. The speaker, like the performer, must stand before an audience with an objective to communicate something well. Both should be dedicated advocates for the message. They share the common ground of requiring a strong voice for a sure delivery of the material, and an expressive physicality willing to fully embody and serve the message.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring, Summer

DRAMA 2202 Improvisation
This course introduces students to the fundamentals of improvisation. Students are provided with the tools and techniques to develop their artistic voice, both individually and within an ensemble, through various theater games, exercises, and techniques. Students will build self confidence, develop creativity, hone presentation skills, and learn collaborative practices for working with others. Students will understand the applied benefits of improvisation toward their professional and personal lives.
Credit 3 units. A&S IQ: HUM BU: HUM EN: H
Typical periods offered: Fall, Summer

DRAMA 2203 Black Theater Workshop
The Black Theater Workshop is a performance-oriented course with an emphasis on literature by African American playwrights and writers. The course work consists of seeing productions, reading plays, developing monologues and scene work, and doing short performances. Students will also explore the black experience through acting, directing, and playwriting, all to culminate in a final performance that is required and in lieu of a final exam.
Credit 3 units. A&S IQ: HUM, SC BU: HUM EN: H
Typical periods offered: Spring

DRAMA 2204 The American Musical Theater Songbook
From its birth in vaudeville and musical reviews to current future classics such as Hamilton, American musical theater has produced a voluminous catalogue of material referred to herein as the American Musical Theater Songbook. Part survey and part performance, this course will focus on the composers, lyricists, performers and subject matter that have been instrumental in defining musical theater and its role in describing a continually evolving human psychology and sociology. The performance aspect of the course will develop students' existing vocal skills and knowledge of style. As both singing and non-singing students are welcome to participate in the course, adjustments for non-singing students will be accommodated so that they may participate fully in the class. The format of the course will be a seminar of student-generated presentations, discussions, and workshop performances. A sampling of shows from which repertoire will be sourced includes the following: early song-and-dance shows (Girl Crazy, Anything Goes, Kiss Me Kate); Rodgers and Hammerstein (Oklahoma!, Carousel, South Pacific); Stephen Sondheim (Gypsy, Sweeney Todd, Sunday in the Park With George); modern era (West Side Story, A Chorus Line, Cabaret, Hair, Pippin); and contemporary (In the Heights, Caroline, or Change, Kinky Boots, Dear Evan Hansen, Hamilton). This course serves as a prerequisite for L15 372.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall

DRAMA 2300 Theater Culture Studies I: Antiquity to Renaissance
This course is a survey of ancient, medieval and Renaissance theater and performance: in both the West and in the East, as it both reflects and shapes culture. Coverage will include the following areas: ancient Greece, ancient Rome, classical Sanskrit theater, Yuan China, medieval Japan, medieval Europe, Renaissance Italy, and Renaissance England. Both scripted theater and performance practices will be examined through the lenses of dramatic literature, theater history, performance studies, and dramatic theory. A continual emphasis will be on marginal and underrepresented figures, as we will attempt to excavate forgotten histories from the theatrical past.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM, IS EN: H
Typical periods offered: Fall, Spring

DRAMA 2301 Theater Culture Studies II: From Renaissance to Romanticism
This course provides a survey of theater history from the early seventeenth through mid-nineteenth centuries, covering plays, theories of drama and acting, and the material conditions of theatre production. We will explore events in Asia, the Americas and Europe with particular attention to the Baroque era, Sentimentalism, and Romanticism. The central objectives of the course are 1) to teach students to analyze plays in complex and creative ways, and 2) to cultivate understanding of the ways theater and performance practices reflect the philosophical ideas, aesthetic values, and socio-political realities of their historical context--even as these practices sustained and challenged such ideas, values, and realities.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: CPSC, HUM BU: HUM EN: H
Typical periods offered: Spring

DRAMA 2302 Contemporary Comedy: Stand-Up, Sketch and Improv
The U.S. is in the midst of a second comedy boom. The first boom, during the 1980s, turned stand-up comedy into a major force in American entertainment, creating stars like Jerry Seinfeld, Eddie Murphy, and Ellen DeGeneres. The second, defined in part by new social media, podcasting, and on-line video, is remaking the way comedians find their voices and their audiences. But even as young comedians chart new paths through a dynamic media landscape, live performance is still the heart of the modern comedy universe. This class is a detailed survey of the contemporary American comedy scene. Pioneering artists from Vaudeville through the 1970s are introduced, the stand-up boom of the 1980s is presented as a formative force in the comedy business, alt-comedy is discussed as a stylistic watershed. Select modern theories of comedy are read and discussed (though we studiously avoid explaining jokes). Short units on Improv and Sketch comedy round out the syllabus. Assignments include practical exercises in performing comedy onstage, and students can choose to perform a short original stand-up set for their final assignment.
Credit 3 units. A&S IQ: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

DRAMA 2303 First-Year Seminar: Shakespeare: The Godly and Grotesque
While Shakespeare is celebrated for his realistic depictions of characters, events, and emotions, his work is filled with other-worldly elements, including sorcery, oracles, myths, and grotesque creatures. This course will explore Shakespeare's use of the fantastic, the unnatural, and the monstrous. Reading a wide selection of comedy, tragedy, and history, we will consider Shakespeare's often contradictory attitude to the supernatural: on one hand, a source of evil, villainy, and perversion, and, on the other, a symbol of the divine and a means of surpassing the humanly possible. We will look at how Shakespeare used monstrous imagery to reflect upon his own work and the nature of theatre itself, paying special attention to how the performance practices of his time impacted his portrayal of the fantastic. At the same time, we will supplement our readings by watching more contemporary performances of Shakespeare's works in order to consider the impact that innovations in theatrical technologies and practices has had on the depiction of the supernatural in these plays. Finally, we will consider how Shakespeare used the unnatural to probe the gender, politics, race, disability, and globalization of his own time and in so doing, we will discover how is work continues to impact our own engagement with these issues-and indeed, our conception of monstrosity itself. Plays and productions studied will include Macbeth, A Midsummer Night's Dream, Julius Caesar, The Tempest, Richard III, The Winter's Tale, and Othello. Students with no prior knowledge of Shakespeare are welcome to enroll.
Credit 3 units.
Typical periods offered: Fall, Spring

DRAMA 2304 Introduction to Theater & Performance Studies
Why is storytelling so important for understanding our world? Why do we act out our stories, and why does the ancient art of dramatic storytelling continue to capture our imaginations, even and especially now in a world of computer animation? This course begins with such questions to frame our understanding of dramatic form, the theatrical vocabulary we use to bring it to life on stage, and the implications it holds for our ability to understand ordinary performances in everyday life. Structurally, the course is organized into three units — script analysis, dramaturgical translation, and performance studies — each of which models a foundational skill set for understanding how meaning is made in performance. Topically, it incorporates a mainstage production in the PAD season to provide students with an experiential learning opportunity to engage live art and artists and to develop their powers of aesthetic appreciation and critical discernment.
Credit 3 units. A&S IQ: HUM BU: HUM
Typical periods offered: Spring

DRAMA 2305 Shakespeare: Page to Stage to Screen and Everything in Between
Over 400 years after his death, Shakespeare's plays continue to rank among the most widely read and performed works in the English language. It is perhaps for this reason that Shakespeare's work has continued to shape subsequent theatrical and film productions. This course will examine the recent adaptations of Shakespeare's work that have originated on the Broadway stage and in Hollywood movie studios. We will look at the many alterations that were made to Shakespeare's original plays from shifted settings to changes to the characters' ages and vocations to the addition of music to modernized dialogue. We will consider how these modern adaptations link the early modern period with our own by examining how these theatrical and film productions build upon the plays' engagements with love and family as well as the social issues of race, gender, and social class. We will also draw a connection between these adaptations and Shakespeare's own creative practice of crafting his plays by revising earlier source materials. Most importantly, we think about how these adaptations simultaneously make Shakespeare's plays more accessible and current for a contemporary audience while also serving to certify the timelessness of these stories.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Spring

DRAMA 2306 It's Broadway Baby! The Magic and Making of the Musical
Music has always played a prominent role in the theatre, from the harps and flutes that accompanied the earliest ancient Greek dramas to the operas that proliferated throughout the 18th and 19th centuries to the Rockettes who still perform at Radio City today. But the most popular combination of music and drama continues to be the Broadway musical. In this course, we will look at some of the most popular musicals of the 20th and 21st centuries. We will watch stage and film versions of these musicals, focusing on how their deployment of song, scenery, dialogue, and dance coalesce to create a cohesive narrative, convey sociopolitical commentary, and evoke an emotional response. We will also look at the literary and historical sources of these musicals to help us understand the process by which their composers adapted them for performance. At the same time, we will consider how musicals have evolved both to include a greater diversity of race and gender identities and to engage with new cultural and media contexts. Finally, we will discover together why the musical — so often our first encounter with live performance — continues to capture our imaginations and inspire a lifelong love of the theatre. This course will focus on developing the following Literacies for Life and Career: applied problem solving; communication dexterity; creative and innovative practices; critical and interpretative skills; historical, social, and contextual understanding; integrative thinking; and systematic inquiry.
Credit 3 units. A&S IQ: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

DRAMA 2402 Acting I: Fundamentals of Acting
This course offers an opportunity to investigate the nature of the theater by way of performance. Students study a variety of theatrical texts in the most direct and experiential way, by acting in them. The course is designed for those who want to understand the interpretive work of the actor. Students are introduced to the practical work of building a character for the stage, and they also gain an understanding of how dramatic texts work both on the page and on the stage. Textual analysis, movement work, and vocal production skills are developed using monologues, scene work and exercises. These skills should also provide significant benefits outside the confines of the class itself, in the professional and personal lives of the students taking this class.
Credit 3 units. A&S IQ: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

DRAMA 2900 Theater Projects
Independent study. Students may contract with a faculty supervisor for credit for their work on theatrical productions or research. Contracts must be signed by the student, the faculty supervisor, and the coordinator of Drama 200 before the student's work on the project commences. Credit and grade option to be determined in each case.
Credit 3 units.
Typical periods offered: Fall, Spring

DRAMA 2910 Acting
Independent study.
Credit 3 units.
Typical periods offered: Fall, Spring

DRAMA 2920 Directing
Independent study.
Credit 3 units.
Typical periods offered: Fall

DRAMA 2930 Technical Theater
Independent study.
Credit 3 units.
Typical periods offered: Fall, Spring

DRAMA 2940 Voice, Speech
Independent study.
Credit 3 units.
Typical periods offered: Spring

DRAMA 2950 Literature, Theory, Criticism
Independent study.
Credit 3 units.
Typical periods offered: Fall, Spring

DRAMA 2996 Drama Elective: 200-Level
This course is used for transcribing 2000-level DRAMA elective units
Credit 3 units.
Typical periods offered: Fall, Spring, Summer

DRAMA 3018 Theater Space in Historical Practice
This course examines select theatre spaces from across the globe and from a long span of human history, from caves used in the upper paleolithic era to contemporary digitally-supported sensory experiences. We will treat theatre space as a socially generated phenomenon produced in many cultures that dynamically links performers and audiences. Theatre space will be used as a gathering concept through which many facets of performance culture can be examined, including architecture, scenography, script, and the physical features of embodied communication. Beyond this, theatre space also illuminates myriad aspects of the cultural practice of theatre, including social difference (especially gender and class), economic activity, and political representation. Distinct theories of historical space will be introduced and examples of historical theatre space will include Ancient Greece, Edo Japan, Neo-Classical France, Golden Age Spain, Classical India, and twentieth-century Environmental Scenography. The core of the reading for this course will be representative or exemplary playscripts that help open up interpretive approaches to historical theatre and performance space. This course fulfills the Studies in Historical Practice requirement for Drama majors and minors.
Credit 3 units. A&S IQ: HUM Art: VC BU: HUM
Typical periods offered: Fall

DRAMA 3019 Politics and Performance in Historical Practice
What is political theater? Is it a media stunt, designed to score points with supporters? Is it a form of protest of the status quo? Approached from another direction, we might ask: what theater is notpolitical? This course offers students to think about the role that performance (both on stage and in the streets) has played in the assertion of state power, the constitution of a body politic, the shoring up of consent, the expression of dissent, and as an embodied imagining of another world that might be possible. This course fulfills the Studies in Historical Practice requirement for Drama majors and minors.
Credit 3 units. A&S IQ: HUM BU: HUM EN: H
Typical periods offered: Spring

DRAMA 3020 Body Language: Acting, Rhetorical Gesture, and Dance in Historical Perspective
Why do actors in silent films seem to gesticulate so wildly? Who could have ever thought that was realistic? Would time-travelers from the future think actors in our day appear just as ridiculous? If you've ever thought that thought, then you've stumbled onto the fact that-despite its claims to represent the reality of its audience's experiences with the verisimilitude of the actor's body in the here and now-acting is a historical practice. Moreover, it is a culturally-variable practice, with claims to represent the real that are both symbolic and mimetic, and usually both at once. In this course, we will trace the history of acting in five thematic units: rhetorical gestures; representing the collective; festive formations; signs, codes, and animated hieroglyphs; and approaching the real. From the ancient Greeks to digital avatars, we will study how bodies in motion create meanings for their audiences in different cultures and across time. Through kinesthetic, emotional, psychological, and visceral appeals, actors not only represent their audiences as they think they are, but also offer to transform them into whom they think they could be. This course fulfills the historical practice requirement in the Drama major/minor.
Credit 3 units. A&S IQ: HUM BU: HUM
Typical periods offered: Fall, Spring

DRAMA 3021 Social Identity and Dramatic Character in Historical Practice
This course examines the roles that dramatic characters play within the worlds of the play and performance culture they inhabit. In some cases, we can speak of metaphorical masks presented to the world; in others, the theater may use actual masks. We begin with classical antiquity, examining the differentiation of physical masks and characters in both tragedy and comedy (we will note that the word person comes from the Latin word persona, the word for mask in ancient Roman comedy). We then consider the complex system of types in classical Indian and later Kathakali dance-drama: types that each had specific emotions associated with them. Chinese musical theater of the fourteenth century, with strong ties to a rapidly growing urban environment, had its own distinct types. Following this unit we consider the masked characters of Italian Renaissance comedy (the commedia dell'arte) and its uncanny parallels to the nearby Karogöz, Turkish shadow puppet theater. We next move to the theater of Shakespeare, considering the boy actor and gender fluidity in Twelfth Night. Then we consider the realist playwright Ibsen, in view of the social roles performed by the play's characters. In Cloud Nine, Carol Churchill gives us insights into the performance of gender in modern life. A unit on modern and contemporary African drama examines the performance (or erasure) of political identity in crisis, as we read Athol Fugard's Sizwe Bansi is Dead and also the play Woza Albert! (Mtwa, Ngema, Simon). The course concludes with two African-American plays, August Wilson's Fences and Lynn Nottage's Sweat. This course fulfills the Studies in Historical Practice requirement for Drama majors and minors.
Credit 3 units. A&S IQ: HUM BU: HUM EN: H
Typical periods offered: Fall

DRAMA 3022 Blood and Magic: Special Effects in Historical Practice
Should Sarah Kane's Cleansed have realistic or symbolic blood? Does The Tempest's Ariel have to fly? This course integrates textual analysis with production to consider depictions of violence and magic in performance across centuries. By examining contemporary and historical staging conventions as well as creating their own scenework, students will consider how violence and magic are cultural constructions and explore how on-stage depictions of these cultural constructions can impact interpretations of the source text. Students will read key plays from antiquity to today and write dramaturgical analyses across multiple assignments. Additionally, in a structure based on director Anne Bogart's legendary Collaboration course at Columbia University's School of the Arts, students will experiment with practice as a way of knowing, as they work in small companies to create, stage, and review short, critically engaged adaptations of each play, every two weeks. Students will also join a Special Interest Group (SIG) based on rotating course themes, which may include Adaptation, Immersivity, Interactivity/Participation, Stage Technology, and Historical Context. This course fulfills the Studies in Historical Practice requirement for Drama majors and minors.
Credit 3 units. A&S IQ: HUM BU: HUM
Typical periods offered: Fall, Spring

DRAMA 3100 Production Practicum
Practicum experience in technical theater. Positions such as stage manager, publicist, assistant designer for costumes, sceneryor lighting, or crew head of props, sound and makeup design are available.
Credit 2 units.
Typical periods offered: Fall, Spring

DRAMA 3101 Digital Media for the Stage
Entertainment technology continues to evolve and push boundaries by taking our imagination and turning it into a version of reality. Digital Media will attempt to explore some of the tools used to bridge the two worlds of thought and sight. We will learn how to think creatively about imagery and how to paint that onto a stage through a different type of light: digital. Using QLab and Green Hippo -- two of the most widely used media control systems in the world -- we will learn how to deliver thought-provoking illusions of light and texture on the stage.
Credit 3 units. A&S IQ: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall

DRAMA 3102 Stage Management
A practical approach to the study of theater stage management focusing on organizational and communication skills. Workshops, lectures and discussion, guest speakers and field trips covering the pre-production, rehearsal and performance periods, labor relations/ performing arts unioins, career opportunities and supporting the vision of the artistic team. Prerequisites: Drama 212E and Drama 240E.
Credit 3 units.
Typical periods offered: Fall, Spring

DRAMA 3103 Makeup for the Stage
A hands-on introduction to the makeup techniques most commonly used for theater productions, including basic corrective, age, changing the shape of the face, and special effects, as well as the designing process. Students will apply makeup to their own faces and are required to purchase the makeup kit specified by the instructor.
Credit 2 units. A&S IQ: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

DRAMA 3104 Costume Rendering and Design
Costume Rendering and Design is an introduction to the skills required for designing costumes for theater productions. Class topics will include duties and responsibilities of costume designers for theatre, elements and principles of design, research methods, drawing the human figure and clothing, various color media, text analysis and creating costume-related paperwork for plays, communicating character with costume renderings, and the time management required to complete designs in a deadline-based industry.
Credit 3 units. A&S IQ: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

DRAMA 3105 Stage Lighting
This course will place an emphasis in the aesthetic practice of lighting design through the understanding of technology as it relates to time and space. Early on the student will learn how to properly use and apply designer's tools and then through reading, research and experimentation explore the limitless boundaries of color and texture. This will culminate in a stage design in collaboration with directing or dance class. Upon completion of the course, the student will be able to speak eloquently on design theory and be able to move on to further design study in Advanced Lighting Design: L15 410.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Spring

DRAMA 3106 Scenic Design
An introduction to the process of scenic design, as it relates to aesthetics, dramatic literature, collaboration and production. Projects involve design conceptualization, documentation, graphics and realization.
Credit 3 units. A&S IQ: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

DRAMA 3107 History of Western Costume
Of particular interest to fashion, history, anthropology, and performing arts majors, this course is an exploration into the clothing worn by predominantly Western cultures from Ancient Greece through the 1890s. Lectures incorporating images of extant garments, sculpture, art, and photographs will inspire discussion regarding the influences on fashion evolution and the cyclical nature of fashion. Assessment is by exam, the first of which is on the fourth class meeting, so this is not a recommended course to shop. Please note that this class is a prerequisite for History of Western Costume in the 20th Century, which is offered in spring semester.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM, VC BU: HUM EN: H
Typical periods offered: Fall, Spring

DRAMA 3108 History of Western Costume in the 20th Century
History of Western Costume in the 20th Century is a continuation of the themes explored in Drama 396 (History of Western Costume from Ancient Greece Through the 19th Century). Ideally, students will have already taken Drama 396 before enrolling in this course. This is a fast-moving, lecture-style course that examines objects of human apparel from 1900 through the present and analyzes the causes of fashion evolution throughout the 20th century. Students will explore the influence and aesthetics of major designers, and they will observe and discuss the ways in which contemporary interpretations of the past are modified to comply with contemporary modes and expectations. Assessment is through exams and evaluation of a presentation to the class.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM, VC BU: HUM EN: H
Typical periods offered: Spring

DRAMA 3110 Business of Entertainment
This unique opportunity will bring in a number of leading industry professionals to educate the young emerging artist on how the business of entertainment works from top to bottom. Students will be given raw access to professionals to engage in conversation on how our guests entered and excelled (or failed) within the industry, how the student may have similar success in today's situations and how they might best prepare. Topics will include personal management (time, finances, self-promotion), auditioning and interviews, tax awareness, contract negotiations, salary ranges, resumes, and where and how to land a job. The course will culminate in the completion of a model for the budget, season planning, marketing, and strategy of running a performance organization.
Credit 2 units.
Typical periods offered: Fall

DRAMA 3200 Intermediate Acting: Scene and Character Study
This course expands and develops the work begun in Fundamentals of Acting. The focus is on developing systematic strategies for challenging theatrical texts. Emphasis will be placed on integrating the use of the voice and body as well as the development of character via actions in scene study projects. We will focus on investing fully in the imaginary/ given circumstances of the plays we encounter. In addition, students will augment their study of character through audition preparation and monologue techniques. Research and analysis are featured, and students are asked to demonstrate their proficiency in written assignments. Prerequisite: Drama 240E/2401.
Credit 3 units. A&S IQ: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

DRAMA 3201 Voice-Speech Laboratory
Fundamentals of speech for the stage focusing on breath support, resonance, articulation, and speech as an expression of an individual's needs. The course includes an introduction to stage dialects. Preference given to majors.
Credit 3 units. A&S IQ: HUM BU: HUM EN: H
Typical periods offered: Spring

DRAMA 3202 Topics in Stage Movement
Exploration of a variety of theatrical and movement concepts with emphasis on process rather than product. Concentrates on developing the expressive flexibility of the body and linking the imaginative impulse with physical movement. Preliminary work in relaxation and efficient self-use. Prerequisite: Drama 240E, or permission of instructor.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Spring

DRAMA 3203 Advanced American Musical Theater
This course will focus on developing the acting, singing and dancing techniques required for performing in musical theater. The student will develop group pieces and will participate in scenes that explore character within a musical threater context. The class will culminate in a workshop performance. Prerequisite: Drama 221 and permission of instructor, by audition. Repeatable 1 time for credit.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Spring

DRAMA 3204 Fundamentals of Directing
Directing is the most liberal arts of the creative theatre-making areas, drawing analytical, critical thinking, communication, design and actor coaching skills. This course will explore fundamental lessons in some of those areas, including text analysis from a directorial perspective, stage composition, auditions/casting, actor communication, time management and team leadership skills. Major course components will include one extensive script analysis paper and the direction of a scene from a contemporary play. The latter will require outside-of-class rehearsal time. Prerequisites: Drama 212E, Drama 240E/2401, junior or senior standing. Preference given to drama majors. For junior/senior status or grad students only.
Credit 3 units. A&S IQ: HUM BU: HUM EN: H
Typical periods offered: Fall

DRAMA 3205 Acting for the Camera
This course offers an introduction to the world of on-camera acting, performance skills for media-based work, and industry-related career opportunities. Students will learn the techniques, skills and vocabulary required for actors when performing for the camera and pursuing a profession in front of the camera. The course is designed for students to practice and examine the craft of on-camera performance and, will examine the business of being a film, television, commercial or video actor. Exercises will be designed to gain relaxation and comfortability in front of the camera and will then extend to performance opportunities using commercial, industrial/corporate, television and feature film scripts. Students will also be given insight into the casting process and current industry standards for performers. Actors with live stage experience and training will focus on adapting their craft to the lens, building on the textual analysis, movement, voice and character work education provided by the Performing Arts Department's acting curriculum. Those students with no acting experience will be introduced to the fundamentals of acting in tandem with the pursuit of disciplined, truthful, believable work while in front of a live audience or a camera. All classes will take place in the Harvey Media Center to utilize a professional setting and equipment.
Credit 3 units. A&S IQ: HUM BU: HUM EN: H
Typical periods offered: Spring

DRAMA 3207 Shakespeare Globe Program: Acting
This Acting Shakespeare course is paired with Drama 3472 as part of a four-week summer intensive program held at the Shakespeare's Globe Education Centre in London. This course, as well as the companion Text and History course (Drama 3472), is taught by a Washington University faculty member, and the program also heavily draws on British theater professionals and educators from Globe Education, who teach a set of short courses on movement, voice, textual analysis, historical context, monologue performance, and stage combat. Frequent access to the Globe stage allows actors to work in a spatial configuration very similar to that once used by Shakespeare's company itself. The course culminates with performances of scenes and monologues on the Globe stage. Application process must initiate through the Performing Arts Department office.
Credit 3 units. A&S IQ: HUM BU: HUM EN: H
Typical periods offered: Summer

DRAMA 3227 Devising, Adaptation, Docudrama
This course explores three ways of theatre-making that have revolutionized the contemporary stage: devising (a collaborative process emphasizing physical techniques to realize ideas), adaptation (the transposition of a narrative from one mode to another), and docudrama (the self-conscious staging of history through the assemblage of documentary records). Beginning with a focus on the current postdramatic theatre and the pre-histories of these contemporary practices, we will engage current scholarship on each form, learning the how and why from contemporary practitioners, while considering the rhetorical structure of each form in relation to the social meanings they generate for their audiences. Divided into 3 units, the course will combine the study of each method with hands-on practice, and will conclude with a showcase featuring an original performance created by the student collective. A theme (variable by semester) will unite the three sections of the course, helping students see how a single topic can be illuminated in different ways through these three methods of creating performance.
Credit 3 units. A&S IQ: HUM, LCD BU: HUM EN: H
Typical periods offered: Fall, Spring

DRAMA 3300 Theater Culture Studies III: Melodrama to Modernism
The third in the department's three-course history sequence, TCS III surveys the dramatic literature and cultural history of the modern theater. Beginning with Romanticism's self-conscious break with the past, we'll study the rise of bourgeois melodrama with its intensely emotional rendering of character and spectacular effects. We'll consider how those effects were made possible by advances in industrial stage technology which reproduced the everyday world with unprecedented verisimilitude, and how playwrights responded to those technologies by calling for the theatre to become either a total work of art--plunging its spectators into a mythical realm--or a petri dish--analyzing the struggles of the modern individual within his or her modern milieu. Exploring a range of aesthetic modes--including Realism, Naturalism, Symbolism, Expressionism, the Epic Theatre, and the Theatre of the Absurd--we will read classic plays by modern playwrights to consider how the modern theatre helped its audiences understand as well as adapt to the rapidly changing conditions of the modern world.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall

DRAMA 3304 Contemporary American Theater
This course is a focused investigation of the aesthetic, political, and urban landscapes of the contemporary American theatre. We will read published and unpublished plays, familiarize ourselves with the country's most important companies, festivals, and institutions, and discuss issues facing the American theatre now. We will explore the role of the arts in urban planning and development, and address the relationship between higher education and arts institutions, paying particular attention to ideas of community engagement and social justice work undertaken by both. Artists to be studied may include Tony Kushner, Suzan-Lori Parks, Caryl Churchill, Branden Jacobs-Jenkins, Lynn Nottage, Young Jean Lee, and Lin-Manuel Miranda. This course will include a mandatory class trip at the end of March to the Humana Festival of New American Plays in Louisville, Kentucky. Students will prepare for this trip by reading the works of featured playwrights and establishing a research project that will be carried out on-site. Findings from the research project will be presented upon the return to St. Louis. Admission to the course is by instructor permission only; an application form will be sent to all registered students at the conclusion of the registration period. In consultation with and with the permission of the instructor, this course may fulfill the Fieldwork requirement for American Culture Studies majors.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: CPSC, HUM BU: HUM EN: H
Typical periods offered: Spring

DRAMA 3305 Immersive Story Studio
What possibilities and pitfalls do immersive practices create for live storytelling? How do the affordances of a digital tool amplify or suppress aspects of a source story? What new insights into familiar stories can we generate with radical adaptation? To engage these questions, this studio seminar blends humanistic scholarship with critical making, theatrical practice, and interdisciplinary, team-based agile development processes. Each two-week sprint engages a different immersive, theatricalized context, asking students to envision how the tools utilized therein might illuminate latent aspects of familiar stories. Topics include spatial computing/AR/VR/ XR, immersive theatre, theme parks, and cultural institutions/ museums. Additionally, this course utilizes critical making as an epistemology, wherein the site of knowledge creation is the process of devising an object, tool, performance, or installation in conversation with a discipline's critical apparatus. Accordingly, course-long projects will find students selecting and using immersive tools-digital, analog, or both-to radically adapt a familiar story, broadly construed. Importantly, while technological skills are welcome, they are not required. Students are encouraged to envision gloriously and scope effectively as they design a hypothetical or prototyped research project and complementary critical engagement. This course may be repeated for credit for students who wish to design and execute a more robust project.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

DRAMA 3306 Writing for and About the Theater
In this course, students will learn to write for and about the theater, exploring different forms of dramaturgical and scholarly research as well as journalistic and academic writing. To build skills in both critical analysis and synthesis, students will learn how the key elements of the playwright's text (e.g., language, character, plot, setting) work to create meaning within the work of dramatic literature and how theatre-makers use the various languages of the stage (e.g., costume/scenic/ lighting design, music, acting) to give expression to an overarching interpretation of the play. Because research is essential to this course, students will learn how to access a variety of library resources by working closely with our subject librarians. By the end of the semester, students will have assembled a portfolio consisting of both journalistic and academic performance reviews, a dossier of dramaturgical research, and a research-based scholarly paper.
Credit 3 units. A&S IQ: HUM, WI Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Spring

DRAMA 3307 Shakespeare and Early Modern Performance
Paired with Drama 347, this course uses the resources of London and the Globe Theatre as departure points for a rich examination of Shakespearean performance in its historical and cultural context. We pay close attention to the dramatic text: meter, style, metaphorical language, dramatic composition, rhetoric, genre, etc. We consider such topics as Shakespeare's playing spaces, the actor-audience relationship in the Globe Theatre, acting, movement, original rehearsal practices, the boy actor, costumes, sound, music, props, and the culture of the Bankside (bear-baiting, taverns, violence, prostitution, etc.)
Credit 3 units.
Typical periods offered: Fall, Spring

DRAMA 3308 Shakespeare and Early Modern Performance
Paired with Drama 347, Shakespeare Globe Program: Acting, this course uses the resources of London and the Globe Theatre as departure points for an examination of Shakespearean performance in its historical and cultural context. We pay close attention to the dramatic text: meter, style, metaphorical language, dramatic composition, rhetoric, genre, etc. We consider such topics as Shakespeare's playing spaces, the actor-audience relationship in the Globe Theatre, acting, movement, original rehearsal practices, the boy actor, costumes, sound, music, props, and the culture of the Bankside (bear-baiting, taverns, violence, prostitution, etc.)
Credit 3 units. A&S IQ: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

DRAMA 3309 Performance and Culture
The field of Performance Studies looks carefully at the production and transmission of knowledge from a range of vantage points. This includes the written word, but it also pays special attention to embodied practice, to the built environment, and to digital spaces. In this course we will focus on performance as a form of cultural expression and as a site of cultural exchange across a variety of contexts-from staged productions to acts of everyday life. We will use performance theory to analyze sports events as ritual performances and as platforms for social change. We will think about how monuments perform, how they not only construct often contentious stories about the past but also create opportunities for dialogue. We will privilege the body as a site and method of performance to think in intersectional ways about race, gender, sexuality, citizenship, and religion. As an interdisciplinary and practice-oriented course, we will reflect critically and imaginatively on the work of anthropologists, scholars of race and ethnicity, visual artists, and performance theorists.
Credit 3 units. A&S IQ: HUM BU: HUM EN: H
Typical periods offered: Spring

DRAMA 3311 Revision and Revival: Stages of Change in Theatrical Performance
The very nature of live theater means that no two performances of the same show will ever be truly identical. But while some alterations are incidental, others represent a deliberate modification of the dramatic work. This course will examine the many types of revision that are deployed as part of theatrical practice. Using works from several genres, media, cultures, and time periods as case studies, we will gain new insights into the creative process by charting the amendments made not only during the various stages of the play's initial production--its composition, its rehearsals, its workshops, and its early performances-but also the more significant modifications adopted by subsequent adaptations and revivals. We will discuss plays that are rewritten in order to reflect new historical contexts and audience sensibilities, paying special attention to revisions that engage with emergent social and political realities. We will also emphasize the repossession

that occurs as new productions seek to include a greater diversity of racial and gender identities. We will also consider the revisions enabled by technological innovations as well as those necessitated by translation in global productions. Most important, as a writing intensive course, students will reenact the very process that we are studying by performing acts of revision on their own work.
Credit 3 units. A&S IQ: HUM, WI BU: HUM

DRAMA 3312 Jewish American Theater and Performance
This course explores Jewish identity through theatre and performance in the 20th and 21st century United States. We begin with an historical overview of Jewish history and Jewish identities in the U.S., including the very question, What does Jewishness mean? Is it ethnicity, race, or religion? Identity or culture? Belief or practice? Essence or performance? From there, we'll focus on Jewish American theatre artists, from playwrights who wrote with and against a certain middle-class life in the mid-20th century, to contemporary performers and playwrights who navigate the complexity of identity in a range of genres and tones.
Credit 3 units. A&S IQ: HUM, SC BU: HUM
Typical periods offered: Fall, Spring

DRAMA 3320 Topics in American Culture Studies:
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

DRAMA 3410 Acting II
Fundamental scene study using texts with emphasis on integration of voice and body and the playing of actions. Students are encouraged to precede this course with Drama 207C. Prerequisite: Drama 240E. Preference given to majors.
Credit 3 units. A&S IQ: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

DRAMA 3413 Acting III
Emphasis on characterization while working with a diversity of playwriting styles. Prerequisites: Drama 341, either Drama 207C or 208C, and permission of instructor.
Credit 3 units. A&S IQ: HUM BU: HUM EN: H
Typical periods offered: Fall

DRAMA 3830 Puppetry: Design & Performance
Write, design, build, and perform Bunraku style inspired puppetry (three puppeteers on one puppet, performers are seen by the audience). This class covers a brief history of puppetry in culture. Main focus is to design and build characters based on stories and myths. Students will showcase the work with a devised end of semester performance, using the puppets built in the class.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

DRAMA 3870 In Living Color: Performing the Black '90s
From Cross Colours overalls to oversized sweatshirts and boom boxes, the 1990s was loud, colorful, and in your face. But along with the fun of house parties and the growing prominence of hip-hop, Black people in the United States also contended with heightened criminalization and poverty codified through the War on Drugs, welfare reform, police brutality, and divestment from public education. In the midst of insurgency, creativity, and the quiet that undergirded both, we will study the various cultural productions of Black performers and consumers as they navigated the social and political landscapes of the 1990s. Focusing primarily on urban centers, we will study major works growing out of hip-hop, R&B, comedy, television shows, films, and popular literature that attends to the regional differences throughout the nation. In this course, we will use theories from performance and cultural studies to understand the specificities of Blackness, gender, sexuality, religion, and geography in the 1990s.
Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: CPSC, HUM BU: BA, HUM EN: H
Typical periods offered: Spring

DRAMA 3880 Asian and Asian Diaspora Theatre
It is often falsely assumed that Asian and Asian American theatre is a theatre for specific ethnic communities. However, its significance in the US and in broader world theatre scenes has reverberated with audiences of diverse backgrounds, leading to a production of vibrant artistic and scholarly discussions on its power in shaping cultures and politics in America and in other global regions. This course engages with these very discussions, centering on understanding the complexity of contemporary Asian and Asian American theatre by situating them in the context of Asian diasporas. Key inquiries include the following questions: What causes the circulation of peoples from Asia and people of Asian descents from their home countries to another country?; how do experiences of war, international marriage, adoption, political oppression, refugee, and marginalization in new countries impact the psyche of diasporic subjects?; the notion of Asia as Other has been integral to the formation of the US national identity from the country's inception, but what exactly is Asia, and what is the role of theatre in challenging the relentless othering of Asians?; and finally, how might the framework of Asian diasporic theatre and performance help us move beyond the bifurcation between Asian Studies and Asian American Studies? In exploring these questions, we will engage in analyzing plays, production videos, interviews with artists, and scholarly writing, learning from artists who examine lives and histories of Asian descents (Chinese, Filipino, Hmong, Japanese, Korean, Vietnamese, and Taiwanese among others), as well as from thinkers that have been foundational to the development of Asian and Asian American theatre and performance studies. By the end of the semester, students will have read plays, documentaries, musicals, and interdisciplinary arts from the contemporary Asian and Asian diaspora theatre and be able to engage in an informed debate on the role of Asian and Asian American theatre in shaping contemporary cultures in the US and in other parts of the world. All readings are in English or in English translation and are available on Canvas.
Credit 3 units. A&S IQ: HUM, LCD, SC BU: HUM EN: H
Typical periods offered: Fall, Spring

DRAMA 3900 Internship
Students may receive up to 3 units of credit for an approved internship with an organization where the primary objective is to obtain professional experience outside the classroom. Students must file a Learning Agreement with the Career Center, a faculty sponsor and the site supervisor. This must be approved by all three constituencies before proceeding. A final written project is to be agreed upon between the student and faculty sponsor before work begins, and will be evaluated by the faculty sponsor at the end of the internship.
Credit 3 units.
Typical periods offered: Fall, Spring

DRAMA 3996 Drama Elective: 300-Level
This course is used for transcribing 3000-level DRAMA elective units.
Credit 3 units.
Typical periods offered: Fall, Spring, Summer

DRAMA 4100 Advanced Stage Lighting
This course is an advanced, continuation of Drama 310 Stage Lighting. Emphasis is placed on cultivating design aesthetics and a further exploration of controlling light in a laboratory and live setting. Students will dive deeper into color theory, light plot development, and ultimately into advanced lighting console programming. The course objectives will cover a wide range of production styles and performance venues within a series of challenging design projects. Prerequisite: L15 310 or permission of instructor.
Credit 3 units. A&S IQ: HUM BU: HUM EN: H
Typical periods offered: Fall

DRAMA 4101 Retina Burn: Concert Lighting Technology
Lighting Technology will be an extremely hands on approach to learning how the top industry designers create major shows and concerts with the most state-of-the-art equpiment. We will spend a considerable amount of time learning how to use and program robotic/moving lights, LED fixtures and video integration for use in drama, dance, musical and concert settings. The student will gain intensive training in the use and programming of the ETC Express, ETC Ion and GrandMA 2 Light consoles with a full range of Vari*Lite robotic fixtures. In addition the student will also receive training in Isadora, a very powerful video design program. Due to the amount of programming time required outside of class, this will be a four (4) credit lab course. Prereqs: Drama 212 and Drama 310.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Spring

DRAMA 4102 Advanced Scenic Design
Advanced projects in scenic design including drafting, rendering, model building, and conception. Prerequisite: Drama 311M, or permission of instructor.
Credit 3 units. A&S IQ: HUM BU: HUM EN: H
Typical periods offered: Spring

DRAMA 4141 Topics in Embodied Communication
This course is about listening. We will begin by mediated and unmediated listening with the human auditory system and continue into an exploration of multi-modal listening, focusing on vibration and on somatic attention. We will work in the studio, which will include a music studio, a dance studio, and the environment. Our investigation will include the study of sensing in more-than-human organisms as well as theoretical perspectives from sound studies, critical improvisation and history of science. The course will encourage the perspective that the practice of listening is a political act of tending to the invisible, the non-normative, and the incomplete.
Credit 3 units. A&S IQ: HUM BU: HUM EN: H
Typical periods offered: Spring

DRAMA 4200 Acting Styles: Realism to Nonrealism
This course builds on skills in character development and scene study, beginning with psychological realism and then shifting into various forms of nonrealism. Through written analysis and performance, students apply acting techniques that address a variety of playwriting styles. Prerequisites: Drama 240E/2401 and Drama 341/3411. The semester begins with a deepening understanding of psychological realism through the exploration of Anton Chekhov's plays. Focus then shifts to nonrealism with Harold Pinter. The second half of the semester is solidly rooted in nonrealism. Students hone their skills by exploring two more scenes from classical and/or contemporary texts. Additionally, in the final scene, students are encouraged to explore applicable considerations of gender-identity, race, and ethnicity in play and character selection. Prerequisites: Drama 2401 Fundamentals of Acting, Drama 3411 Intermediate Acting This course is open exclusively to seniors and graduate students
Credit 3 units. A&S IQ: HUM BU: HUM EN: H
Typical periods offered: Fall

DRAMA 4201 Advanced Acting
Are you a senior or graduate student about to enter the marketplace? Are you considering a career in theater-making, particularly in acting? This course is poised on the border of a university environment and the real world. In a very full 14 week curriculum, we will explore the generous set of performance-based theatrical skills you have amassed over your education. The projects are designed to synthesize the student's theatrical training and experience through solo performance work. Students will be encouraged to develop and articulate their own aesthetic convictions through an examination of the creative process, the development of original solo material, the exploration of the theater profession within the current American and international theatrical climate, the development of new audition pieces, small group presentations and an analysis of plays and other reading assignments. The course closes with a public showcase of the original material written and developed over the semester. While the course's performance work is explored through an actor's lens, the class is open to all advanced drama students who meet the prerequisites. Prereq: L15 2401 and L15 3411. This course is open only to seniors and graduate students.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Spring

DRAMA 4202 Theater for Social Change
Drawing upon the principles and teachings of Brazilian director Augusto Boal, students will explore ways of effecting positive social change in a theatrical context. Students will study the aesthetic of Boal's Theatre of the Oppressed and learn various games and exercises designed to mine issues of social (in)justice. Using Boal's techniques of image and forum theatre, students will then create and perform plays focused on these issues. This public performance will be an interactive event offered for and with the university community. No prior performance training or experience is required for this course.
Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: CPSC, HUM BU: HUM EN: H
Typical periods offered: Fall

DRAMA 4203 Advanced Theater for Social Change
This course is a continuation of exploration begun in Drama 4081, Theater for Social Change: a prerequisite for this advanced course. Students will expand from exploring their own experience with oppression to facilitating that exploration with others. Students will be introduced to the Joker system, developed by Brazilian director Augusto Boal. The Joker is the director of a forum theater event. He leads both the exploration and play-making phases of the process. In preparation for stepping into this role, students will read Paulo Freire's Pedagogy of the Oppressed which will give them a foundation in the power and efficacy of collaborative educational techniques. In addition, students will read Theatre for Living, Canadian director David Diamond's book detailing his application of Boalian techniques in a less overtly oppressive society. Students will begin their practical exploration by first working with one another, learning how to lead exercises and games, followed by an exploration of play making and the facilitation of an interactive forum theater event. The course will culminate in an outside project in which each student is placed with a St. Louis area school or social organization. The student will apply skills he has acquired throughout the semester by serving as the Joker of the workshop. In this role, the student will lead the entirety of the workshop process with a selected group exploring ways of effecting positive social change in a theatrical context. He will facilitate exercises with the group that mine a chosen area of oppression with which the group is grappling. The student will guide play-making with the group

that highlights this area of oppression. The resulting plays will then be presented to the larger school or organization community. This culminating event will be an interactive forum theater presentation that the student will lead as Joker.
Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: CPSC, HUM BU: HUM EN: H
Typical periods offered: Spring

DRAMA 4204 Directing II
Further study in the fundamentals of directing. Emphasis on the director's work with actors, designers, and a realized metaphorical concept. Prerequisites: Drama 343 and permission of instructor.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Spring

DRAMA 4300 Staging Atrocity: Theater of the Holocaust
Responding to the Holocaust has challenged artists working in every medium. Nowhere are these challenges more extreme than in the theater, where the intimacy of the space, the close proximity of live actors and audience, and the subject matter itself may serve to intensify its effect. We will read a careful selection of modern and contemporary dramas and explore the range of responses. Underneath each weekly topic reverberate the nagging question of whether one can -- or should -- make art from the Holocaust, as well as a serious exploration of the uses and effectiveness of theater to communicate on this subject. We look at the ways in which the Holocaust has been used as a subject to raise moral dilemmas, examine the limits of humanity, elicit doubt or faith, and provide political commentary. We will also discuss the ways in which playwrights have stretched the limits of the theater to meet the challenge of staging the Holocaust. Topics considered include the nationalization and personalization of the Holocaust, the role of the second generation, issues of audience, and the use of experimental forms and obscenity. The plays on the syllabus are from North America, Israel and Europe. All readings are in English (original or translation).
Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Spring

DRAMA 4301 The Modernist Revolution in the Arts
What is/was Modernism? How did this worldwide phenomenon impact the arts in every genre and medium from the turn of the Twentieth Century to the present? Do we still live in the age of Modernism, or should we consider ours a new, Post-Modern age? This course will examine these and other questions as they relate to the theatre, prose, poetry, and the visual arts. Our investigation will focus on most of the major literary and artistic movements, including Naturalism, Impressionism, Symbolism, Surrealism, and Expressionism. We will examine literary manifestoes which help to illuminate the periods under discussion, as well as look at individual works themselves. Central to our approach in the course will be an interdisciplinary perspective. Among the luminaries whose work will be considered are Ibsen, Strindberg, Chekhov, Hemingway, Dali, Picasso, Stravinsky, Artaud, Kafka, and Beckett.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall

DRAMA 4302 American Drama
Topics in American Drama.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

DRAMA 4303 Performance Theory
This course introduces students to contemporary theories of performance, with performance understood as both metaphor and event. From a multi-disciplinary perspective, students will consider how cultures produce meanings-and, indeed, perform those meanings-to create and/or disrupt their own social coherence. Theories likely to be studied include: J. L. Austin's speech-act theory and its engagement by John Searle and Jacques Derrida; Victor Turner's analysis of ritual as social process and Richard Schechner's use of it to transform theater studies into performance studies; Erving Goffman's sociology of the self and its relation to a post-structuralist model of subjectivity; Michael Fried's screed against minimalist art and its relation to Happenings, Body Art, Fluxus, and other mid- to late-20th century examples of performance art; and Judith Butler's influential revision of Austin's performative in her theory of queer performativity.
Credit 3 units. A&S IQ: HUM BU: HUM EN: H
Typical periods offered: Spring

DRAMA 4304 Race, Memory, and Performance
This course takes as its starting point the vexing questions of history, memory, and identity that activists, scholars, artists, and others have posed in recent years. What is to be done with the commemorative landscape of monuments and memorials? How do we account for the silences and erasures in archival records? How should histories of racial violence be commemorated? These are questions that have been taken up in many arenas of civic life, including public art, living history tourism, museum studies, and urban planning. They have also been taken up by theater artists and performance artists who use their bodies, narrative, historical fact and, sometimes, fiction to bear witness to the past and to imagine new futures. In this course, we will examine the role of theater and performance in constituting-and challenging-the historically contingent meanings of race; we will also explore how performance of history shapes national narratives. Artists to be explored might include Branden Jacobs-Jenkins, Mary Kathryn Nagle, Dread Scott, Quiara Alegria Hudes, Simone Leigh, and Heidi Schreck. Artistic and/or performance experience is not required. Students will have the opportunity to propose their own commemorative projects; together we will explore whether and how performances of the past can do a certain kind of reparative work necessary for a more equitable future.
Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM, VC BU: BA, ETH, HUM EN: H
Typical periods offered: Fall

DRAMA 4306 Seminar in Dramatic Theory
This course is an in-depth exploration of core works of dramatic theory from the ancient world to the present, and it will introduce texts that enunciate what theater is, has been, and should be. We will study authors' expressions of theater's role in society, their articulations of and responses to anti-theatrical prejudice, and their negotiations of the contradiction of putting the real on stage. Other significant themes include accounting for the aesthetic pleasures of drama and theater; theater as a means of educating the citizen; and the relationship between dramatic form and social and political revolution. Moving chronologically, we begin with foundational documents of the ancient world, including Aristotle's Poetics, Bharata's Natyasastra, and Horace's Ars Poetica. The course then progresses through the Middle Ages, the Neoclassical and Romantic eras, and the explosion of fin de siecle avant-gardes. We will also read key texts from beyond the European tradition, including works of dramatic theory written in medieval Japan (Zeami), postcolonial Nigeria (Soyinka), and the millennial, multicultural United States (Parks). Along these same lines, we will also be attuned to transnational exchange and influence, particularly as it appears in the 20th-century theories of Bertolt Brecht, Antonin Artaud,

and Konstantin Stanislavsky. Although the course will be focused on efforts to describe and prescribe theories of drama, dramatic genre, and theatrical pleasure, it will also position play scripts alongside the theoretical treatises that guide or are guided by them.
Credit 3 units. A&S IQ: SSC Art: SSC EN: S
Typical periods offered: Spring

DRAMA 4307 Topics in Shakespearean Production
This course will examine Shakespeare's comedies in performance. Combining scene work and production history, students will gain access to the world of the comedies from both a hands-on, theoretical and historical perspective. Prerequisites: Drama 395C or permission of instructor.
Credit 3 units. A&S IQ: HUM BU: HUM EN: H

DRAMA 4308 Shakespeare and Early Modern Performance
Study Abroad/Study Away
Credit 3 units.
Typical periods offered: Spring

DRAMA 4311 Borders and Boundaries
International borders affect you every day. In the United States and elsewhere, they play a role in determining whether you are a birthright citizen or an unauthorized migrant. They showcase a nation's ability or inability to guarantee your wellbeing. They factor into immigration, asylum, and national security debates. Those who live near an international border often deal with a particular set of issues. Living in an either/or environment can impel border residents to strategically recognize or deny cultural forms-to be hyper patriotic, for example, to speak one language at home and another at school, or to understand gender, sexuality, race and ethnicity in site-specific ways. This course will draw from the work of performance theorists, playwrights, anthropologists, historians, and geographers to write critically about and devise artistic work that opens up foundational theories, debates, and genealogies in the study of borders and boundaries. This course will use North America as its primary reference point, but it will also draw our attention to border and boundary dynamics elsewhere to think about global challenges such as forced migration and climate change.
Credit 3 units. A&S IQ: HUM, SC BU: HUM EN: H
Typical periods offered: Fall

DRAMA 4400 Dramaturgical Workshop
A laboratory course that investigates dramaturgy from four vantage points: New Play Dramaturgy, Institutional Dramaturgy, Dramaturgy of Classics, and Dramaturgical Approaches to Nontraditional and Devised Theater. This is a hands-on course where student dramaturgs will not only pursue the study of dramaturgy, but will work actively and collaboratively with playwrights, actors and each other.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM
Typical periods offered: Spring

DRAMA 4453 Senior Drama Capstone
This course, which is required for seniors completing the drama major, is team-taught by one PAD faculty member in Theater Arts and one in Theater and Performance Studies. In order to remain responsive to each senior class as well as the particular expertise of the faculty pair, the course is built on a flexible curricular model. Components will include an exploration of contemporary theatre literature and theatre-making, individual and ensemble-based activities, research and critical writing projects. A culminating project that synthesizes the semester's study will be part of the course.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall

DRAMA 4506 Playwright's Workshop
This course will offer an organized independent study for advanced students in playwriting. The class will be structured by the participants. Prereqs: Playwriting (L15 227), Advanced Playwriting (L15 473) and permission of instructor.
Credit 3 units.
Typical periods offered: Spring

DRAMA 4693 Shakespeare and Performance
How were Shakespeare's plays performed in their own day--in the Globe theater, with boy actors, and with very short rehearsal times? How, for the actor, did performance work on the outdoor stage, with the Globe's wide and deep acting platform and its intimate relationship to the audience? How might one stage Shakespeare today in an outdoor environment without lighting and with minimal sets, and with the capacity to move easily from one outdoor venue to another? From what social types in Renaissance England-such as merchants, prostitutes, aristocrats, constables, beggars, and princes-did Shakespeare draw? How can evolving ideas about race, gender, and sexuality inform the way we perform Shakespeare today? Addressing these questions and others, the course weaves together performance and literary, critical, and historical study. Topics include blank verse, performing Shakespeare's prose, playing with figures of speech, working the Globe stage, engaging an outdoor audience, acting from a written part rather than an entire script, performing types, exploring Shakespeare's sources as performance alternatives, making Shakespeare new- and more. Students will rehearse and perform sonnets, scenes, and monologues based on social figures from Shakespeare's England. The course assumes a willingness to perform but not specialized acting training.
Credit 3 units. A&S IQ: HUM BU: HUM EN: H
Typical periods offered: Spring

DRAMA 4730 Advanced Playwriting
This course explores the tendencies and relationship between each individual student writer and the page. Exercises dispel any lingering doctrine that presupposes a certain style of writing. A large part of the class centers around collaborations. The writers write scenes as a final project for an acting class, and also work with two professional actors in an extended writing project that culminates in a script-in-hand presentation. The informal moments between collaborations look at the process beyond the first draft -- i.e., the playground of language, non-verbal options, and the maintaining of the work through rewrites, readings, workshops, and productions. Prerequisite: Introduction to Playwrighting, Drama 227.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

DRAMA 4750 Film as Art
To teach students about impact of images and language of film. Recent and classical motion pictrues will be viewed, discussed and analyzed. Directorial tecniques, the auteur theory, film genres, lighting, montage, kinetics, camera movement and placement, music and sound effects, styles of acting and mise en scene will be examined. Prerequisite, Drama 241 or permission of instructor.
Credit 3 units.
Typical periods offered: Fall

DRAMA 4900 Independent Work
Students may contract with a faculty supervisor for credit for their work on theatrical productions or research. Contracts must be signed by the student and the coordinator of Drama 500 before the student's work on the project commences. Credit and grade option to be determined in each case. In order to enroll for this course, students must complete a contract and submit it to the Performing Arts Department office.
Credit 6 units.
Typical periods offered: Fall, Spring

DRAMA 4901 Senior Project
Specialized study in a selected area in drama. Required of all drama majors not taking Drama 499. Prerequisite: 15 units of advanced work in drama at the 300 or 400 level.
Credit 3 units.
Typical periods offered: Fall, Spring

DRAMA 4902 Study for Honors
Prerequisite: Senior standing, a cumulative and a major GPA of 3.5 and permission of the Chair of the Performing Arts Department.
Credit 6 units.
Typical periods offered: Fall, Spring

DRAMA 4910 Acting
Independent study. In order to enroll for this course, students must complete a contract and submit it to the Performing Arts Department office.
Credit 3 units.
Typical periods offered: Fall, Spring

DRAMA 4920 Directing
Independent study. In order to enroll for this course, students must complete a contract and submit it to the Performing Arts Department office.
Credit 3 units.
Typical periods offered: Fall, Spring

DRAMA 4930 Technical Theater
Independent study. In order to enroll for this course, students must complete a contract and submit it to the Performing Arts Department office.
Credit 3 units.
Typical periods offered: Fall, Spring

DRAMA 4931 Advanced Practicum in Technical Theater
Independent Study. Intensive practical experience in scenic design building and painting; lighting design and installation; costume design, coordination, and construction; makeup; and audio production. Prerequisites: Drama 212E, credits on at least two productions, and permission of staff.
Credit 3 units.
Typical periods offered: Fall, Spring

DRAMA 4940 Voice, Speech
Independent study.
Credit 3 units.
Typical periods offered: Fall, Spring

DRAMA 4950 Literature, Theory, Criticism
Independent study. In order to enroll for this course, students must complete a contract and submit it to the Performing Arts Department office.
Credit 3 units.
Typical periods offered: Fall, Spring

DRAMA 4980 Special Topics in Playwriting: Art and Activism
Taught by guest teaching artist, Regina Taylor, playwright, director, stage/screen actor, this course will focus on how art can effect change through personal expression. The monumental cultural shift that is in motion throughout the world will be explored through the specific lens of each student's life. Students will write short pieces and one-act plays that will explore where they are at this moment in time. Works in the class may be added to Regina Taylor's black album mixtape. No playwriting experience necessary. Course open only to juniors, seniors and graduate students.
Credit 3 units.
Typical periods offered: Spring

DRAMA 4996 Drama Elective: 400-Level
This course is used for transcribing 4000-level DRAMA elective units.
Credit 3 units.
Typical periods offered: Fall, Spring, Summer

Dance Major

Program Requirements

- **Total Units Required:** 34-35 units, with a minimum of 20 units at the 3000 level or above
- **Grade Requirement:** Students must earn a grade of C- or better in all required and elective dance courses in order for them to apply toward major requirements.

Required Courses

Dance courses at Washington University integrate practice with the study of the historical, cultural, scientific, and aesthetic dimensions of dance. Although coursework is required in all aspects of the dance major, students may individually choose to tailor their study to emphasize any one of the four areas — Embodied Practice, Creative Process, History/Theory, or Movement Science/Somatics — through the capstone and through electives.

Creative Process: 8-9 units

Code	Title	Units
Required:		
DANCE 2020	Composition I	3
DRAMA 2100	Introduction to Theatre Production	3
Plus 2-3 units chosen from the following:		
DANCE 3020	Composition II	3
DANCE 3031	Dance Improvisation: Spontaneous Composition & Performance Techniques	2

DANCE 3041	Accompaniment Techniques for Dance	2
DANCE 3042	Music Resources for Dance	2
DANCE 4032	Introduction to Screendance Composition and Performance	3

Embodied Practice: 8 units

Students must complete work in at least two dance genres, and at least 6 units must be at the 3000 level or above.

Code	Title	Units
Ballet		
DANCE 2210	Fundamentals of Classical Ballet	2
DANCE 2211	Fundamentals of Classical Ballet	2
DANCE 3310	Classical Ballet: Intermediate I	2
DANCE 3311	Classical Ballet: Intermediate II	2
DANCE 4310	High Intermediate Ballet I	2
DANCE 4311	High Intermediate Ballet II	2
DANCE 4120	Classical Ballet III	2
DANCE 4121	Classical Ballet IV	2
DANCE 4300	Contemporary Ballet	2
Modern		
DANCE 2010	Theory and Technique of Modern Dance I	2
DANCE 2011	Theory and Technique of Modern Dance II	2
DANCE 2050	Afro-Modern Dance (Dunham Technique)	2
DANCE 3010	Theory and Technique of Modern Dance III	2
DANCE 3022	Theory and Technique of Modern Dance IV	2
DANCE 4010	Theory and Technique of Modern Dance V	2
DANCE 4022	Theory and Technique of Modern Dance VI	2
Jazz		
DANCE 2060	Fundamentals of Jazz Dance	2
DANCE 3060	Jazz Dance II	2
DANCE 4060	Jazz III	2
Hip Hop		
DANCE 2040	Beginning-Intermediate Hip Hop: Culture and Movement	2
DANCE 4040	Intermediate/Advanced Hip Hop	2
West African		
DANCE 3120	West African Music and Dance in Context	2
Other		
DANCE 4042	Topics in Dance Techniques and Somatic Practices: Alexander Technique for the Dancer	3

History/Theory: 6 units

Students must choose two courses from the following list:

Code	Title	Units
DANCE 3222	Rethinking Ballet in the 21st Century: Decolonizing Narratives and Embracing Diversity	3
DANCE 4110	Performing the Political in American Dance	3
DANCE 4130	Dance Pedagogy	3
DANCE 4140	Performing Gender and Sexuality in America	3
DANCE 3090	Histories of Theatrical and Concert Dance	3
DANCE 3130	Movement and Meaning: Dance in a Global Context	3
DANCE 3033	Music, Sound, and the Body	3

Movement Science/Somatics: 3 units

Options for this requirement include the following:

Code	Title	Units
DANCE 3170	The Neuroscience of Movement: You Think, So You Can Dance?	3
DANCE 3270	Experiential Anatomy and Kinesiology	3
DANCE 4150	Presence in Performance: Alexander Technique and Mindful Movement for Performing Artists	3

Elective Courses

Students must complete 6 units of elective courses. They may choose any DANCE courses at the 2000 level or above in any of the categories (Embodied Practice, Creative Process, Movement Science/Somatics, or History/Theory). Students may also take in-person somatic studies courses, at the 2000-level or above, in the School of Continuing & Professional Studies (per Arts & Sciences policy, online courses may not be applied to an Arts & Sciences degree). Students may also select from the following drama courses.

Code	Title	Units
DRAMA 3102	Stage Management	3
DRAMA 3105	Stage Lighting	3
DRAMA 3104	Costume Rendering and Design	3
DRAMA 3103	Makeup for the Stage	3
DRAMA 3107	History of Western Costume	3

Capstone

The 3-unit capstone is an opportunity for students to integrate what they have learned in the dance major throughout their time at Washington University. It is also an opportunity to train in a particular field of study (performance, choreography, movement science/somatics, or history/theory) in depth. Overall, it is a culminating experience for the major. There are four primary options for the capstone, which must be completed during the student's senior year:

1. DANCE 4930 Study for Honors: an honors thesis
2. DANCE 4920 Senior Project
3. DANCE 4910 Dance Repertory **or** DANCE 4911 Dance Repertory: a significant role in a performance in WUDT, WUDC, or the MFA Concert, with a post-production analytical essay evaluated by the Artistic Director. The essay examines how the performance represents a culmination of the student's growth and experience in the dance major. In addition, it incorporates background research on the aesthetic influences of the choreography and offers dramaturgical reflections on the performance (i.e. how well it communicated its messages to audiences).
4. An additional course at the 3000-level or above, not already taken as a requirement or as an elective one of the following categories that the student designates as a Capstone: Creative Process, Movement Science/Somatics, or History/Theory. The intention to use that course to fulfill the capstone requirement will be made prior to the first day of class in consultation with the instructor. For a Creative Process course, the student devises a final creative project above and beyond the requirements for the regular course, culminating in a live performance and a critical response. For either a Movement Science/Somatics or History/Theory course, the student takes on a significant final research project beyond the required assignments for the course, culminating in a 15+-page research paper and public presentation.

Additional Information

Study Abroad

Washington University students can pursue dance studies abroad during the academic year at the University of Auckland, New Zealand; the University of Ghana, Legon; and Roehampton University, London. With approval from the dance program, courses at these institutions may fulfill dance major and minor requirements. Courses in other disciplines taught at these institutions may also be accepted by Washington University.

A maximum of 12 credits earned outside of Arts & Sciences at Washington University (e.g., through transfer credit or study abroad) may be applied to the dance major, with permission from the Dance Overseas Programs Advisor.

Phone:	314-935-5858
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Drama Major

Program Requirements

- **Total Units Required:** 36 (12 courses)
- **Grade Requirement:** Students must earn a grade of C- or better in all required and elective drama courses in order for them to apply toward major requirements.

Required Courses

Foundations Courses (9 Units):

Code	Title	Units
DRAMA 2100	Introduction to Theater Production	3
DRAMA 2200	Fundamentals of Acting	3
or DRAMA 2202	Improvisation	
or DRAMA 1191 Ampersand: Shakespear's Globe: All the World's a Stage **and** DRAMA 1192 Shakespeare's Globe		
DRAMA 2304	Introduction to Theater and Performance Studies	3

Applications Courses (6 Units):

Two courses chosen from the following three options:

Code	Title	Units
DRAMA 3104	Costume Rendering and Design	3
or DRAMA 3105	Stage Lighting	
or DRAMA 3106	Scenic Design	
or DRAMA 3400	Introduction to Playwriting	
DRAMA 3204	Fundamentals of Directing	3
DRAMA 3309	Performance and Culture	3

If one of the above options is taken as part of a pathway, the other two applications must be completed to fulfill this requirement.

Historical Practice Courses (6 Units):

Two courses chosen from the following list:

Code	Title	Units
DRAMA 3012	Theater Space in Historical Practice	3
DRAMA 3013	Politics and Performance in Historical Practice	3
DRAMA 3014	Body Language: Acting, Rhetorical Gesture, and Dance in Historical Perspective	3
DRAMA 3015	Social Identity and Dramatic Character in Historical Practice	3
DRAMA 3016	Blood and Magic: Special Effects in Historical Practice	3

One Course in a Non-Western or Under-Represented U.S. Minority Cultural Tradition (3 Units)

Code	Title	Units
AFAS 3040	A History of African American Theater	3
CHINA 4670	The Chinese Theater	3
DRAMA 2203	Black Theater Workshop	3
DRAMA 3880	Asian and Asian Diaspora Theatre	3
JAPAN 4460	The Japanese Theater	3

Additional courses may fulfill this requirement. Please consult course listings each semester.

Elective Courses

Drama majors choose four electives (12 units) from one of eight pathways below: Drama General, Acting, Directing, Costume Design, Lighting Design, Scenic Design, Playwriting, or Theatre, Performance & Society.

Drama General

Code	Title	Units
3000-level or above DRAMA elective		3
3000-level or above DRAMA elective		3
4000-level DRAMA elective		3
4000-level DRAMA elective		3

These courses may not count toward other Drama major requirements.

Acting

Code	Title	Units
DRAMA 3200	Intermediate Acting	3
DRAMA 3203	Advanced Musical Theater	3
or DRAMA 3205	Acting for the Camera	
or DRAMA 4202	Theater for Social Change	
or DRAMA 4910	Independent Study in Acting (leading role)	
DRAMA 4200	Acting Styles: Realism to Non-realism	3
DRAMA 4201	Advanced Acting	3

Directing

Code	Title	Units
DRAMA 3204	Fundamentals of Directing	3
DRAMA 3100	Production Practicum (1 credit–technical crew **or** 1 credit–design assist)	1
DRAMA 4920	Practicum in Assistant Directing	2
or DRAMA 3102	Practicum in Stage Management	
DRAMA 4400	Dramaturgy	3
or DRAMA 3200	Intermediate Acting	
DRAMA 4204	Directing II	3

Costume Design

Code	Title	Units
DRAMA 3104	Costume Rendering and Design	3
DRAMA 3109	Introduction to Costume Construction	3
DRAMA 3100	Production Practicum (1 credit–technical crew or 1 credit-design assist)	1
DRAMA 3107	History of Western Costume	3
or DRAMA 4930	Independent Study in Technical Theater	
DRAMA 4931	Advanced Practicum in Technical Theater (2 credit–design)	2

Lighting Design

Code	Title	Units
DRAMA 3105	Stage Lighting	3
DRAMA 3100	Production Practicum (1 credit–technical crew **or** 1 credit–design assist)	1
DRAMA 4931	Advanced Practicum in Technical Theater (2 credit–design)	2
DRAMA 3101	Digital Media for the Stage	3
or DRAMA 3305	Immersive Story Studio	
or DRAMA 4930	Independent Study in Technical Theater	
DRAMA 4100	Advanced Stage Lighting	3
or DRAMA 4101	(Concert) Lighting Technology	

Scenic Design

Code	Title	Units
DRAMA 3106	Scenic Design	3
DRAMA 4102	Advanced Scenic Design	3
DRAMA 3100	Production Practicum (1 credit–technical crew **or** 1 credit–design assist)	1
DRAMA 4931	Advanced Practicum in Technical Theater (2 credit–design)	2
DRAMA 3305	Immersive Story Studio	3
or DRAMA 4930	Independent Study in Technical Theater	

Playwriting

Code	Title	Units
DRAMA 3400	Introduction to Playwriting	3
DRAMA 3301	Devising, Adaptation, Docudrama	3
or DRAMA 3500	Introduction to Screenwriting	
or DRAMA 3304	Contemporary American Theater	
DRAMA 4400	Dramaturgy	3
or DRAMA 4306	Dramatic Theory	
DRAMA 4401	Advanced Playwriting	3

Theatre, Performance & Society*

Code	Title	Units
DRAMA 3309	Performance and Culture	3
3000-level or above course in Theater History**		3
3000-level or above course in Research Methodology**		3
4000-level course in Dramatic or Performance Theory**		3

* At least two courses in the Theatre, Performance & Society pathway must be taken at the 4000 level.

** Please consult course listings each semester for this designation.

Additional Information

A maximum of 3 credits earned outside of Arts & Sciences at Washington University (e.g., through transfer credit or study abroad) may be applied to the drama major, with permission of the Director of Undergraduate Studies in Drama.

Phone:	314-935-5858
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Dance Minor

Program Requirements

- **Total Units Required:** 17 units
- **Grade Requirement:** Students must earn a grade of C- or better in all required and elective dance courses in order for them to apply toward minor requirements.

Required Courses

Embodied Practice Courses: 9 units

At least 6 of these units must be at the 3000 level or above. Students must select from the following list:

Code	Title	Units
Ballet		
DANCE 2210	Fundamentals of Classical Ballet	2
DANCE 2211	Fundamentals of Classical Ballet	2
DANCE 3310	Classical Ballet: Intermediate I	2
DANCE 3311	Classical Ballet: Intermediate II	2
DANCE 3220	Intermediate Pointe Technique	1
DANCE 4310	High Intermediate Ballet I	2
DANCE 4311	High Intermediate Ballet II	2
DANCE 4120	Classical Ballet III	2
DANCE 4121	Classical Ballet IV	2
Modern		
DANCE 1010	Introduction to Dance As a Contemporary Art form	2
DANCE 2010	Theory and Technique of Modern Dance I	2
DANCE 2011	Theory and Technique of Modern Dance II	2
DANCE 2050	Afro-Modern Dance (Dunham Technique)	2
DANCE 3010	Theory and Technique of Modern Dance III	2
DANCE 3022	Theory and Technique of Modern Dance IV	2
DANCE 3031	Dance Improvisation: Spontaneous Composition & Performance Techniques	2
DANCE 3070	Modern Dance and the African-American Legacy	2
DANCE 4010	Theory and Technique of Modern Dance V	2
DANCE 4022	Theory and Technique of Modern Dance VI	2
DANCE 4070	Modern Dance and the African American Legacy II	2
Jazz		
DANCE 2060	Fundamentals of Jazz Dance	2
DANCE 3060	Jazz Dance II	2
DANCE 4060	Jazz III	2
West African		
DANCE 3120	West African Music and Dance in Context	2

Composition Course: 3 units

Code	Title	Units
DANCE 2020	Composition I	3

History/Theory Course: 3 units

Students must select from the following list:

Code	Title	Units
DANCE 3090	Histories of Theatrical and Concert Dance	3
DANCE 3130	Movement and Meaning: Dance in a Global Context	3
DANCE 3230	Ballet As Ethnic Dance and Classical Art	3
DANCE 3170	The Neuroscience of Movement: You Think, So You Can Dance?	3
DANCE 4110	Performing the Political in American Dance	3
DANCE 4130	Dance Pedagogy	3
DANCE 4140	Performing Gender and Sexuality in America	3

Elective Course

Students must complete 2 units of an elective course. Any additional history/theory course or embodied practice course at the 3000 level or above may be used to fulfill this requirement.

Additional Information

- A maximum of 3 credits earned outside of Arts & Sciences at Washington University (e.g., through transfer credit or study abroad) may be applied to the dance minor, with permission from the Dance Overseas Programs Advisor.

Phone:	314-935-5858
Email:	pad@wustl.edu
Website:	http://pad.wustl.edu

Drama Minor

Program Requirements

- **Total Units Required:** 15
- **Grade Requirement:** Students must earn a grade of C- or better in all required and elective drama courses in order for them to apply toward minor requirements.

Required Courses

- Students must complete the following required foundation courses (9 units):

Code	Title	Units
DRAMA 2200	Fundamentals of Acting **or** DRAMA 2202 Improvisation **or** DRAMA 1191 **and** 1192 Shakespeare's Globe	3
DRAMA 2100	Introduction to Theater Production	3
DRAMA 2304	Introduction to Theater & Performance Studies	3

Elective Courses

Students must also complete at least 6 credit units at the DRAMA 3000 level or above.

Additional Information

A maximum of 3 credits earned outside of Arts & Sciences at Washington University (e.g., through transfer credit or study abroad) may be applied to the drama minor, with permission of the Director of Undergraduate Studies in Drama.

Phone:	314-935-5858
Email:	pad@wustl.edu
Website:	http://pad.wustl.edu

Philosophy

Philosophy tackles central questions in human life, such as the following: *What counts as human knowledge? How should I live? What is truth? How is the mind related to the body? What is a just society?* These difficult but fundamental questions are rigorously explored in philosophy and worked through by drawing on the historical tradition and utilizing careful reasoning. Because philosophers have shaped many of the central ideas on which Western civilization is based, the study of philosophy plays a vital role in a well-rounded liberal arts education.

Philosophy courses at Washington University provide opportunities to gain deeper knowledge of the history of philosophy, from the work of the ancient philosophers Plato and Aristotle through key thinkers such as Descartes and Kant to the present. Students can study the interface between philosophy and other disciplines (e.g., psychology; environmental studies; women, gender, and sexuality studies; law; political science). They can also examine the methods of inquiry and the underlying conceptual frameworks of scientific work itself. Courses in logic equip students to think and argue clearly and rigorously while courses in analytic philosophy allow for the exploration of fundamental questions about knowledge and metaphysics. The department offers a variety of courses in ethics where students can consider different theoretical approaches to current political, social, medical, and environmental problems.

Phone:	314-935-6670
Email:	philosophy@wustl.edu
Website:	http://philosophy.artsci.wustl.edu

Faculty

Chair, Director of Philosophy

Lori Watson
Professor
PhD, University of Illinois-Chicago

Director of Graduate Studies

Matt McGrath
Professor
PhD, Brown University

Director of Undergraduate Studies

Anne Margaret Baxley
Associate Professor
PhD, University of California, San Diego

Director of Philosophy-Neuroscience-Psychology

Casey O'Callaghan
Professor
PhD, Princeton University

Department Faculty

Anne Baril
Lecturer
PhD, University of Arizona

Eric Brown
Associate Professor
PhD, University of Chicago

Rebecca "Becko" Copenhaver
Professor
PhD, Cornell University

Carl Craver
Professor
PhD, University of Pittsburgh

Marina DiMarco
Assistant Professor
PhD, University of Pittsburgh

Jason Gardner
Lecturer
PhD, Washington University in St. Louis

Allan Hazlett
Professor
PhD, Brown University

John Heil
Professor
PhD, Vanderbilt University

Brett Hyde
Associate Professor
PhD, Rutgers University

David Kinney
Assistant Professor
PhD, London School of Economics

Nicholas Koziolek
Senior Lecturer
PhD, University of Chicago

Jonathan Kvanvig
Professor
PhD, University of Notre Dame

Ron Mallon
Professor
PhD, Rutgers University

Anya Plutynski
Professor
PhD, University of Pennsylvania

Kit Wellman
Professor
PhD, University of Arizona

Emeritus Faculty

Stanley Paulson
Professor Emeritus
PhD, University of Wisconsin-Madison

Jerome P. Schiller
Professor Emeritus
PhD, Harvard University

Majors

- Philosophy Major (p. 770)
- Philosophy Major, Law and Policy Specialization (p. 772)
- Philosophy Major, Philosophy of Science Specialization (p. 773)
- Philosophy Major, Philosophy Research Specialization (p. 774)

Minors

- Philosophy Minor (p. 776)
- Philosophy of Science Minor (p. 777)

Courses

PHIL 1000 Logic and Critical Analysis
Introduction to the elementary tools of logic required for constructing and critically evaluating arguments and the claims they support. Topics include: the nature of an argument; argument structure; how arguments can fail both in structure and in content; formal and informal fallacies; propositional logic and predicate calculus; and critical analysis of rhetorical strategies for presenting arguments. Students will be encouraged to develop critical reasoning skills that can be widely applied.
Credit 3 units. A&S IQ: NSM, AN Art: NSM
Typical periods offered: Fall, Summer

PHIL 1010 Introduction to Scientific Reasoning
This course analyzes scientists' reasoning strategies. Case studies from the history of astronomy, epidemiology, molecular biology, and neuroscience, provide a basis for understanding of the character of scientific theories and the means by which they are evaluated. Special attention will be given to the construction and evaluation of statistical and causal hypotheses, including experimental design, and to the use of scientific knowledge in public policy decision-making. Students will acquire basic skills in critical thinking and scientific reasoning and an introductory understanding of issues in the philosophy of science.
Credit 3 units. A&S IQ: NSM, AN Art: NSM BU: SCI
Typical periods offered: Fall, Spring

PHIL 1030 Problems in Philosophy
Introduction to philosophical methods and concepts through an investigation of major issues in Western philosophy such as: what counts as knowledge; truth and belief; the existence of God; the mind-body problem; materialism and idealism; moral theory and concepts of justice. A range of historical and contemporary views on these issues will be considered. The aim of the course is to prepare students to think and write about philosophical problems on their own.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH, HUM EN: H
Typical periods offered: Fall, Spring

PHIL 1040 Great Philosophers
In this course we focus on some of the most important texts in the history of Western philosophy in order to discuss a wide range of central philosophical problems. We typically consider, for example, the existence of God, the justification of claims to knowledge, and the requirements of a good human life, including the demands of morality.

Among the philosophers most likely to be studied are Plato, Aristotle, Descartes, Hume, Kant, Marx, Nietzsche, and Wittgenstein. Our goal is not just to appreciate the genius of some great philosophers but also to grapple with the current philosophical problems they have bequeathed to us.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH, HUM EN: H
Typical periods offered: Fall, Spring, Summer

PHIL 1050 Introduction to Philosophy of Religion
There is a fundamental tension between Western philosophical thought, which emphasizes the import and efficacy of reasoned argument, and religious traditions, which stress the primacy of faith over reason. This conflict is the focus of this course. Topics to be considered include: the existence of God; atheism and agnosticism; the immortality of the soul; freedom of the will; the possibility of miracles; and, more generally, the nature of religious knowledge and the significance of religious diversity.
Credit 3 units. BU: ETH
Typical periods offered: Fall, Spring

PHIL 1060 Present Moral Problems
An investigation of a range of contemporary moral issues and controversies that draws on philosophical ethics and culturewide moral considerations. Topics may include: racism, world hunger, war and terrorism, the distribution of income and wealth, gender discrimination, pornography, lesbian and gay rights, abortion, euthanasia, and capital punishment. The aim of the course is to present diverse points of view regarding these topics and to provide conceptual and theoretical tools that enable the student to make headway in thinking carefully and critically about the issues.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH, HUM EN: H
Typical periods offered: Fall, Spring

PHIL 1996 Philosophy Elective: 1000-Level
This course is for transcribing 1000-level PHIL elective units
Credit 3 units. EN: H
Typical periods offered: Fall, Spring, Summer

PHIL 2010 Introduction to Philosophy of Cognitive Science
This course will introduce key philosophical issues raised by the advent of cognitive scientific studies of mind. Topics may include: mental imagery, concepts, rationality, consciousness and emotion, language and thought, machine intelligence, robotics, free will.
Credit 3 units.
Typical periods offered: Fall, Spring

PHIL 2020 Intro to Metaphysics & Epistemology
Introduction to the study of the nature of reality (metaphysics) and the scope and limits of human knowledge (epistemology). Some of the most pressing problems traditionally encountered in these two areas are introduced and subjected to critical scrutiny via the tools of contemporary analytical philosophy.
Credit 3 units.
Typical periods offered: Fall, Spring

PHIL 2040 Philosophy of Sex and Love
This course allows students to learn more about the philosophy of sex and love.
Credit 3 units.
Typical periods offered: Fall, Spring

PHIL 2060 Biomedical Ethics
A critical examination, in the light of contemporary moral disagreements and traditional ethical theories, of some of the moral issues arising out of medical practice and experimentation in our society. Issues that might be discussed include euthanasia, genetic engineering, organ transplants, medical malpractice, the allocation of medical resources, and the rights of the patient.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH, HUM EN: H
Typical periods offered: Fall, Spring, Summer

PHIL 2070 Business Ethics
Study of the nature and justification of economic systems, business organizations, and business practices. Focus on contemporary business and the ideology it embodies. Discussion of moral problems arising in business includes both the analysis of structural factors that cause them and the evaluation of courses of action that might resolve them.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH, HUM EN: H
Typical periods offered: Fall, Spring

PHIL 2080 Introduction to Environmental Ethics
A general survey of current issues in environmental ethics, focusing on problems such as the obligation to future generations, protection of endangered species, animal rights, problems of energy and pollution, wilderness, global justice, and business obligations. Students will also learn some ethical and political theory.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH, HUM EN: H
Typical periods offered: Fall, Spring

PHIL 2090 Introduction to Aesthetics
Study of characteristic problems in aesthetics and the philosophy of art, e.g., the nature of aesthetic entities, of aesthetic experience, and of individual differences in the various arts. Primary emphasis on solutions various theories offer to these problems.
Credit 3 units. A&S IQ: HUM Art: AH BU: HUM

PHIL 2120 Philosophy of Film
This course allows students to learn more about the philosophy of film.
Credit 3 units.
Typical periods offered: Fall, Spring

PHIL 2201 Disagreement, Extremism, and Polarization
Americans are increasingly skeptical about the future of their democracy and about our ability to pursue equality and social justice within the existing political system, and many people identify irresolvable disagreement, political extremism, and partisan polarization as causes of the current crisis in American democracy. In this course, we will study disagreement, extremism, and polarization using insights and methods from philosophy, political science, and empirical psychology, with the aim of understanding these phenomena and the social and political challenges they pose. Our questions will include whether it is possible for reasonable people to disagree, whether democratic deliberation requires a background of agreement or shared facts, how our moral psychology shapes our political beliefs, whether prejudice and bias can be eliminated from political thinking, and whether there are some political positions that are so extreme they should not be taken seriously. There are no prerequisites for this course and no background in philosophy, political science, or psychology will be assumed
Credit 3 units. A&S IQ: HUM BU: HUM EN: H
Typical periods offered: Fall

PHIL 2202 Social Identity and Democratic Deliberation
Democracy is committed to citizens' status as political equals, including our right to have equal say in determining our joint political future. In a democracy, our voices are equal. At least in theory. As it turns out, many core deliberative practices, including argument and testimony, are distorted by individuals' social identities. In this class, we will proceed according to the following questions: How should argument and testimony work in a democracy? How does social identity, including gender, race and class, impact us as political agents within a deliberative context? More specifically, how does our social identity effect our practices of knowledge acquisition, maintenance, and transmission? We will study theories of democratic deliberation, standpoint theories in epistemology, theories of epistemic injustice, and conclude by considering several ameliorative theories.
Credit 3 units. A&S IQ: HUM, SC BU: HUM
Typical periods offered: Fall, Spring

PHIL 2900 Internship in Philosophy
Students receive credit for a faculty-directed and approved internship. Registration requires completion of the Learning Agreement which the student obtains from the Career Center and which must be filled out and signed by the Career Center, the site supervisor, and the faculty sponsor prior to beginning internship work. Credit should correspond to actual time spent in work activities, e.g., 8-10 hours a week for 13 or 14 weeks to receive 3 units of credit; 1 or 2 credits for fewer hours.
Credit 3 units.
Typical periods offered: Fall, Spring

PHIL 2996 Philosophy Elective - 2000 Level
This course is for transcribing 2000-level PHIL elective units
Credit 3 units. EN: H
Typical periods offered: Fall, Spring, Summer

PHIL 3000 Philosophy of Medicine
Philosophy of Medicine is an investigation into what doctors know and how they know it. This course will investigate the following questions: What is disease? What is health? How do we classify disease? What counts as good evidence and good evidential reasoning in medicine? Is medicine a science? If so, what makes it distinctive as a science? What kinds of evidential roles do case studies play in medicine? How should we measure and compare outcomes in clinical trials and in systematic reviews? What is the appropriate relationship between medicine and the basic sciences or between medicine and the public health sciences (e.g., epidemiology, biostatistics, economics, behavioral science)? What role, if any, should private industry (e.g., the pharmaceutical industry, the health insurance industry) play in shaping the practice of medicine? How should we define and measure effectiveness in medicine? Do values inform decision making about health policy, and, if so, how? The overall goal of the course is to develop a reasoned, reflective approach to research and practice in medicine through the critical analysis of texts and case studies in the history of medicine. Students do not need a background in philosophy to take this course. This course is intended to be of special interest to pre-health professionals and to philosophy and science majors. For graduate students in philosophy, this course satisfies the seminar requirement. Extra assignments will be provided to satisfy graduate course work; students should consult the instructor for details.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH, HUM EN: H
Typical periods offered: Fall, Spring

PHIL 3020 Philosophy of Language
A survey of major philosophical problems concerning meaning, reference, and truth as they have been addressed within the analytic tradition. Readings that represent diverse positions on these focal issues will be selected from the work of leading philosophers in the field, for example: Frege, Russell, Wittgenstein, Davidson, Quine, Kripke, and Putnam. Students are encouraged to engage critically the ideas and arguments presented, and to develop and defend their own views on the core topics. Prerequisites: one course in Philosophy at the 100 or 200-level, or permission of the instructor. Priority given to majors in Philosophy & PNP.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

PHIL 3030 Metaphysics and Epistemology
An introduction to the philosophical study of the nature of reality (metaphysics) and of human knowledge (epistemology) that relies on techniques of contemporary analytic philosophy. Metaphysical issues may include: the problem of universals, the nature of necessity, and the mind-body problem. Epistemological issues may include: correspondence and coherence theories of truth, the quest for certainty, and the nature of skepticism. Prerequisites: one course in Philosophy at the 100 or 200-level, or permission of the instructor.
Credit 3 units. A&S IQ: HUM Art: HUM BU: HUM
Typical periods offered: Fall, Spring

PHIL 3091 Theory of Knowledge
An introduction to epistemology, which is concerned with questions about knowledge, belief, evidence, and intellectual conduct and character. This course focuses on selected issues in epistemology with the aim of providing a survey of contemporary work. Possible topics include the nature of knowledge and justification, probability, epistemic norms of assertion and action, philosophical skepticism, the value of knowledge, disagreement, intellectual virtue, and epistemic injustice. Prerequisite: one course in Philosophy at the 100 or 200 level, or permission of the instructor. Priority given to majors in Philosophy & PNP.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall

PHIL 3100 Philosophy of Mind
An introduction to philosophical' analyses of the nature of mind, especially those developed by contemporary philosophers. The focus will be on questions such as the following: What is a mind? How does it relate to a person's brain? How does it relate to a person's body and the external world? Can a mind exist in a very different kind of body (e.g., a computer or a robot)? Does thinking require a language-like code? If so, can non-linguistic species think? What is it to have a mental image or to experience pain? Prerequisites: one course in Philosophy at the 100 or 200-level, or permission of the instructor. Priority given to majors in Philosophy & PNP.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

PHIL 3110 Mind and Morals
This course explores a number of issues at the intersection of ethics and cognitive science. Possible topics include: Are we rational? Do we know our own thoughts and motivations? Can one believe that one ought to do something without being motivated to do it? Do emotions impair or enhance our ability to reason? How do moral beliefs develop through childhood? Are traits such as intelligence and character unchangeable, and what implications follow if they are (or are not)? Does retaining my identity over time require having the same mind, and, if so, am I the same person now as I was as a child? Are non-human animals worthy of moral consideration? If brain activity is determined by causal laws, can we have free will? Prerequisites: one course in Philosophy at the 100 or 200-level, or permission of the instructor. Priority given to majors in Philosophy & PNP.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH, HUM EN: H
Typical periods offered: Fall, Spring

PHIL 3130 Philosophy of Science
Pivotal concepts common to empirical sciences are examined and clarified. These include: explanation, confirmation, prediction, systematization, empirical significance, and the relationship of all these concepts to the structure of scientific theory. Examples may be drawn from both contemporary and historical science, including the social, biological, and physical sciences. Students with a background in science are particularly encouraged to consider this course. Priority given to majors in Philosophy & PNP.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

PHIL 3150 Philosophy of Religion
This course focuses on debates concerning the existence of God as well as on special issues that arise within religion generally and also on some that arise within specific religious traditions. Topics include: the rationality of religious belief, the problem of evil, the coherence of theism, and the freedom-foreknowledge problem.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH, HUM EN: H
Typical periods offered: Fall, Spring

PHIL 3160 Classical Ethical Theories
Intensive readings of great works in the history of ethics, especially by Plato, Aristotle, Hume, Kant, and Mill. Topics may include: the sources of moral knowledge, the nature of practical moral judgment, the moral role of emotion and desire, weakness of will, moral autonomy, and the universality of moral norms. Prerequisites: one course in Philosophy at the 100 or 200-level, or permission of the instructor.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH, HUM EN: H
Typical periods offered: Fall

PHIL 3170 Feminist Philosophy
This course allows students to learn more about feminist philosophy.
Credit 3 units.
Typical periods offered: Fall, Spring

PHIL 3190 Philosophy of the Arts
An examination both of general issues that apply to all types of art and of issues specific to particular art forms. For example, what is art? What are the central artistic values: beauty, truth, emotional expressiveness, representational power, or something else? Does art have a moral or political function? How can we account for the history of art and for different artistic styles? In regard to selected forms, there are important questions concerning how pictures represent, whether music and dance are forms of 'language', and the nature of literary interpretation. Some consideration is given to the relation of psychology and theories of the mind to art. Prerequisites: one course in Philosophy at the 100 or 200-level, or permission of the instructor. Priority given to majors in Philosophy & PNP.
Credit 3 units. A&S IQ: HUM Art: HUM BU: ETH, HUM EN: H
Typical periods offered: Spring

PHIL 3200 Social and Political Philosophy
Study of certain fundamental issues concerning government, society, and culture. For example: what are the nature and limits of legitimate political authority? Are ordinary human beings capable of governing themselves justly? Do citizens have a duty to obey the state? If so, to what extent, if at all, is that duty grounded in consent or contract? Should the state limit or regulate the personal relationships of citizens, such as marriage, family, and sexuality? How should social institutions rectify a history of political or social injustice against oppressed groups? Readings from historical and contemporary sources. Prerequisites: one course in Philosophy at the 100 or 200-level, or permission of the instructor. Priority given to majors in Philosophy & PNP.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH, HUM EN: H
Typical periods offered: Fall

PHIL 3210 Problems of Moral, Legal, and Social Ethics
This course allows students to learn more about problems related to more, legal, and social ethics.
Credit 3 units.
Typical periods offered: Fall, Spring

PHIL 3220 Issues in Applied Ethics:
Advanced study of a selected topic in applied ethics. Abstract ethical theories and methods are brought to bear on the moral problems that arise in an area of social and professional practice such as medicine, business, law, journalism, engineering, or scientific and humanistic research. Possible topics include: reproductive healthcare and policy, the just distribution of medical resources, the social responsibilities of corporations, accountability in the media and public office, and the ethics of research on or affecting human subjects. Prerequisites: one course at the 100 or 200-level in applied ethics; or permission of the instructor.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH, HUM EN: H
Typical periods offered: Fall

PHIL 3230 Philosophy of Law
This course will first focus on the philosophical foundations of law, examining both the relationship between law and rules, as well as the types of legal reasoning. Second, the course will focus on philosophical issues that arise in the key substantive areas of law: contracts, torts, property, criminal law, and constitutional law, as well in specialized areas such as family and employment law. The course will end with a brief discussion of several problems in legal ethics. Prerequisites: one course in Philosophy at the 100 or 200-level, or permission of the instructor. Priority given to majors in Philosophy & PNP.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH, HUM EN: H
Typical periods offered: Fall, Spring

PHIL 3240 Ancient Philosophy
An examination of the high-water marks of philosophy in ancient Greece and Rome, focusing primarily on Plato and Aristotle. A wide range of philosophical problems will be discussed, including the nature of the good life, the justification of knowledge, and the ultimate nature of mind and world. Attention will be paid to how these problems unfolded in their historical context and to how the ancient treatments of them compare to contemporary efforts. Prerequisites: one course in Philosophy at the 100 or 200-level, or permission of the instructor.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH, HUM EN: H
Typical periods offered: Fall

PHIL 3250 Introduction to Metaphysics
This course is an introduction to central debates of contemporary analytic metaphysics. Metaphysics is concerned with the nature of the most general kinds of things and the relationship between these things. We will discuss the nature of and relationship between properties, material objects, persons, time, space, and modality. Prerequisites: one course in Philosophy at the 100 or 200-level, or permission of the instructor. Priority given to majors in Philosophy & PNP.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall

PHIL 3260 Descartes to Hume
An examination of major philosophical systems and problems in Modern Philosophy as presented in the original writings of the 17th and 18th centuries. Topics may include rationalism and empiricism, idealism, materialism, and skepticism, with readings selected from the continental rationalists, Descartes, Spinoza, and Leibniz, and from the British empiricists, Locke, Berkeley, and Hume. Central problems include the mind-body problem, representationalism, and transcendentalism. Prerequisites: one course in Philosophy at the 100 or 200-level, or permission of the instructor. Priority given to majors in Philosophy & PNP.
Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

PHIL 3290 Kant and 19th-Century Philosophy
Examination of Kant and nineteenth-century philosophy. We will discuss Kant's Copernican Turn in metaphysics and epistemology, as well as his moral philosophy, and we will study works of selected nineteenth-century philosophers such as those of Hegel, Marx, Mill, and Nietzsche. Prerequisites: one course in Philosophy at the 100 or 200-level, or permission of the instructor. Priority given to majors in Philosophy & PNP.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH, HUM EN: H
Typical periods offered: Fall, Spring

PHIL 3300 Conceptual Foundations of Modern Science
Where does modern science come from? This course examines the winding paths by which the dominant scientific world-views of the 20th century became established. We will discuss a variety of broad themes: scientific method or methods, revolutionary science, the relationship between science and society, and the aims of science. This course is not intended to be a comprehensive survey of the history of science. Instead, we will focus upon a few key figures - Galileo, Newton, Darwin, - and we will read both primary and secondary literature on their significance to these broad themes. Prerequisites: one course in Philosophy at the 100 or 200-level, or permission of the instructor. Priority given to majors in Philosophy & PNP.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

PHIL 3310 Philosophy of Emotions
Emotions like fear, joy, disgust, sadness, and love are central to how we engage with each other and understand the world around us. But what can we say about what emotions are, how they function, and when they are valuable? This course will draw on research in philosophy as well as the social and cognitive sciences. The aim will be to develop a rich combination of conceptual, empirical, and phenomenological resources and bring them to bear on central questions about the nature and significance of emotions.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA, HUM EN: H
Typical periods offered: Fall, Spring

PHIL 3320 Art and the Mind-Brain
In recent years, there has been a growing interest in the bearing of cognitive science on the perception and understanding of art. This interest has roots in tradition: historically, art, aesthetics, and vision science have often been linked. But the growth of knowledge in cognitive science has opened up new opportunities for understanding art and addressing philosophical questions. The converse is also true. The production, perception, and understanding of art are human capacities that can shed light on the workings of the mind and brain. This course considers questions such as: What is art? How do pictures represent? Does art express emotion? Why does art have a history? Prerequisites: one course in Philosophy at the 100 or 200-level, or permission of the instructor. Priority given to majors in Philosophy & PNP.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

PHIL 3330 Contemporary Continental Philosophy
An examination of central texts of 20th-century philosophical thought in France and Germany. The work of Hegel and Heidegger will be considered, as well as that of thinkers they have influenced such as Adorno, Gadamer, and Habermas (in Germany), and Sartre, Foucault, Derrida, and Irigaray (in France). These philosophers reject any idea of pure knowledge and experience, and have reconceptualized human existence and understanding as fundamentally historicized, embodied, and linguistic. A focal question that this raises is, what does this reconceptualization mean for ideals of humanism? Prerequisites: one course in Philosophy at the 100 or 200-level, or permission of the instructor.
Credit 3 units. A&S IQ: HUM BU: HUM
Typical periods offered: Fall, Spring

PHIL 3340 Existentialism
The philosophical systems of selected philosophers such as Kierkegaard, Nietzsche, and Sartre are examined to determine their historical origins, their ontological and epistemological ramifications, and their relationships to contemporary philosophy. Prerequisites: one course in Philosophy at the 100 or 200-level, or permission of the instructor.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

PHIL 3370 Pragmatism
The focus of this course is the classical pragmatist movement, a cluster of then highly controversial ideas developed from the 1870s through the 1940s by Peirce, James, Dewey, Meade and C. I. Lewis. Widely regarded as the distinctively American contribution to the history of philosophy, it has been profoundly influential in shaping much subsequent American philosophical theory, especially the work of recent and contemporary analytically oriented philosophers. We'll concentrate on classical pragmatism in the writings of its early proponents, but pay some attention also to the prominence of pragmatistic elements in the thought of Carnap, Quine, Davidson, Rorty, Putnam, and Goodman.
Credit 3 units. A&S IQ: SSC EN: S
Typical periods offered: Fall, Spring

PHIL 3380 Early 20th-Century Philosophy
The philosophy of the early 20th century represents a watershed in the history of Western philosophy, as the point when analytic and Continental approaches went their separate ways (despite common roots in Kantian philosophy) and also as the point when philosophy of language and philosophy of science emerged as central fields of philosophy. Against the background of the work of Frege, Husserl, and the neo-Kantians, this course will examine the exchanges among the philosophers of this period (including Russell, Wittgenstein, Moore, and the Vienna Circle), which set much of the analytic agenda for the rest of the century on such topics as meaning, reference, the unity of science, and the fact-value distinction. Prerequisites: one course in philosophy at the 100 and 200 level, or permission of the instructor.
Credit 3 units.
Typical periods offered: Fall, Spring

PHIL 3390 Philosophical Writing
This seminar will have a different topic of central philosophical importance each semester. Significant attention will also be devoted to conceiving, researching, writing, revising, critiquing, and presenting philosophical essays. Limited to 15 students. Priority will be given to philosophy majors and minors who have not yet completed their Writing Intensive requirement.
Credit 3 units. A&S IQ: HUM, WI Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

PHIL 3970 Undergraduate Independent Study
Students will be able to receive credit for undergraduate independent study.
Credit 6 units.
Typical periods offered: Fall, Spring

PHIL 3990 Philosophy Capstone Course
This course will focus either on classic writings from the past century or on contemporary writings that address a major philosophical concern, such as The Meaning of Life or The Concept of Self. In either case, the course will draw together a variety of philosophical specializations. Must be taken by all philosophy majors who are not writing an honors project. Work for the course will typically consist of one written project, one oral presentation, and one commentary on another student's oral presentation. Prerequisite: Senior standing, major in philosophy, preference given to those majors not pursuing Honors.
Credit 3 units. A&S IQ: HUM BU: HUM EN: H
Typical periods offered: Fall Half A, Spring

PHIL 3996 Philosophy Elective
Credit 0 units. EN: H

PHIL 4064 Topics in the Philosophy of Language
Focus on the work of a single philosopher of language such as Carnap, Chomsky, Foucault, or Kripke, or on a central topic such as the theory of reference, the theory of meaning, or the problem of cross-cultural translation. Prerequisite: one course in epistemology, philosophy of language, or analytic philosophy, or permission of instructor.
Credit 3 units.
Typical periods offered: Fall

PHIL 4065 Advanced Philosophy of Language
An advanced-level treatment of basic topics in the philosophy of language as this discipline is understood in the analytic tradition. The main positions and the problems they pose will be surveyed; focal themes include meaning, reference, and truth. The aim of the course is to help students develop effective expository techniques and to provide them with the necessary conceptual resources to analyze and criticize different theoretical views. Prerequisites: one course in Philosophy at the 300-level, graduate standing, or permission of the instructor.
Credit 3 units. A&S IQ: HUM Art: HUM BU: HUM EN: H

PHIL 4100 Formal Methods for Philosophy
This course is an advanced course exploring formal methods in both logic and confirmation theory. It begins with an introduction to metatheory, which is explored in more depth in the 403-404 sequence on Mathematical Logic, addressing the basic metatheory for logic in addition to alternatives to standard first-order logic. The second part of the course focuses on modal and other intensional logics. The final part of the course focuses on non-monotonic logics, focusing especially on Bayesian confirmation theory and decision theory. Prerequisite: 6 units of philosophy or permission of the instructor.
Credit 3 units. A&S IQ: NSM, AN Art: NSM
Typical periods offered: Fall, Spring

PHIL 4120 Advanced Epistemology
Competing theories of knowledge and belief justification will be considered. Careful attention will be given to selected problems such as skepticism, certainty, foundations, coherence, perception, induction. Prerequisites: one course in Philosophy at the 300-level, graduate standing, or permission of the instructor.
Credit 3 units. A&S IQ: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

PHIL 4130 Advanced Metaphysics
Through readings from both classical and contemporary sources, a single traditional metaphysical concern will be made the subject of careful and detailed analytic attention. Possible topics include such concepts as substance, category, cause, identity, reality, and possibility, and such positions as metaphysical realism, idealism, materialism, relativism, and irrealism. Prerequisites: one course in Philosophy at the 300-level, graduate standing, or permission of the instructor.
Credit 3 units. A&S IQ: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall

PHIL 4180 Topics in Advanced Philosophy of Science:
This course will vary in topics related to Philosophy of Science from semester to semester. Prerequisites: one course in Philosophy at the 300-level, graduate standing, or permission of the instructor.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

PHIL 4200 Philosophy of Neuroscience
This course focuses on the historical roots of neuroscience as well as its contemporary developments. Topics include: (1) the nature of explanatory strategies in neuroscience; (2) the relation between neuroscience research and higher-level disciplines such as psychology; and (3) the epistemology of the investigatory tools of neuroscience. Prerequisites: one previous course in Philosophy at the 300-level, graduate standing, or permission of the instructor.
Credit 3 units. A&S IQ: HUM Art: HUM BU: HUM

PHIL 4230 Topics in Ethics
Selected advanced topics in ethics. Prerequisite: 6 units of philosophy, or permission of instructor.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

PHIL 4240 Metaethics
Ethics asks questions about right and wrong, good and bad, virtue and vice. Metaethics asks questions about ethics, including questions about whether we have any reason to do the right thing or to be virtuous, questions about whether it is possible to know the answer to ethical questions, and questions about what we mean by such ethical terms as right and wrong or good and bad. Influential metaethical views include relativism (on which ethical judgments are only true or false relative to an individual or culture) and moral skepticism (on which ethical knowledge is impossible). This course will introduce metaethics through an examination of selected texts and questions. Prerequisites: One previous course in philosophy at the 300 level, graduate standing, or permission of instructor.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

PHIL 4250 Normative Ethical Theory
An exploration of the three major normative ethical theories debated by philosophers in the last hundred years: Kantian ethics, utilitarianism, and virtue theory. Authors covered in the course may include: Henry Sidgwick, R. M. Hare, R. B. Brandt, John Rawls, Bernard Williams, Philippa Foot, Thomas Nagel, Christine Korsgaard, Michael Slote, and Barbara Herman. Prerequisites: one course in Philosophy at the 300-level, graduate standing, or permission of the instructor.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Spring

PHIL 4280 Topics in the Philosophy of Feminism
This course addresses selected advanced topics in feminist philosophy.
Credit 3 units.
Typical periods offered: Spring

PHIL 4311 Aesthetics
A careful consideration of selected issues regarding the experience of visual art, architecture, music, or literature, as well as of the power or beauty of nature, people, and artifacts. For example, is there a special form of aesthetic experience or aesthetic attitude? In what do aesthetic power and beauty consist? Are they different in art and nature? Do the artists' intentions matter? Some central concerns are: how do visual art and literary texts have 'meaning', what role do the viewer's or reader's interpretations play, and how might recent work in cognitive science and social theory shed light on these issues? Prerequisites: one course in Philosophy at the 300-level, graduate standing, or permission of the instructor.
Credit 3 units. A&S IQ: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

PHIL 4321 Advanced Social and Political Philosophy
A selective investigation of one or two advanced topics in the philosophical understanding of society, government, and culture. Readings may include both historical and contemporary materials. Possible topics include: liberalism, socialism, communitarianism, citizenship, nationalism, cosmopolitanism, social contract theory, anarchism, and the rights of cultural minorities. Prerequisites: one course in Philosophy at the 300-level, graduate standing, or permission of the instructor.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall

PHIL 4340 Plato
An examination of some of Plato's most important dialogues, typically including the Gorgias, Phaedo, and Republic, with the aim of grasping the development of Plato's most influential thoughts in ethics and in metaphysics and epistemology. In order to provide both historical understanding and philosophical evaluation, attention will be paid to the context and structure of the dialogues and to the best of recent secondary literature. Prerequisites: one course in Philosophy at the 300-level, graduate standing, or permission of the instructor.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Spring

PHIL 4350 Aristotle
This course offers a maximally full and detailed introduction to the works of Aristotle. His logic, natural philosophy, psychology, metaphysics, ethics, and political philosophy will be discussed, and stress will be laid on the interpretive problems facing contemporary philosophers seeking to understand Aristotle's achievement. Prerequisites: one course in Philosophy at the 300-level, graduate standing, or permission of the instructor.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Spring

PHIL 4360 Hellenistic Philosophy
The Hellenistic Age, traditionally dated from the death of Alexander and his (Macedonian) Empire at 323 BCE to the birth of Augustus' (Roman) Empire in 31 BCE, gave the West three of its most innovative and influential schools of philosophy: Epicureanism, Skepticism, and Stoicism. This course investigates the central features of their thought. Special attention is paid to the still-relevant debates between the Stoics and Skeptics about the possibility of knowledge, to the disagreements among all three schools about the issues of freedom, responsibility, and determinism, and to their ethical theories. Prerequisites: one course in Philosophy at the 300-level, graduate standing, or permission of the instructor.
Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: HUM EN: H
Typical periods offered: Spring

PHIL 4370 Continental Rationalism
A rationalist is a philosopher for whom at least one certain truth is inborn or comes from reason rather than from empirical or sensory experience. The major systemic writings of Descartes, Spinoza, and Leibniz will be examined with a focus on the question: does the epistemology determine the ontology of these philosophical systems, or vice versa? The lines of development connecting these philosophers will be traced, and such enduring problems as the relation of mind to body will be examined. Prerequisites: one course in Philosophy at the 300-level, graduate standing, or permission of the instructor.
Credit 3 units. A&S IQ: HUM Art: HUM BU: HUM
Typical periods offered: Fall, Spring

PHIL 4380 17th & 18th Century British Philosophy
17th and 18th century British philosophy introduced a profound shift in how philosophers and scientists understood themselves, the natural world, society, politics, and culture. The new, Newtonian science altered their sense of the place of humans in the natural world and the scope of what could be studied scientifically. Social, political, and economic changes motived new conceptions of human nature, culture, and society. And because Britain was an Empire, the theories developed in the 17th and 18th centuries on this island remain embedded in the way many people and cultures understand themselves and the natural world to this day. Prerequisites: one course in Philosophy at the 300-level, graduate standing, or permission of the instructor.
Credit 0 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Spring

PHIL 4420 Kant's Critique of Pure Reason
An in-depth investigation of Kant's Critique of Pure Reason, one of the most important books in the history of Western philosophy. Some supplementary readings from other philosophers will be used to situate Kant's work in a systematic and historical context, to present some 'Kantian' positions in current philosophy, and to bring in some important contrasting views and criticisms. Prerequisites: one course in Philosophy at the 300-level, graduate standing, or permission of the instructor.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall

PHIL 4430 Kant's Moral Theory
An in-depth examination of Kant's practical philosophy: his moral and political theory. Readings include the Critique of Practical Reason, parts of the Metaphysics of Morals, Perpetual Peace, and other writings. Supplementary readings will be used to situate Kant's work in its systematic and historical context, to provide orientation in the world

of Kant scholarship, and to introduce important contrasting views and criticisms. We will also discuss recent reformulations of Kantian themes in the works of contemporary philosophers. Prerequisites: one course in Philosophy at the 300-level, graduate standing, or permission of the instructor.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall

PHIL 4460 Topics in the History of Philosophy
Study of individual philosophers or themes from the ancient, medieval, and/or modern periods. Examples: Spinoza, St. Thomas Aquinas, neo-Platonism, universals in ancient and medieval thought, ancient and modern theories of space and time. Prerequisite: 6 units in philosophy, or permission of instructor.
Credit 3 units. A&S IQ: HUM BU: HUM EN: H
Typical periods offered: Spring

PHIL 4490 History of Analytic Philosophy
This course will begin with the reaction of G.E. Moore to the dominant idealism of the 19th century, together with the advances in formal approaches launched by Gottlob Frege and Bertrand Russell. It will engage in the rise of ordinary language philosophy through the later work of Ludwig Wittgenstein, as well as the important influence of the Vienna Circle and the rise and fall of Logical Positivism/Empiricism, culminating in the resurgence of metaphysics with the work of Saul Kripke. The course will close with a look at philosophy that is still in the analytic tradition after analytic philosophy itself had been abandoned. Prerequisites: One previous course in philosophy at the 300 level, graduate standing, or permission of instructor.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

PHIL 4500 Topics in Analytic Philosophy
Focus on the work of a single contemporary analytic philosopher such as Davidson, Putnam, or Strawson, or a central problem area such as epistemological relativism or the problem of the identity of physical objects. Prerequisite: one course in epistemology, philosophy of language, or analytic philosophy, or permission of instructor.
Credit 3 units.
Typical periods offered: Fall, Spring

PHIL 4996 Philosophy Elective
Credit 0 units. EN: H

PHIL 4997 Undergraduate Independent Study
Prerequisite: Permission of the department. Credit variable, max 6 units.
Credit 6 units.
Typical periods offered: Fall, Spring, Summer

PHIL 4998 Study for Honors
Prerequisites: senior standing, a 3.5 minimum grade point average overall, a 3.5 minimum grade point average in philosophy courses, and the permission of the department. Applications and further information are available in the Department of Philosophy. See further: artsci.wustl.edu/~philos/undergrad/honors.html
Credit 3 units.
Typical periods offered: Fall, Spring

Philosophy Major

Program Requirements

- **Total Units Required:** 27 units
  - At least 15 units must be at the 3000 level
  - At least 6 units must be at the 4000 level
    - No more than 3 units of credit in PHIL 4998 or PHIL 5000 Independent Work can be counted toward the 6 units of 4000-level coursework.
- **Grade Requirement:** C- or above; Pass/No Pass grades do not count toward major requirements

Majors are encouraged to take more than the minimum number of courses, especially if they are considering graduate work in philosophy. Majors who are planning to do graduate work in philosophy should attain reading proficiency in German, Greek, Latin, or French.

Required Courses

Core Area Requirements

Majors must complete at least one course in each of the three core areas:

1. Contemporary Language, Epistemology, Mind & Metaphysics
2. Historical Philosophy
3. Value Theory

A course cannot count towards more than one core area. The courses that will satisfy each core area are listed below.

Contemporary Language, Epistemology, Mind, & Metaphysics (3 units):

Code	Title	Units
PHIL 3000	Philosophy of Medicine	3
PHIL 3020	Philosophy of Language	3
PHIL 3091	Theory of Knowledge	3
PHIL 3100	Philosophy of Mind	3
PHIL 3110	Mind and Morals	3
PHIL 3130	Philosophy of Science	3
PHIL 3140	Philosophy of Biology	3
PHIL 3150	Philosophy of Religion	3
PHIL 3250	Introduction to Metaphysics	3
PHIL 3310	Philosophy of Emotions	3
PHIL 3320	Art and the Mind-Brain	3

Historical Philosophy (3 units):

Code	Title	Units
CLASSICS 3800	Ancient Greek and Roman Medicine	3
PHIL 3240	Ancient Philosophy	3
PHIL 3260	Descartes to Hume	3
PHIL 3290	Kant and 19th-Century Philosophy	3
PHIL 3300	Conceptual Foundations of Modern Science	3
PHIL 3340	Existentialism	3

Value Theory (3 units):

Code	Title	Units
PHIL 3110	Mind and Morals	3
PHIL 3160	Classical Ethical Theories	3
PHIL 3170	Feminist Philosophy	3
PHIL 3190	Philosophy of the Arts	3
PHIL 3200	Social and Political Philosophy	3
PHIL 3220	Issues in Applied Ethics	3
PHIL 3230	Philosophy of Law	3
PHIL 3310	Philosophy of Emotions	3
PHIL 3320	Art and the Mind-Brain	3

The Writing Intensive Seminar

Majors are encouraged to fulfill their writing intensive requirement by taking PHIL 3390 Philosophical Writing. *A philosophy major who does not take the Philosophy Writing Intensive Seminar must take a fourth core course from any of the three core areas.* Students typically take Philosophical Writing during their junior year.

The course is offered *every fall* and is limited to 15 students. However, registration priority is given to philosophy majors and minors who have not yet completed their writing intensive requirements. Significant attention is devoted to conceiving, researching, writing, revising, critiquing and presenting philosophical essays.

Capstone Requirement

All philosophy majors are required to complete a capstone experience either by writing an honors thesis (PHIL 4998) or by taking PHIL 3990 Philosophy Capstone.

Capstone Course

Please note that the capstone course is offered only *in the spring semester.* Students will need to plan their class schedules accordingly. Only philosophy majors with senior standing may take this course, and preference is given to students not pursuing Honors. The course will draw together a variety of different philosophical areas.

Senior Honors Thesis

The Honors Thesis is a two-semester course PHIL 4998 taken during a student's senior year. Students will apply in the spring of their junior year. To qualify, students must meet the following:

- Must have a minimum philosophy major GPA of 3.5
- Must have a minimum GPA of at least 3.5 in 3000- and 4000-level philosophy courses
- Must have a minimum overall GPA of 3.65

Students must have the agreement of a faculty member to serve as their thesis advisor. For important additional information regarding Senior Honors, please visit the Department's Undergraduate Honors webpage.

Additional Information

- The Department of Philosophy does not typically count summer courses toward the major.
- No course can count toward more than one requirement.

Study Abroad

The Department has special study abroad arrangements with University College, London; King's College, London; Trinity College, Dublin (Ireland); Sussex University (U.K.); Utrecht University (the Netherlands); and the University of Auckland (New Zealand). Information about study abroad and specific overseas programs is available on the Department of Philosophy's Study Abroad Page. Philosophy majors interested in studying abroad are strongly encouraged to meet with Philosophy's Director of Undergraduate Studies (DUS) prior to going abroad.

Please note that the Department of Philosophy does not typically count study abroad courses as 4000-level courses towards the major. Majors will be expected to satisfy their core area requirements with courses taken at Washington University.

No more than 6 units can be transferred from other institutions and/or study abroad programs.

Specializations

The Department of Philosophy offers the following specializations. For more information about them, please visit the Department of Philosophy website.

- Philosophy Research Specialization
- Law and Policy Specialization
- Philosophy of Science Specialization

Phone:	314-935-6670
Email:	philosophy@wustl.edu
Website:	http://philosophy.artsci.wustl.edu

Philosophy Major, Law and Policy Specialization

Program Requirements

- **Total Units Required:** 27 units
  - At least 21 units at the 3000 level or above (including core courses)
  - At least 6 of the 21 units must be at the 4000 level
- **Grade Requirement:** C- or above; Pass/No Pass grades do not count toward the major requirements

This specialization is especially recommended for students who intend to pursue a career in law or public policy. The specialization involves taking certain specific courses for the major (and possibly a few extra courses) that will provide the student with additional preparation and a competitive edge when applying to law school, postgraduate programs in public policy, and related jobs.

Requirements

Core Area Requirement

Majors must complete at least one course in each of the three Core Areas:

1. Contemporary Language, Epistemology, Mind & Metaphysics
2. Historical Philosophy
3. Value Theory

A course cannot count towards more than one Core Area requirement. The courses that will satisfy each Core Area are listed below.

Contemporary Language, Epistemology, Mind & Metaphysics (3 units):

Code	Title	Units
PHIL 3000	Philosophy of Medicine	3
PHIL 3020	Philosophy of Language	3
PHIL 3091	Theory of Knowledge	3
PHIL 3100	Philosophy of Mind	3
PHIL 3110	Mind and Morals	3
PHIL 3130	Philosophy of Science	3
PHIL 3140	Philosophy of Biology	3
PHIL 3150	Philosophy of Religion	3
PHIL 3250	Introduction to Metaphysics	3
PHIL 3310	Philosophy of Emotions	3
PHIL 3320	Art and the Mind-Brain	3

Historical Philosophy (3 units):

Code	Title	Units
CLASSICS 3800	Ancient Greek and Roman Medicine	3
PHIL 3240	Ancient Philosophy	3
PHIL 3260	Descartes to Hume	3
PHIL 3290	Kant and 19th-Century Philosophy	3
PHIL 3300	Conceptual Foundations of Modern Science	3
PHIL 3340	Existentialism	3

Value Theory (3 Units):

Code	Title	Units
PHIL 3110	Mind and Morals	3
PHIL 3160	Classical Ethical Theories	3
PHIL 3170	Feminist Philosophy	3
PHIL 3190	Philosophy of the Arts	3
PHIL 3220	Issues in Applied Ethics	
PHIL 3310	Philosophy of Emotions	3
PHIL 3320	Art and the Mind-Brain	3

Law and Policy Specialization

To complete the specialization in Law and Policy, Majors must complete both of the two courses listed below.

Code	Title	Units
PHIL 3200	Social and Political Philosophy	3
PHIL 3230	Philosophy of Law	3
Total Units		**6**

The Writing-Intensive Seminar

Majors are encouraged to fulfill their writing-intensive requirement by taking PHIL 3390 Philosophical Writing. *A Philosophy major who does not take the Philosophy writing-intensive seminar must take a fourth core course from any of the three core areas.* Students typically take Philosophical Writing during their junior year.

The course is offered *every fall* and is limited to 15 students. However, registration priority is given to Philosophy majors and minors who have not yet completed their writing-intensive requirements. Significant attention is devoted to conceiving, researching, writing, revising, critiquing and presenting philosophical essays.

Capstone Requirement

All philosophy majors are required to complete a capstone experience either by writing an honors thesis PHIL 4998 or by taking PHIL 3990 Philosophy Capstone Course.

Capstone Course

Please note that the capstone course is offered *only* in the spring semester. Students will need to plan their class schedules accordingly if they decide not to write an honors thesis. Only Philosophy majors with senior standing may take this course, and preference is given to students not pursuing Honors. The course will draw together a variety of different philosophical areas.

Senior Honors Thesis

The Honors Thesis is a two-semester course PHIL 4998 taken during a student's senior year. Students will apply in the spring of their junior year. To qualify, students must meet the following:

- Must have a minimum Philosophy major GPA of 3.5
- Must have a minimum GPA of 3.5 in Philosophy 3000- and 4000-level courses
- Must have a minimum overall GPA of 3.65

Students must have the agreement of a faculty member to serve as their thesis advisor. For important additional information regarding Senior Honors, please visit the Department of Philosophy's Undergraduate Honors webpage.

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Philosophy Major, Philosophy of Science Specialization

Program Requirements

- **Total Units Required:** 27 units
  - At least 15 units at the 3000 level or above (including core courses)
  - At least 6 units must be at the 4000 level
    - No more than 3 units of credit in PHIL 5000 Independent Work can be counted toward the 6 units of 4000-level coursework.
- **Grade Requirement:** C- or above; Pass/No Pass grades do not count toward the major requirements

The Philosophy of Science specialization is only available as a second major in combination with work in one or more of the sciences. It is intended for those students with a scientific background who have an interest in pursuing philosophical issues relating to the natural and physical sciences.

Requirements

Logic Introductory Requirement

Majors much complete both of the two introductory courses listed below.

Code	Title	Units
PHIL 1000	Logic and Critical Analysis	3
PHIL 1010	Introduction to Scientific Reasoning	3
Total Units		**6**

Core Requirements

Majors must complete at least one course in each of the two core areas:

1. Contemporary Language, Epistemology, Mind & Metaphysics
2. Historical Philosophy

A course cannot count toward more than one requirement. The courses that will satisfy each core area are listed below.

Contemporary Language, Epistemology, Mind & Metaphysics (3 units):

Code	Title	Units
PHIL 3000	Philosophy of Medicine	3
PHIL 3020	Philosophy of Language	3
PHIL 3091	Theory of Knowledge	3
PHIL 3100	Philosophy of Mind	3
PHIL 3110	Mind and Morals	3
PHIL 3140	Philosophy of Biology	3
PHIL 3150	Philosophy of Religion	3
PHIL 3250	Introduction to Metaphysics	3
PHIL 3320	Art and the Mind-Brain	3

Historical Philosophy (3 units):

Code	Title	Units
CLASSICS 3800	Ancient Greek and Roman Medicine	3
PHIL 3240	Ancient Philosophy	3
PHIL 3260	Descartes to Hume	3
PHIL 3290	Kant and 19th-Century Philosophy	3
PHIL 3300	Conceptual Foundations of Modern Science	3
PHIL 3340	Existentialism	3

Philosophy of Science Specialization

Students must take Philosophy of Science to complete the specialization.

Code	Title	Units
PHIL 3130	Philosophy of Science	3
Total Units		**3**

The Writing Intensive Seminar

Majors are encouraged to fulfill their writing intensive requirement by taking PHIL 3390 Philosophical Writing. *A philosophy major who does not take a Philosophy Writing Intensive seminar must take a fourth core course from any of the three core areas.* Students typically take Philosophical Writing during their junior year.

The course is offered *every fall* and is limited to 15 students. However, registration priority is given to philosophy majors and minors who have not yet completed their writing intensive requirements. Significant attention is devoted to conceiving, researching, writing, revising, critiquing and presenting philosophical essays. Prerequisite of the course is having completed one course in philosophy.

Upper-Level Requirement

Majors are required to have at least 6 units of 4000-level courses. The list of courses that will satisfy the requirement are listed below.

Code	Title	Units
PHIL 4100	Formal Methods for Philosophy	3
PHIL 4120	Advanced Epistemology	3
PHIL 4130	Advanced Metaphysics	3
PHIL 4180	Topics in Advanced Philosophy of Science	3
PHIL 4230	Topics in Ethics	3
PHIL 4240	Metaethics	3
PHIL 4250	Normative Ethical Theory	3
PHIL 4280	Topics in Philosophy of Feminism	3
PHIL 4311	Aesthetics	3
PHIL 4321	Advanced Social and Political Philosophy	3
PHIL 4340	Plato	3
PHIL 4350	Hellenistic Philosophy	3
PHIL 4370	Continental Rationalism	3
PHIL 4380	17th & 18th Century British Philosophy	3
PHIL 4420	Kant's Critique of Pure Reason	3
PHIL 4460	Topics in the History of Philosophy	3
PHIL 4490	History of Analytic Philosophy	3
PHIL 4500	Topics in Analytic Philosophy	3

Capstone Requirement

All Philosophy of Science majors are required to complete a capstone experience by taking PHIL 3990 Philosophy Capstone Course.

Please note that the capstone course is *only* offered in the spring semester. Students will need to plan their class schedules accordingly. Only philosophy majors with senior standing may take this course, and preference is given to students not pursuing Honors. The course will draw together a variety of different philosophical areas.

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Philosophy Major, Philosophy Research Specialization

Program Requirements

- **Total Units Required:** 33 units
  - At least 24 units must be at the 3000 level, which includes core courses
  - At least 6 units must be at the 4000 level
    - No more than 3 units of credit in PHIL 4998 or PHIL 5000 Independent Work can be counted toward the 6 units of 4000-level coursework.
- **Grade Requirement:** C- or above; Pass/No Pass grades cannot count toward the major.

The Philosophy Research Specialization is especially recommended for students who plan to pursue graduate studies and an advanced degree in philosophy, which is a must for anyone interested in a career as a university or college philosophy teacher. It will give the student a broad background in philosophy, which is a competitive advantage when applying to graduate programs in the field.

Requirements

Introduction Requirement

Majors must complete the philosophy introductory course listed below.

Code	Title	Units
PHIL 1000	Logic and Critical Analysis	3
Total Units		**3**

Core Area Requirements

Majors must complete at least two courses (6 units) in each of the three core areas:

1. Contemporary Language, Epistemology, Mind & Metaphysics
2. Historical Philosophy
3. Value Theory

No course can count toward more than one core area requirement. The courses that will satisfy each core area are listed below.

Contemporary Language, Epistemology, Mind & Metaphysics (6 units):

Code	Title	Units
PHIL 3000	Philosophy of Medicine	3
PHIL 3020	Philosphy of Language	3
PHIL 3091	Theory of Knowledge	3
PHIL 3100	Philosophy of Mind	3
PHIL 3110	Mind and Morals	3
PHIL 3130	Philosophy of Science	3
PHIL 3140	Philosophy of Biology	3
PHIL 3150	Philosophy of Religion	3
PHIL 3250	Introduction to Metaphysics	3
PHIL 3320	Art and the Mind-Brain	3

Historical Philosophy (6 units):

Code	Title	Units
CLASSICS 3800	Ancient Greek and Roman Medicine	3
PHIL 3240	Ancient Philosophy	3
PHIL 3260	Descartes to Hume	3
PHIL 3290	Kant and 19th-Century Philosophy	3
PHIL 3300	Conceptual Foundation of Modern Science	3
PHIL 3340	Existentialism	3

Value Theory (6 units):

Code	Title	Units
PHIL 3110	Mind and Morals	3
PHIL 3160	Classical Ethical Theories	3
PHIL 3170	Feminist Philosophy	3
PHIL 3190	Philosophy of the Arts	3
PHIL 3200	Social and Political Philosophy	3
PHIL 3220	Issues in Applied Ethics	3
PHIL 3230	Philosophy of Law	3
PHIL 3310	Philosophy of Emotions	3
PHIL 3320	Art and the Mind-Brain	3
PHIL 4240	Metaethics	3
PHIL 4250	Normative Ethical Theory	3

Upper-Level Requirements

Majors are required to have at least 6 units of 4000-level courses. The list of courses that will satisfy the requirement are listed below.

Code	Title	Units
PHIL 4100	Formal Methods for Philosophy	3
PHIL 4120	Advanced Epistemology	3
PHIL 4130	Advanced Metaphysics	3
PHIL 4180	Topics in Advanced Philosophy of Science	3
PHIL 4230	Topics in Ethics	3
PHIL 4240	Metaethics	3
PHIL 4250	Normative Ethical Theory	3
PHIL 4280	Topics in Philosophy of Feminism	3
PHIL 4311	Aesthetics	3
PHIL 4321	Advanced Social and Political Philosophy	3
PHIL 4340	Plato	3
PHIL 4350	Hellenistic Philosophy	3
PHIL 4370	Continental Rationalism	3
PHIL 4380	17th & 18th Century British Philosophy	3
PHIL 4420	Kant's Critique of Pure Reason	3
PHIL 4460	Topics in the History of Philosophy	3
PHIL 4490	History of Analytic Philosophy	3
PHIL 4500	Topics in Analytic Philosophy	3

The Writing Intensive Seminar

Majors are encouraged to fulfill their writing intensive requirement by taking PHIL 3390 Philosophical Writing. *A Philosophy major who does not take a Philosophy writing intensive seminar must take a fourth core course from any of the three core areas.* Students typically take Philosophical Writing during their junior year.

The course is offered *every fall* and is limited to 15 students. However, registration priority is given to Philosophy majors and minors who have not yet completed their writing intensive requirements. Significant attention is devoted to conceiving, researching, writing, revising, critiquing and presenting philosophical essays. Prerequisite of the course is having completed one course in philosophy.

Capstone Experience

All Philosophy majors are required to complete a capstone experience either by writing an honors thesis PHIL 4998 or by taking PHIL 3990 Philosophy Capstone Course.

Capstone Course

Please note that the capstone course is *only* offered in the spring semester. Students will need to plan their class schedules accordingly. Only Philosophy majors with senior standing may take this course, and preference is given to students not pursuing Honors. The course will draw together a variety of different philosophical areas.

Senior Honors Thesis

The Honors Thesis is a two-semester course PHIL 4998 taken during a student's senior year. Students will apply in the spring of their junior year. To qualify, students must meet the following:

- Must have a minimum philosophy major GPA of 3.5
- Must have a minimum GPA of at 3.5 in 3000 and 4000-level philosophy courses
- Must have a minimum overall GPA of 3.65

Students must have the agreement of a faculty member to serve as their thesis advisor. For important additional information regarding Senior Honors, please visit the Department of Philosophy's Undergraduate Honors webpage.

Additional Information

- No course can count toward more than one requirement.
- The department does not typically count summer courses toward the major.

Study Abroad

The department has special study abroad arrangements with University College, London; King's College, London; Trinity College, Dublin (Ireland); Sussex University (U.K.); Utrecht University (the Netherlands); and the University of Auckland (New Zealand). Information about study abroad and specific overseas programs is available on the Department of Philosophy's Study Abroad page. Philosophy majors interested in studying abroad are strongly encouraged to meet with Philosophy's Director of Undergraduate Studies prior to going abroad.

The Department of Philosophy does not typically count study abroad courses toward 4000-level courses. Majors will be expected to satisfy their core distribution requirements with courses taken at Washington University.

Phone:	314-935-6670
Email:	philosophy@wustl.edu
Website:	http://philosophy.artsci.wustl.edu

Philosophy Minor

Program Requirements

- **Total units required:** 18 units
  - 9 units must be at the 3000 level
  - 3 units must be at the 4000 level
- **Grade Requirement:** C- or better; Pass/No Pass grades do not count toward the minor requirements

Required Courses

Philosophy minors are required to complete 3 units from each of the following core areas:

1. Contemporary Language, Epistemology, Mind & Metaphysics Philosophy
2. Historical Philosophy
3. Value Theory

The courses that satisfy each core area are listed below. A course cannot count towards more than one core area requirement, and the courses must be taken at Washington University.

Contemporary Language, Epistemology, Mind & Metaphysics Philosophy (3 Units)

Code	Title	Units
PHIL 3000	Philosophy of Medicine	3
PHIL 3020	Philosophy of Language	3
PHIL 3091	Theory of Knowledge	3
PHIL 3100	Philosophy of Mind	3
PHIL 3110	Mind and Morals	3
PHIL 3130	Philosophy of Science	3
PHIL 3140	Philosophy of Biology	3
PHIL 3150	Philosophy of Religion	3
PHIL 3250	Introduction to Metaphysics	3
PHIL 3310	Philosophy of Emotions	3
PHIL 3320	Art and the Mind-Brain	3

Historical Philosophy (3 Units)

Code	Title	Units
CLASSICS 3800	Ancient Greek and Roman Medicine	3
PHIL 3240	Ancient Philosophy	3
PHIL 3260	Descartes to Hume	3
PHIL 3290	Kant and 19th-Century Philosophy	3
PHIL 3300	Conceptual Foundations of Modern Science	3
PHIL 3340	Existentialism	3

Value Theory (3 Units)

Code	Title	Units
PHIL 3110	Mind and Morals	3
PHIL 3160	Classical Ethical Theories	3
PHIL 3170	Feminist Philosophy	3
PHIL 3190	Philosophy of the Arts	3
PHIL 3200	Social and Political Philosophy	3
PHIL 3220	Issues in Applied Ethics	3
PHIL 3230	Philosophy of Law	3
PHIL 3310	Philosophy of Emotions	3
PHIL 3320	Art and the Mind-Brain	3

Elective Courses

Philosophy minors must complete 9 units of elective Philosophy courses.

Additional Information

- Minors are encouraged to take the writing-intensive course PHIL 3390.
- Please note that the summer courses do not count toward the Philosophy minor.
- Please note that Study Abroad courses will not count toward the 4000-level course requirement.

Phone: 314-935-6670
Email: philosophy@wustl.edu
Website: http://philosophy.artsci.wustl.edu

Philosophy of Science Minor

Program Requirements

- **Total Units Required:** 18 units
  - 12 units must be taken at the 3000 level or higher
  - 3 units must be taken at the 4000 level
- **Grade Requirement:** C- or better; Pass/No Pass grades do not count toward the minor requirements.

Required Courses

Philosophy of Science Specialization

Students must take the courses listed below to complete the philosophy of science specialization.

Code	Title	Units
PHIL 1000	Logic and Critical Analysis	3
PHIL 1010	Introduction to Scientific Reasoning	3
PHIL 3130	Philosophy of Science	3
Total Units		**9**

Core Requirements

Students must also complete 3 units from each of the following two core areas:

1. Contemporary Language, Epistemology, Mind & Metaphysics
2. History of Philosophy

The courses that will satisfy each core area are listed below. Courses cannot count toward more than one core area requirement.

Contemporary Language, Epistemology, Mind & Metaphysics (3 units)

Code	Title	Units
PHIL 3000	Philosophy of Medicine	3
PHIL 3020	Philosophy of Language	3
PHIL 3091	Theory of Knowledge	3
PHIL 3100	Philosophy of Mind	3
PHIL 3110	Mind and Morals	3
PHIL 3140	Philosophy of Biology	3
PHIL 3150	Philosophy of Religion	3
PHIL 3250	Introduction to Metaphysics	3
PHIL 3310	Philosophy of Emotions	3
PHIL 3320	Art and the Mind-Brain	3

History of Philosophy (3 Units)

Code	Title	Units
CLASSICS 3800	Ancient Greek and Roman Medicine	3
PHIL 3240	Ancient Philosophy	3
PHIL 3260	Descartes to Hume	3
PHIL 3290	Kant and 19th-Century Philosophy	3
PHIL 3300	Conceptional Foundations of Modern Science	3
PHIL 3340	Existentialism	3

Upper-Level Courses

Students must take 3 units of 4000-level philosophy courses.

Code	Title	Units
PHIL 4100	Formal Methods for Philosophy	3
PHIL 4120	Advanced Epistemology	3
PHIL 4130	Advanced Metaphysics	3
PHIL 4180	Topics in Advanced Philosophy of Science	3
PHIL 4230	Topics in Ethics	3
PHIL 4240	Metaethics	3
PHIL 4250	Normative Ethical Theory	3
PHIL 4280	Topics in Philosophy Feminism	3
PHIL 4311	Aesthetics	3
PHIL 4321	Advanced Social and Political Philosophy	3
PHIL 4340	Plato	3
PHIL 4350	Hellenistic Philosophy	3
PHIL 4370	Continental Rationalism	3
PHIL 4380	17th & 18th Century British Philosophy	3
PHIL 4420	Kant's Critique of Pure Reason	3
PHIL 4460	Topics in the History of Philosophy	3
PHIL 4490	History of Analytic Philosophy	3
PHIL 4500	Topics in Analytic Philosophy	3

Additional Information

Phone:	314-935-6670
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Website:	http://philosophy.artsci.wustl.edu

Philosophy-Neuroscience-Psychology

Philosophy-Neuroscience-Psychology (PNP) is an interdisciplinary program that provides an opportunity to examine the mind from multiple perspectives. Students who choose to major in PNP will learn to bring some of the newest findings in science to bear on some of the oldest questions in philosophy; they will also see new questions emerge and learn to pursue those questions as well. They will consider questions like the following: Is the mind–brain a single entity, or does having a mind involve something over and above the activity of a brain? What assumptions are made by cognitive psychologists when they divide mental activity into separate processes and use response times or other measures of task performance to describe those processes? What assumptions are made by neuroscientists when they use imaging techniques to determine where in the brain a cognitive process is carried out? What are we to make of Chomsky's claim that language is an innate mental organ designed to generate an infinite number of sentences? PNP majors will seek answers to such questions in courses offered by PNP and PNP's affiliated departments.

Contact:	PNP Office
Phone:	314-935-4297
Email:	pnp@wustl.edu
Website:	http://pnp.artsci.wustl.edu

Faculty

Director

Casey O'Callaghan
Professor
PhD, Princeton University
Philosophy; Philosophy-Neuroscience-Psychology

Core Faculty

Carl F. Craver
Professor
PhD, University of Pittsburg
Philosophy; Philosophy-Neuroscience-Psychology

Rebecca "Becko" Copenhaver
Professor
PhD, Cornell University
Philosophy; Philosophy-Neuroscience-Psychology

Brett D. Hyde
Associate Professor
PhD, Rutgers University
Philosophy; Linguistics; Philosophy-Neuroscience-Psychology

David Kinney
Assistant Professor
PhD, London School of Economics
Philosophy; Philosophy-Neuroscience-Psychology

Ron Mallon
Professor; Chair, Department of Philosophy
PhD, Rutgers University
Philosophy; Philosophy-Neuroscience-Psychology

Participating Faculty

Richard A. Abrams
Professor
PhD, University of Michigan
Psychological & Brain Sciences

David A. Balota
Professor
PhD, University of South Carolina
Psychological & Brain Sciences

Joe Barcroft
Professor
PhD, University of Illinois at Urbana-Champaign
Romance Languages and Literatures

Cindy Brantmeier
Professor
PhD, Indiana University
Romance Languages and Literatures; Education

Todd S. Braver
Professor
PhD, Carnegie Mellon University
Psychological & Brain Sciences

Leonard Green
Professor
PhD, State University of New York–Stony Brook
Psychological & Brain Sciences; Economics

John Heil
Professor
PhD, Vanderbilt University
Philosophy

Erik Herzog
Professor
PhD, Syracuse University, Institute for Sensory Research
Biology

Patrick Hill
Associate Professor
PhD, University of Notre Dame
Psychological & Brain Sciences

Lori Markson
Associate Professor
PhD, University of Arizona
Psychological & Brain Sciences

Kathleen McDermott
Professor
PhD, Rice University
Psychological & Brain Sciences

Camillo Padoa-Schioppa
Professor
PhD, Massachusetts Institute of Technology
Anatomy and Neurobiology; Biological Engineering

Jonathan Peelle
Assistant Professor
PhD, Brandeis University
Otolaryngology

Anya Plutynski
Professor
PhD, University of Pennsylvania
Philosophy

Joseph L. Price
Professor
PhD, Oxford University
Anatomy and Neurology

Larry Snyder
Professor
PhD, University of Rochester
Anatomy and Neurobiology

Mitchell S. Sommers
Professor
PhD, University of Michigan
Psychological & Brain Sciences

Paul S.G. Stein
Professor
PhD, Stanford University
Biology

James Wertsch
Marshall S. Snow Professor in Arts & Sciences
PhD, University of Chicago
Anthropology; American Culture Studies; Education; International and Area Studies

Endowed Professors

Deanna M. Barch
Gregory B. Couch Professor of Psychiatry
PhD, University of Illinois
Psychological & Brain Sciences; Radiology

John Baugh
Margaret Bush Wilson Professor in Arts & Sciences
PhD, University of Pennsylvania
African and African-American Studies; American Culture Studies; Anthropology; Education; English; Psychological & Brain Sciences

Pascal R. Boyer
Henry Luce Professor of Collective and Individual Memory
PhD, University of Paris–Nanterre
Anthropology; Religious Studies

Steven E. Petersen
James S. McDonnell Professor of Cognitive Neuroscience
PhD, California Institute of Technology
Neurology; Neurological Surgery; Psychological & Brain Sciences

Marcus E. Raichle
Alan A. and Edith L. Wolff Distinguished Professor of Medicine
MD, University of Washington
Radiology; Neurology; Neurobiology and Biomedical Engineering

Henry L. Roediger III
James S. McDonnell Distinguished University Professor
PhD, Yale University
Psychological & Brain Sciences; American Culture Studies

Rebecca Treiman
Burke and Elizabeth High Baker Professor of Child Developmental Psychology
PhD, University of Pennsylvania
Psychological & Brain Sciences

Jeffrey M. Zacks
Edgar James Swift Professor in Arts & Sciences
PhD, Stanford University
Psychological & Brain Sciences

McDonnell Postdoctoral Fellows

Megan Entwistle
PhD, Harvard University

Evan Sommers
PhD, University of California, Irvine

Majors

- Philosophy-Neuroscience-Psychology Major, Cognitive Neuroscience Concentration (p. 781)
- Philosophy-Neuroscience-Psychology Major, Language Cognition and Culture Concentration (p. 783)

Minors

- Philosophy-Neuroscience-Psychology Minor (p. 785)

Courses

PNP 1200 Ampersand: Intro to the Study of the Mind-Brain: Psychological, Biological, & Philosophical Perspectives

A consideration of three primary areas of research in cognitive science: attention, memory, and language. These topics are used to illustrate the techniques by which mental abilities are investigated and explained in psychology and neuroscience: the focus, in particular, is on the use of reaction time studies, brain imaging, and cell recordings to isolate the basic components that make up complex functions. In addition to the central concepts and theories in each area, the course will address philosophical implications of this research concerning how the mind and brain are related, how the mind-brain encodes or represents information, and the nature of consciousness. And there will be an emphasis on applying these findings to important problems, such as Alzheimer's disease and deficits due to brain damage. The class is taught by three members of the faculty from different disciplines and combines a whole-group lecture with small discussion classes. The goal is to give students a good understanding of the interdisciplinary nature of cognitive science and to help them develop the ability to think and write critically about scientific research into the mind-brain. Prerequisite: admission to the Hewlett Program in the Study of the Mind-Brain. This course is for first-year (non-transfer) students only. Students who are not first-year students will be unenrolled from this course.

Credit 3 units. A&S IQ: NSM Art: NSM BU: BA

Typical periods offered: Fall

PNP 1201 Ampersand: Intro to the Study of the Mind Brain II

In this course, participants in the Mind, Brain and Behavior Program (formerly known as Hewlett Mind-Brain program) will continue their exploration of cognitive science. We will explore different frameworks for thinking about how the different branches of cognitive science relate to each other. The course will contain an introduction to relevant topics in the philosophy of science and the philosophy of mind.

Credit 3 units.

Typical periods offered: Spring

PNP 1500 Ampersand: The Mind: What Makes US and Other Perspectives on Consciousness

This course explores how consciousness is created in the brain and body. This course will integrate biological, psychological, and philosophical perspectives to investigate the nature of the mind. Utilizing an experiential approach, we will study how perception-action links give rise to consciousness and shape our subjective understanding of the world. Concepts will include sensory-motor integration, spatial and temporal awareness, sense of self and sense of agency. Students will gain a broad understanding of both historical milestones in the development of enactivism and current experimental techniques enabling research into perception, embodiment, presence, virtual and augmented reality, and the neural correlates of consciousness. This course is for first-year, non-transfer students only.

Credit 3 units. A&S IQ: SSC

Typical periods offered: Fall

PNP 1996 Philosophy-Neuroscience-Psychology Elective

Credit 0 units.

PNP 2000 Introduction Cognitive Science

We will seek to understand the mind-brain by integrating findings from several of the cognitive sciences, including philosophy, psychology, neuroscience, linguistics, anthropology, and artificial intelligence. This course will consider multiple perspectives on such topics as mental imagery, concepts, rationality, consciousness, emotion, language, thought, memory, attention, and machine intelligence. Prerequisite: completion of at least one of the following courses: Psych 100B, Phil 120F, Phil 125C, Biol 296A, MBB 120A or Ling 170D.

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

Typical periods offered: Fall, Spring

PNP 2010 Inquiry in the Cognitive Sciences

Understanding the mind-brain involves orchestrating a variety of conceptual tools and modes of inquiry from the cognitive sciences. This course offers a hands-on introduction to a variety of research tactics used in the behavioral and biological sciences and emphasizes the advantages of combining them. For example, neuroimaging can enhance the interpretation of experiments by cognitive psychologists, and modeling can be used to simulate and understand the effects of brain lesions. Prerequisite: completion of at least one of the following courses: Psych 100B, Phil 120F, Phil 125C, Biol 296A, MBB 120 or Ling 170D.

Credit 3 units. A&S IQ: NSM, AN Art: NSM BU: SCI

Typical periods offered: Fall, Spring

PNP 2900 Research in the Mind, Brain, and Behavior

An introduction to research for students in the Mind, Brain and Behavior program (formerly known as Hewlett Program). Students work under the supervision of a mentor. Prerequisite: admission to the Mind, Brain and Behavior program, completion of MBB/PNP 122, and permission of the mentor.

Credit 3 units. A&S IQ: NSM Art: NSM BU: SCI

Typical periods offered: Spring

PNP 2996 Philosophy-Neuroscience-Psychology Elective

This course is for transfer credit.

Credit 0 units.

Typical periods offered: Fall, Spring

PNP 3500 PNP Reading Class

Each time this course is offered a book will be selected that does an exemplary job of bringing together insights and results from multiple disciplines in targeting an important topic. We will read and discuss the book and possibly a small amount of supplementary reading. A short presentation and paper will be required. Prerequisite: PNP Major standing

Credit 2 units. A&S IQ: SSC EN: S

Typical periods offered: Fall, Spring

PNP 3996 Philosophy-Neuroscience-Psychology Elective

This course is for transfer credits.

Credit 0 units.

Typical periods offered: Fall, Spring

PNP 4020 The Physiology and Biophysics of Consciousness

This course will explore the questions surrounding the search to understand the biophysical substrate of consciousness. Some areas to be explored: 1. Can consciousness be addressed like any other biological property in the sense that it has evolved by natural selection and that some elements of it are present in simple model systems, such as the fruit fly? Can insight be gained studying simple model systems? 2. Where in the brain is consciousness? What is the pattern of neurological events that occurs during consciousness? Is brain activity generating consciousness localized or distributed? Does it involve interacting brain regions? Does brain activity generating consciousness migrate to different brain regions? 3. How does the dynamic core hypothesis of Edelman relate to these questions? What can functional brain imaging add to these questions? Are Gamma waves involved in higher mental activity, and do they promote synchronized firing of neurons from different brain areas? How does this relate to the binding problem? 4. How does the brain's ability to function as a computer

relate to consciousness? In many respects the brain functions as a computer using electrical signals called Action Potentials. Action potentials in neuronal networks function in an analogous was as DC electrical impulses function in computer circuits. What is the output of computation in an electrical device? What are the theoretical limitations regarding what computation can achieve and ask whether electrical activity in the brain also has a fundamentally different purpose in addition to computation. 5. Is our knowledge of the physical world too primitive and incomplete to understand consciousness? The brain is an electronic device and consciousness clearly depends on its electrical activity. Yet, electrical forces are poorly understood, both in the context of classical physics and quantum physics. Will understanding consciousness have to wait for a unified theory that more accurately describes electrical forces? Prerequisites: Bio3411 or equivalent. College level physics, Some knowledge of computers.
Credit 2 units. A&S IQ: NSM Art: NSM
Typical periods offered: Fall, Spring

PNP 4380 Cognition and Computation
This course introduces students to some of the key frameworks for thinking about the mind in computational terms. We will be looking at some basic topics in the theory of computation, in addition to considering philosophical issues raised by computational models of cognitive processes. This course is required for graduate students in the PNP Ph.D. program. Prerequisites: At least two 400-level PNP courses crosslisted in Philosophy.
Credit 3 units. A&S IQ: SSC Art: SSC EN: S
Typical periods offered: Fall, Spring

PNP 4500 PNP Seminar
Subject varies per semester. Not always offered as writing intensive, refer to individual semester listing. Prerequisite: A 300 level Philosophy course (Phil/PNP 315 is recommended); and PNP Major standing or approval of Instructor.
Credit 3 units. A&S IQ: SSC Art: SSC EN: S
Typical periods offered: Fall, Spring

PNP 4510 PNP Seminar
Subject varies each semester. Prerequisites: One 300-level philosophy course (Phil 315 or PNP 315 is recommended) as well as PNP major standing or approval of instructor.
Credit 3 units. A&S IQ: SSC Art: SSC EN: S
Typical periods offered: Fall, Spring

PNP 4520 PNP Seminar: Writing-Intensive
Subject varies per semester. Fulfills Writing Intensive (WI) requirement. Prerequisite: A 300 level Philosophy course (Phil/PNP 315 is recommended); and PNP Major standing or approval of Instructor.
Credit 3 units. A&S IQ: SSC, WI EN: S
Typical periods offered: Fall, Spring

PNP 4996 Philosophy-Neuroscience-Psychology Elective
This course is for transfer credit.
Credit 0 units.
Typical periods offered: Fall, Spring

PNP 4997 Independent Work
Prerequisite: Must be a PNP major/minor; minimum of last semester Junior standing and written permission; Please see the website for details: http://pnp.artsci.wustl.edu/node/478 Credit variable; max 6 units. A maximum of 3 units may be applied toward upper division credits required for the major. Contact the department for further details.
Credit 6 units.
Typical periods offered: Fall, Spring

PNP 4998 Study for Honors
Prerequisite: Senior standing, a grade point average of 3.50 overall, and permission of the department.
Credit 3 units. EN: S
Typical periods offered: Fall, Spring

Philosophy-Neuroscience-Psychology Major, Cognitive Neuroscience Concentration

Program Requirements

- **Total Units Required:**
  - Primary majors: 29-32 units
  - Secondary majors: 24-26 units
- **Grade Requirement:** C- or above; Pass/No Pass grades do not count toward the major requirements

Prerequisites

Several courses that are either required for this major or can satisfy requirements for it have prerequisites, which are not included in the major's list of requirements or counted in the its total units required. Students are strongly encouraged to review the course description of all courses they need or would like to take to confirm what prerequisites are needed, and plan accordingly to fulfill them.

The most commonly needed prerequisites are listed below, but it is not comprehensive.

Code	Title	Units
BIOL 2160	Principles of Biology I	3
PHIL 1000	Logic and Critical Analysis	3
PSYCH 1000	Introduction to Psychology	3
PSYCH 3401	Biological Psychology	3

Required Courses

Introductory Requirements

Students must choose one of the following two introductory sequences:

1. Philosophy-Neuroscience-Psychology Sequence (PNP)
2. Mind, Brain, Behavior Sequence (MBB)

Philosophy-Neuroscience-Psychology Sequence

Code	Title	Units
PNP 2000	Introduction to Cognitive Science	3
PNP 2010 Inquiry in the Cognitive Sciences **or** PSYCH 3010 Experimental Psychology		3-4
Total Units		**6-7**

Mind, Brain, Behavior Sequence

Code	Title	Units
PNP 1200	Introduction to the Study of the Mind-Brain	3
PNP 1201 Introduction to the Study of the Mind-Brain II **or** PNP 2000 Introduction to Cognitive Science		3
Total Units		**6**

Core Area Requirements

Majors must complete at least 6 units at the 3000 level or above for the two following core areas:

1. Philosophy
2. Psychological & Brain Sciences

Philosophy Core Area (6 units)

Students must complete one of the following courses:

Code	Title	Units
PHIL 3020 Philosophy of Language **or** PHIL 3100 Philosophy of Mind		3
Total Units		**3**

Students may choose a course from the following list to satisfy the remaining course.

Code	Title	Units
MUSIC 3300	Music Cognition	3
PHIL 3000	Philosophy of Medicine	3
PHIL 3020	Philosophy of Language	3
PHIL 3091	Theory of Knowledge	3
PHIL 3100	Philosophy of Mind	3
PHIL 3110	Mind and Morals	3
PHIL 3130	Philosophy of Science	3
PHIL 3140	Philosophy of Biology	3
PHIL 3190	Philosophy of Arts	3
PHIL 3250	Introduction to Metaphysics	3
PHIL 3260	Descartes to Hume	3
PHIL 3300	Conceptual Foundations of Modern Science	3
PHIL 3310	Philosophy of Emotions	3
PHIL 3320	Art and the Mind-Brain	3
PHIL 3390	Philosophical Writing	3
PHIL 4120	Advanced Epistemology	3
PHIL 4130	Advanced Metaphysics	3
PHIL 4180	Topics in Advanced Philosophy of Science	3
PNP 4380	Coginition and Computation	3
PNP 4500	PNP Seminar	3
PNP 4510	PNP Seminar	3

Psychological & Brain Sciences

Students must complete one of the following courses*:

Code	Title	Units
PSYCH 3600 Cognitive Psychology **or** PSYCH 4330 Psychology of Language		3
Total Units		**3**

* If the student has completed FYP 1380 with a grade of B- or higher, they will not need to take either of the above courses.

Students may choose a course from the following list to satisfy the remaining course.

Code	Title	Units
ANTHRO 3235	The Biological Basis of Human Behavior	3
PNP 4500	PNP Seminar	3
PSYCH 3000	Introduction to Psychological Statistics	3
PSYCH 3010	Experimental Psychology	3
PSYCH 3096	Psychological Dynamics of Empathy	3
PSYCH 3150	Introductionto Social Psychology	3
PSYCH 3210	Developmental Psychology	3
PSYCH 3260	Introduction to the Psychology of Aging	3
PYSCH 3300	Sensation and Perception	3
PSYCH 3401	Biological Psychology	3
PSYCH 3450	Genes, Environment, and Human Behavior	3
PSYCH 3530	Psychology of Personality	3
PSYCH 3540	Psychopathology and Mental Health	3
PSYCH 3570	Introduction to Clinical Psychology	3
PSYCH 3580	Language Acquisition	3
PSYCH 3600	Cognitive Psychology	3
PSYCH 3800	Human Learning and Memory	3
PSYCH 4182	Perception, Thought, and Action	3
PSYCH 4330	Psychology of Language	3
PSYCH 4631	Introduction to Computational Cognitive Science	3
PSYCH 4651	History of Modern Systems of Psychology	3

Cognitive Neuroscience Specialization

Students must take the following two courses to complete the specialization.

Code	Title	Units
BIOL 3411	Principles of the Nervous System	3
PSYCH 3604	Cognitive Neuroscience	3
Total Units		**6**

Capstone Requirement

The capstone is required for primary majors, and recommended for secondary majors. Students that meet the criteria may choose to apply to complete an honors thesis project for their capstone.

Capstone Experience

Students can choose one of the following options to fulfill the 5 units needed for their capstone experience. Students who would like to do the independent study will need to complete the application steps on PNP's Independent Study webpage.

PNP Seminar

Code	Title	Units
PNP 4500 PNP Seminar **or** PNP 4510 PNP Seminar		3
PNP 3500	PNP Reading Class	2
Total Units		**5**

Independent Study

Code	Title	Units
PNP 3500	PNP Reading Class	2
PNP 4997	Independent Work	3
Total Units		**5**

Senior Honors Thesis

The Honors Thesis is a two-semester course PNP 4998 Study for Honors (6 units) taken during the student's Senior year. Students who wish to pursue the honors thesis will need to meet the criteria listed on PNP's Honors webpage and submit an application the semester preceding the one they plan to take PNP 4998.

Students will be enrolled in PNP 4998 if their application is approved by the Honors Coordinator and they meet the criteria. Please visit the Honors webpage for more information.

Additional Information

- A course cannot count towards more than one major requirement.
- Up to 6 units can be transferred from other institutions and/or study abroad

Study Abroad

The PNP program offers several different study abroad opportunities for students. For details, please visit PNP's Study Abroad page and contact the PNP Study Abroad Advisor with any questions.

Contact: PNP Office
Phone: 314-935-4297
Email: pnp@wustl.edu
Website: http://pnp.artsci.wustl.edu

Philosophy-Neuroscience-Psychology Major, Language Cognition and Culture Concentration

Program Requirements

- **Total Units Required:**
  - Primary majors: 29-32 units
  - Secondary majors: 24-26 units
- **Grade Requirement:** C- or above; Pass/No Pass grades do not count towards the major requirements

Prerequisites

Several courses that are either required for this major or can satisfy requirements for it have prerequisites, which are not included in the major's list of requirements or counted in the its total units required. Students are strongly encouraged to review the course description of all courses they need or would like to take to confirm what prerequisites are needed, and plan accordingly to fulfill them.

The most commonly needed prerequisites are listed below, but it is not comprehensive.

Code	Title	Units
ANTHRO 1510	Introduction to Human Evolution	3
BIOL 2160	Principles of Biology I	3
PHIL 1000	Logic and Critical Analysis	3
PSYCH 1000	Introduction to Psychology	3
PSYCH 3401	Biological Psychology	3

Required Courses

Introductory Requirements

Students choose one of the following two introductory sequences:

1. Philosophy-Neuroscience-Psychology Sequence (PNP)
2. Mind, Brain, Behavior Sequence (MBB)

Philosophy-Neuroscience-Psychology Sequence

Code	Title	Units
PNP 2000	Introduction to Cognitive Science	3
PNP 2010 Inquiry in the Cognitive Sciences **or** PSYCH 3010 Experimental Psychology		3-4
Total Units		**6-7**

Mind, Brain, Behavior Sequence

Code	Title	Units
PNP 1200	Introduction to the Study of the Mind-Brain	3
PNP 1201	Introduction to the Study of the Mind-Brain II	3
Total Units		**6**

Core Area Requirements

Students must complete at least 6 units at the 3000 level or above for the two following core areas:

1. Philosophy
2. Psychological & Brain Sciences

Philosophy

Students must complete one of the following courses:

Code	Title	Units
PHIL 3020 Philosophy of Language **or** PHIL 3100 Philosophy of Mind		3
Total Units		**3**

The remaining course will be satisfied by any course from the following list:

Code	Title	Units
MUSIC 3300	Music Cognition	3
PHIL 3000	Philosophy of Medicine	3
PHIL 3020	Philosophy of Language	3
PHIL 3091	Theory of Knowledge	3
PHIL 3100	Philosophy of Mind	3
PHIL 3110	Mind and Morals	3
PHIL 3130	Philosophy of Science	3
PHIL 3140	Philosophy of Biology	3
PHIL 3190	Philosophy of the Arts	3
PHIL 3250	Introduction to Metaphysics	3
PHIL 3260	Descartes to Hume	3
PHIL 3300	Conceptual Foundations of Modern Science	3
PHIL 3310	Philosophy of Emotions	3
PHIL 3320	Art and the Mind-Brain	3
PHIL 3390	Philosophical Writing	3
PHIL 4065	Advanced Philosophy of Language	3
PHIL 4120	Advanced Epistemology	3
PHIL 4130	Advanced Metaphysics	3
PHIL 4180	Topics in Advanced Philosophy of Science	3
PNP 4380	Cognition and Computation	3
PNP 4500	PNP Seminar	3
PNP 4510	PNP Seminar	3

Psychological & Brain Sciences

Students make complete one of the following two courses*:

Code	Title	Units
PSYCH 3600 Cognitive Psychology **or** PSYCH 4330 Psychology of Language		3
Total Units		**3**

* If the student has completed FYP 1380 with a grade of B- or higher, they will not need to take either of the above courses.

Students must choose a course from the following list:

Code	Title	Units
ANTHRO 3235	The Biological Basis of Human Behavior	3
PNP 4500	PNP Seminar	3
PSYCH 3000	Introduction to Psychological Statistics	3
PSYCH 3010	Experimental Psychology	3
PSYCH 3096	Psychological Dynamics of Empathy	3
PSYCH 3150	Introduction to Social Psycholgy	3
PSYCH 3210	Developmental Psychology	3
PSYCH 3260	Introduction to the Psychology of Aging	3
PSYCH 3300	Sensation and Perception	3
PSYCH 3401	Biological Psychology	3
PSYCH 3450	Genes, Environment, and Human Behavior	3
PSYCH 3530	Psychology of Personality	3
PSYCH 3540	Psychopathology and Mental Health	3
PSYCH 3570	Introduction to Clinical Psycholgy	3
PSYCH 3580	Language Acquisition	3
PSYCH 3600	Cognitive Psychology	3
PSYCH 3610	Psychology of Learning	3
PSYCH 3800	Human Learning and Memory	3
PSYCH 4182	Perception, Thought, and Action	3
PSYCH 4330	Psychology of Language	3
PSYCH 4631	Introduction to Computational Cognitive Science	3
PSYCH 4651	History and Modern Systems of Psychology	3

Language, Cognition, and Culture Specialization

Students must complete at least two courses at the 3000 level or above from the list below to complete the Language, Cognition, and Culture Specialization.

Code	Title	Units
ANTHRO 3235	The Biological Basis of Human Behavior	3
ANTHRO 3383	Cognition and Culture	3
ANTHRO 3386	Language, Culture and Society	3
ANTHRO 3660	Primate Ecology, Biology, and Behavior	3
ANTHRO 3661	Primate Biology	3
ANTHRO 4046	Primate Ecology and Social Structure	3
ANTHRO 4191	Primate Cognition	3
APL 4111	Linguistics and Language Learning	3
DRAMA 4141	Topics in Embodied Communication	3
LING 3050	Phonetics	3
LING 3075	Introduction to Sociolinguistics	3
LING 3150	Syntactic Analysis	3
LING 3185	Linguistic Diversity in the United States	3
LING 3250	Intro to Computational Linguistics	3
LING 3350	Phonological Analysis	3
LING 3550	Historical and Comparative Linguistics	3
LING 3450	Introduction to Semantics	3
LING 3525	Linguistics Seminar	3
LING 4062	Second Language Acquisition	3
PHIL 3020	Philosophy of Language	3
PHIL 4065	Advanced Philosophy of Language	3
PSYCH 3580	Language Acquisition	3
PSYCH 4099	Human Evolutionary Psychology	3
PSYCH 4330	Psychology of Language	3
PSYCH 4631	Intro to Computational COG Modeling	3
SPAN 3202	Debating Cultures: How Spanish Works	3
SPAN 3700	Intro to Hispanic Linguistics	3
SPAN 4160	Intro to Hispanics and Linguistics	3
SPAN 4670	Grammar and Vocabulary Acquisition	3

Capstone Requirement

The capstone is required for primary majors, and recommended for secondary majors. Students that meet the criteria may choose to apply to complete an honors thesis project for their capstone.

Capstone Experience

Students can choose one of the following options to fulfill the 5 units needed for their capstone experience. Students who would like to do the independent study option will need to complete the application steps on PNP's Independent Study webpage.

PNP Seminar

Code	Title	Units
PNP 4500 PNP Seminar **or** PNP 4510 PNP Seminar		3
PNP 3500	PNP Reading Class	2
Total Units		**5**

Independent Study

Code	Title	Units
PNP 3500	PNP Reading Class	2
PNP 4997	Independent Study	3
Total Units		**5**

Senior Honors Thesis

The Honors Thesis is a two-semester course PNP 4998 Study for Honors (6 units) taken during the student's Senior year. Students who wish to pursue the honors thesis will need to meet the criteria listed on PNP's Honors webpage, and submit an application the semester preceding the one they plan to take PNP 4998.

Students will be enrolled in PNP 4998 if their application is approved by the Honors Coordinator and they meet the criteria. Please visit the Honors webpage for more information.

Additional Information

- A course cannot count towards more than one major requirement.
- Up to 6 units can be transferred from other institutions and/or study abroad

Study Abroad

The PNP program offers several different study abroad opportunities for students. For details, please visit PNP's Study Abroad page and contact the PNP Study Abroad Advisor with any questions.

Contact:	PNP Office
Phone:	314-935-4297
Email:	pnp@wustl.edu
Website:	http://pnp.artsci.wustl.edu

Philosophy-Neuroscience-Psychology Minor

Program Requirements

- **Total Units Required:** 15 units; 9 of the 15 units must be at the 3000 level or above
- **Grade Requirement:** C- or above; Pass/No Pass grades do not count toward the minor requirements

Prerequisites

Several courses that are either required for this minor or can satisfy requirements for it have prerequisites, which are not included in the minor's list of requirements or counted in the its total units required. Students are strongly encouraged to review the course description of all courses they need or would like to take to confirm what prerequisites are needed, and plan accordingly to fulfill them.

The most commonly needed prerequisites are listed below, but it is not comprehensive.

Code	Title	Units
BIOL 2160	Principles of Biology I	3
PHIL 1000	Logic and Critical Analysis	3
PSYCH 1000	Introduction to Psychology	3
PSYCH 3401	Biological Psychology	3

Required Courses

Introductory Requirement

Students must complete at least 6 units of introductory courses. Students may choose one of the following two sequences:

1. Philosophy-Neuroscience-Psychology Sequence (PNP)
2. Mind, Brian, Behavior Sequence (MBB)

PNP Sequence

Code	Title	Units
PNP 2000	Introduction to Cognitive Science	3
PNP 2010	Inquiry in the Cognitive Sciences	3-4
or PSYCH 3010	Experimental Psychology	
Total Units		**6-7**

Mind, Brain, Behavior Sequence

Code	Title	Units
PNP 1200	Amp: Intro to Study of the Mind-Brian	3
PNP 1201	Amp: Intro to Study of the Mind-Brain II	3
Total Units		**6**

Philosophy Requirement

Students must complete 3 units of Philosophy courses from the list below.

Code	Title	Units
PHIL 3020	Philosophy of Language	3
or PHIL 3100	Philosophy of Mind	
Total Units		**3**

Neuroscience Requirement

Students must complete 3 units of Neuroscience courses listed below.

Code	Title	Units
BIOL 3411	Principles of the Nervous System	3
or PSYCH 3604	Cognitive Neuroscience	
Total Units		**3**

Psychology Requirement

Students must complete 3 units of Psychology courses listed below.

Code	Title	Units
PSYCH 3600	Cognitive Psychology	3
or PSYCH 4330	Psychology of Language	
Total Units		**3**

Additional Information

- A course cannot count toward more than one minor requirement.
- Up to 6 units can be transferred from other institutions and/or study abroad.

Study Abroad

The PNP program offers several different study abroad opportunities for students. For details, please visit PNP's Study Abroad page and contact the PNP Study Abroad Advisor with any questions.

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Website:	http://pnp.artsci.wustl.edu

Physics

Physics is the discipline that deals with the most fundamental aspects of our universe, such as the properties of atoms, nuclei, and elementary particles; the nature of the forces between them; and the collective behavior of atoms in solids, liquids, and gases. It deals with the entire universe, from its birth to its ultimate fate. At the same time, physics provides the tools that help us to understand extremely complex everyday things, like the behavior of sand piles, the strength of materials, or processes in the brain. Physics seeks to discover and understand the mathematical rules that govern the behavior of things. Its early successes in comprehending motion, thermodynamics, electricity and magnetism provided a foundation upon which other physical sciences have grown.

For students planning a career in science and technology or intending to pursue graduate studies in physics, astronomy, Earth sciences, environmental sciences, medical physics, meteorology, or oceanography, a major in physics provides a solid foundation. The program is sufficiently flexible to allow students to combine a physics major with a second major in chemistry, mathematics, or engineering;

with pre-medical studies; or with other disciplines in the humanities and social sciences. In addition to the fundamentals of physics, the program is designed to give students a broad range of skills in laboratory techniques, critical thinking, computer use, and teamwork, which will serve them well in their chosen careers. In consultation with a faculty advisor, students may design a program of study to meet individual goals and interests. Physics majors are strongly encouraged to participate in physics research projects directed by faculty members.

Introductory Physics: The PHYSICS 1740–PHYSICS 1742 and PHYSICS 1741–PHYSICS 1743 sequence is a calculus-based introduction to physics intended for adequately prepared students interested in majoring in science or engineering or undertaking pre-medical studies. PHYSICS 1740 fulfills the requirements for the Sam Fox School. The sequence uses interactive, active-learning techniques. MATH 1510 is a corequisite, although previous or concurrent enrollment in MATH 1520 is strongly recommended.

Focused Physics: The PHYSICS 1760–PHYSICS 1762 sequence is an advanced calculus-based introduction to physics for students with previous or concurrent enrollment in MATH 1520. This sequence is particularly addressed to students considering a physics- or mathematics-heavy science or engineering major.

The department also offers several other courses of general interest to the nonscience student. In most cases, these courses have no prerequisites.

Website: http://physics.wustl.edu

Faculty

Chair

Henric Krawczynski
Wilfred R. and Ann Lee Konneker Distinguished Professor in Physics
PhD, University of Hamburg
Experimental high-energy astrophysics

Associate Chair

Saori Pastore
Associate Professor
PhD, Old Dominion University
Theoretical nuclear physics

Director of Graduate Studies

Alexander Seidel
Professor
PhD, Massachusetts Institute of Technology
Theoretical condensed matter physics

Director of Undergraduate Studies

Manel Errando
Associate Professor
PhD, Universitat Autonoma de Barcelona
High-energy astrophysics, black holes, active galactic nuclei

Department Faculty

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Professor
PhD, Cornell University
Condensed Matter Theory

Mark Alford
Professor
PhD, Harvard University
Nuclear/particle physics

Sachiko Amari
Research Faculty
PhD, Kobe University
Cosmochemistry, presolar grains

Carl M. Bender
Professor Emeriti
PhD, Harvard University

Claude W. Bernard
Professor Emeriti
PhD, Harvard University

Thomas Bernatowicz
Professor Emeriti
PhD, Washington University

Robert Binns
Professor Emeriti
PhD, Colorado State University

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Professor
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Experimental high-energy astrophysics

Anders E. Carlsson
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PhD, Harvard University
Biophysics

Yuran (Alex) Chen
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PhD, Columbia University
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Professor Emeriti
PhD, Washington University

Mark S. Conradi
Professor Emeriti
PhD, Washington University

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James S. McDonnell Professor of Space Sciences
PhD, University of Bombay
Astrophysics and space sciences

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Assistant Professor
PhD, Harvard University
Exoplanets, dark matter, and astrostatistics

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Theoretical astroparticle physics and cosmology

Willem H. Dickhoff
Professor
PhD, Free University, Amsterdam
Many-body theory

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Associate Professor
PhD, Universitat Autònoma de Barcelona
Theoretical astroparticle physics and cosmology

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PhD, Rice University
Experimental astrophysics

Patrick C. Gibbons
Professor Emeriti
PhD, Harvard University

Trevor GrandPre
Assistant Professor
PhD, University of California, Berkeley
Biophysics, biomolecular condensates, gene regulation, adaptive immune systems

Erik Henriksen
Associate Professor
PhD, Columbia University
Condensed matter and materials science

Charles M. Hohenberg
Professor Emeriti
PhD, University of California, Berkeley

Mairin Hynes
Teaching Professor
PhD, Washington University
Physics education, Pedagogy, space sciences

Martin H. Israel
Professor Emeriti
PhD, California Institute of Technology

Jonathan I. Katz
Professor
PhD, Cornell University
Theoretical astrophysics

Kenneth Kelton
Arthur Holly Compton Professor Physics Emeriti
PhD, Harvard University
Silicate Glasses, amorphous materials, metallic liquids

Kazimierz Luszczynski
Professor Emeriti
PhD, University of London

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Lecturer
PhD, Washington University
Cosmology, particle physics

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Research Professor
PhD, Vernadsky Institute of Cosmochemistry
Astrophysics, solar winds, nano-diamonds

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Astroparticle Physics

Sheng Ran
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Condensed matter and quantum materials

Brian Rauch
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PhD, Washington University
Cosmic ray astrophysics, neutrinos, gamma rays

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Lee G. Sobotka
Joint Professor
PhD, University of California, Berkeley
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Experimental nuclear physics

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Mikhail Tikhonov
Associate Professor
PhD, Princeton University
Microbiome, microbial ecology, and evolution

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PhD, Florida State University
Quantum Information and materials

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PhD, University of Cambridge
Biophysics

Clifford Will
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PhD, California Institute of Technology

Li Yang
Albert Gordon Hill Professor in Physics
PhD, Georgia Institute of Technology
Condensed matter theory and computational materials physics

Yajie Yuan
Assistant Professor
PhD, Stanford University
Theoretical high-energy astrophysics

Chuanwei Zhang
Professor
PhD, University of Texas at Austin
Quantum Information

Chong Zu
Assistant Professor
PhD, Tsinghua University
Atomic, molecular and optical physics; condensed matter; and quantum information

Majors

- Astrophysics Major (p. 796)
- Physics Major (p. 798)
- Physics Major, Biophysics Specialization (p. 799)

Minors

- Astrophysics and Astroparticle Physics Minor (p. 801)
- Biomedical Physics Minor (p. 802)
- Physics Minor (p. 803)

Courses

PHYSICS 1013 Basic Physics I
Credit 3 units.

PHYSICS 1014 Basic Physics II
Credit 3 units.

PHYSICS 1030 Principles and Practice of Physics
We will study and describe the motion of material objects, their symmetries and interactions, and the link with conservation/dissipation of certain quantities. While the concepts will be developed by focusing on concrete physical phenomena, the goal of the course is to provide a full appreciation of the logical structure underlying mechanics.
Credit 3 units. A&S IQ: NSM BU: SCI
Typical periods offered: Summer

PHYSICS 1100 First-Year Seminar: All About Black Holes
Black holes are the Universe's most extreme objects: they are so massive and compact that gravity bends space and time into a knot. The signature property of a black hole is that your can get in, but not out. In this first-year seminar, we discuss what is currently known about black holes, starting from Einstein's theories about space, time, and gravity, through the first observational evidence for black holes, to the latest images of the shadows cast by black holes taken with the largest telescopes on earth. This class is designed to bend your mind when figuring out why clocks run slower when approaching the edge of a black hole, what could be at the center of a black hole or even at the other side. At the same time, we will discuss the inner workings of the most advanced telescopes that astronomers have developed to study black holes, and the strategies astronomers employ to develop ever more sensitive instruments. Also expect a fair bit of astronomy in this class, when we discuss how black holes form, when and how they grow, and which roles they play in cosmic eco-systems such as the Milky Way Galaxy. This first-year seminar adopts a flipped class/socratic discussion structure. The students are asked to read a wide variety of texts, including texts from the current literature, and to present and to discuss some of the material in class. The class assumes no background in math; at the same time, we will discuss some of the math that brings Einstein's theories of space and time to life.
Credit 3 units. A&S IQ: NSM, AN Art: NSM
Typical periods offered: Fall

PHYSICS 1105 Hidden Figures in Physics
This seminar explores the lives and contributions of underrepresented physicists throughout history, highlighting their groundbreaking scientific achievements, the societal barriers they faced, and the basic physics concepts underpinning their work. Students will learn about foundational physics principles through the lens of these scientists' discoveries and personal stories while also examining the importance of diversity in STEM. The course includes interactive discussions, group activities, and reading assignments. Activities not completed in class will be assigned as homework. The course involves activities specifically focused on numerical literacy, where students work with datasets, analyze trends, and create visual representations. These activities ensure that students not only engage with the narratives of historical figures but also develop practical skills in applied numeracy to explore and present data-driven insights. The final project involves creating and presenting a poster on a physicist not covered in the course. This project serves at challenging students to conduct independent research, analyze the numerical or scientific context of the physicist's contributions, and connect their work to broader societal or historical themes.
Credit 3 units. A&S IQ: NSM
Typical periods offered: Fall

PHYSICS 1210 Ampersand: Gateway Expeditions Into Exoplanets
Discovery and characterization of planets beyond our Solar System have transformed our view of the cosmos and our home planet, Earth. These alien worlds, referred to as exoplanets, are opportune cosmic laboratories for improving our understanding of the formation of planets and the origin of life. Many of these worlds are highly dissimilar to those in our Solar System, requiring significant paradigm shifts in modeling the physical processes that govern them. In line with this rigorous exploration, exoplanet research has recently become a significant branch of astrophysics. Gateway Expeditions into Exoplanets is a new introductory, non-calculus course that provides an introduction to exoplanets, covering their formation and evolution, diverse properties, and potential to support life. The course includes assignments and a class project featuring data analysis and modeling in exoplanet research, a student-led tournament between exoplanets called ExoCup, occasional Socratic discussions in an inverted classroom setting, and a trip to Yerkes Observatory to witness the history of developments in astronomy leading to the exoplanet revolution. The course will function as the first part of a new Ampersand Program, Gateway Expeditions into Exoplanets and Black Holes.
Credit 3 units. A&S IQ: NSM, AN
Typical periods offered: Fall

PHYSICS 1211 Ampersand: Gateway Expeditions Into Exoplanets II
Discovery and characterization of planets beyond our Solar System have transformed our view of the cosmos and our home planet, Earth. These alien worlds, referred to as exoplanets, are opportune cosmic laboratories for improving our understanding of the formation of planets and the origin of life. Many of these worlds are highly dissimilar to those in our Solar System, requiring significant paradigm shifts in modeling the physical processes that govern them. In line with this rigorous exploration, exoplanet research has recently become a significant branch of astrophysics. Gateway Expeditions into Exoplanets is a new introductory, non-calculus course that provides an introduction to exoplanets, covering their formation and evolution, diverse properties, and potential to support life. The course includes assignments and a class project featuring data analysis and modeling in exoplanet research, a student-led tournament between exoplanets called ExoCup, occasional Socratic discussions in an inverted classroom setting, and a trip to Yerkes Observatory to witness the history of developments in astronomy leading to the exoplanet revolution. The course will function as the first part of a new Ampersand Program, Gateway Expeditions into Exoplanets and Black Holes.
Credit 3 units. A&S IQ: NSM, AN
Typical periods offered: Spring

PHYSICS 1410 Peer Led Team Learning: Physics I
A 1-credit course that can only be taken concurrently with Physics 191. The purpose of the course is to encourage students to work in small groups, supervised by a mentor, on problems from the course that will enhance understanding. Students will enroll in PLTL through an online application, but have the option of signing up to take it for credit. They can drop the course at any time without penalty. Grading is Pass/Fail based on participation; a student must miss no more than two sessions to pass the course. In this course, student groups facilitated by a peer leader meet weekly and work together on a problem set building on topics covered in the parent course, with the aim of developing problem-solving, critical-thinking, and collaboration skills. Sign-ups for PLTL begin in Week 1 of the semester, with meetings beginning on the weekend of Week 2. Students must attend at least eight sessions during the semester to earn credit; those who do not reach the attendance threshold will be dropped from the course, and the course will be removed from their transcript. To receive credit for PLTL, a student must remain enrolled in the parent course. Please note the following exceptions to the enrollment and drop policy: (1) Students will not be able to enroll in PLTL if doing so would bring them above 21 credit units, but they will still be able to participate. (2) Students who wish to participate in PLTL but want to opt-out of receiving credit should contact their course's program manager. (3) If dropping PLTL would bring a student below 12 credit units, the drop will be entered as a withdrawal instead.
Credit 1 unit.
Typical periods offered: Fall

PHYSICS 1412 Peer Led Team Learning: Physics II
A one-credit course that can only be taken concurrently with Physics 192. The purpose of the course is to encourage students to work in small groups, supervised by a mentor, on problems from the course that will enhance understanding. Students will enroll in PLTL through an online application, but have the option of signing up to take it for credit. They can drop the course at any time without penalty. Grading is Pass/Fail based on participation; a student must miss no more than two sessions to pass the course. In this course, student groups facilitated by a peer leader meet weekly and work together on a problem set building on topics covered in the parent course, with the aim of developing problem-solving, critical-thinking, and collaboration skills. Sign-ups for PLTL begin in Week 1 of the semester, with meetings beginning on the weekend of Week 2. Students must attend at least eight sessions during the semester to earn credit; those who do not reach the attendance threshold will be dropped from the course, and the course will be removed from their transcript. To receive credit for PLTL, a student must remain enrolled in the parent course. Please note the following exceptions to the enrollment and drop policy: (1) Students will not be able to enroll in PLTL if doing so would bring them above 21 credit units, but they will still be able to participate. (2) Students who wish to participate in PLTL but want to opt-out of receiving credit should contact their course's program manager. (3) If dropping PLTL would bring a student below 12 credit units, the drop will be entered as a withdrawal instead.
Credit 1 unit.
Typical periods offered: Spring

PHYSICS 1625 Solar System Astronomy
Designed for the nonscience major, this course deals with the planets, their moons and rings, comets, meteorites and interplanetary dust particles. In order to understand both classical astronomy and the results obtained from modern telescopes and the space program, basic

scientific ideas (including optics and the laws of motion) are reviewed first. There will also some discussion of astronomical history to show how we have arrived at our present ideas of the structure and evolution of the solar system.
Credit 3 units. A&S IQ: NSM, AN Art: NSM BU: SCI
Typical periods offered: Fall

PHYSICS 1626 Stars, Galaxies, and Cosmology
Intended as a general survey for the nonscience major. Topics include the structure and evolution of stars, such as red giants, white dwarfs, neutron stars, pulsars, and black holes; galaxies and quasars, cosmology and the big bang theory.
Credit 3 units. A&S IQ: NSM, AN Art: NSM BU: SCI
Typical periods offered: Spring

PHYSICS 1630 Introduction to Mathematical and Computational Methods in Physics
This is a learning by doing course whose objective is for the students to learn practical methods for solving physics problems using mathematical and computational tools. The course gives an introduction to applied mathematics and basic computational tools and techniques used in contemporary scientific fields of research. The format of the course is highly interactive. Each course unit will be devoted to a specific activity, including a lecture from the instructor, working groups on solving analytical problems, and working groups on coding with Python.
Credit 3 units. A&S IQ: NSM, AN Art: NSM
Typical periods offered: Fall, Spring

PHYSICS 1673 Physics of Sustainable Energy
Introduction to the physics of climate change and sustainable energy. This course is intended for students with little previous exposure to science or math. We will learn about the value of rough estimates and simple calculations. We will apply this approach to energy and power; atoms and heat; the history and basic modeling of earth's climate; energy sources including fossil fuels, nuclear, and renewables.
Credit 3 units. A&S IQ: NSM, AN Art: NSM BU: SCI
Typical periods offered: Fall

PHYSICS 1680 Focused Physics II
Physics 194 is the second part of a two-semester calculus-based introduction to physics, with a co-requisite of Calculus III (Math 233 or its equivalent). The course is an advanced first-year course in electricity and magnetism, taught at a more sophisticated level than Physics 192. The approach is that of an upper-division physics course, with more emphasis on the underlying formal structure, rather than breadth of topics. The main goal is to provide an in-depth coverage of electromagnetism, DC and AC circuits using complex variables, and optics. The course is particularly addressed to students considering a physics or mathematics heavy science/engineering majors. Taking Physics 194 as a first-year student is compatible with on-time completion of all pre-health requirements.
Credit 4 units. A&S IQ: NSM, AN BU: SCI
Typical periods offered: Spring

PHYSICS 1740 Physics I
The first course in a two-semester, calculus-based introduction to the concepts, laws, and structure of physics. Topics include kinematics, Newton's laws, energy, linear momentum, angular momentum, the conservation laws, gravitational force, fluids, harmonic motion, wave motion and interference, sound, and special relativity. Small-group problem-solving exercises and active class participation are integral parts of the course. This course has evening exams, at which attendance is required. Previous or concurrent enrollment in Calculus I is required for this course, although previous or concurrent enrollment in Calculus II strongly recommended. Taking Introductory Physics as a first-year student is compatible with on-time completion of all pre-health requirements.
Credit 3 units. A&S IQ: NSM, AN Art: NSM BU: SCI
Typical periods offered: Fall, Summer

PHYSICS 1741 Physics I Laboratory
Laboratory experience is an integral component of Introductory Physics. It is designed to provide a hands-on opportunity to explore concepts introduced in the lecture course and to develop careful measurement and documentation skills. Students may not take the lab without previous or concurrent enrollment in Physics I lecture.
Credit 1 unit.
Typical periods offered: Fall, Summer

PHYSICS 1742 Physics II
The second part of a two-semester, calculus-based introduction to concepts, laws, and structure of physics. Topics include electromagnetic forces and fields, direct current circuits, capacitance and inductance, electromagnetic radiation, light, physical optics, interference and diffraction, early quantum theory, and nuclear physics. Small-group problem-solving exercises and active class participation are integral parts of the course. This course has evening exams, at which attendance is required. Concurrent enrollment in Calculus II is required for this course, although previous completion of Calculus II is very strongly recommended. Taking Introductory Physics as a first-year student is compatible with on-time completion of all pre-health requirements.
Credit 3 units. A&S IQ: NSM, AN BU: SCI
Typical periods offered: Spring, Summer

PHYSICS 1743 Physics II Laboratory
Laboratory experience is an integral component of Introductory Physics. It is designed to provide a hands-on opportunity to explore concepts introduced in the lecture course and to develop careful measurement and documentation skills. Students may not take the lab without previous or concurrent enrollment in Physics II lecture.
Credit 1 unit.
Typical periods offered: Spring, Summer

PHYSICS 1760 Focused Physics I
The first course in a two-semester calculus-based introduction to physics. The course is an advanced first-year course in classical mechanics, taught at a more sophisticated level than Physics 1740 Physics I. The approach is that of an upper-division physics course, with more emphasis on underlying formal structure rather than breadth of topics. The main goal is to provide in-depth coverage of the physical laws that govern the motion of objects, forces, and forms of energy in mechanical systems as well as an introduction to special relativity. The course is particularly addressed to students considering a physics- or mathematics-heavy science or engineering major. Taking Introductory Physics as a first-year student is compatible with on-time completion of all pre-health requirements.
Credit 4 units. A&S IQ: NSM, AN Art: NSM BU: SCI
Typical periods offered: Fall

PHYSICS 1941 Selected Topics in Physics I
Topics of special interest (e.g., superconductivity, quasicrystals, neural networks, chaos, etc.) may be studied under the supervision of a faculty member, variously by lectures, seminars, or individual study or research. Students hoping to arrange such a course must prepare

a proposal and secure consent to undertake direction of the course from a faculty member and apply for approval using the Physics independent study web form https://physics.wustl.edu/independent-study
Credit 3 units. A&S IQ: NSM Art: NSM BU: SCI
Typical periods offered: Fall

PHYSICS 1942 Selected Topics in Physics I
Topics of special interest (e.g., holography, relativity, nuclear power, computer applications in physics, etc.) may be studied under the supervision of a faculty member, variously by lectures, seminars, or individual study or research. Students hoping to arrange such a course must prepare a proposal and secure the instructor's consent to undertake direction of the course from a faculty member andapply for approval using the Physics independent study web form https://physics.wustl.edu/independent-study
Credit 3 units. A&S IQ: NSM Art: NSM BU: SCI
Typical periods offered: Spring

PHYSICS 1980 Physics II
Continuation of Physics 197. An advanced, calculus-based introduction to central concepts in physics for students who desire to major in physics or another physical science, or who have a special interest in physics. The course is structured around three themes that are treated in depth: electricity and magnetism, quantum physics, and statistical and thermal physics. A daily regimen of homework and reading as well as active class participation are integral parts of the course. Prerequisites: Physics 197 and Calculus II. Students who have not taken Physics 197 may not register for Physics 198. Concurrent registration in a Physics 198 lab section is required. Credit may not be obtained for both Physics 118 and Physics 198.
Credit 4 units. A&S IQ: NSM, AN Art: NSM BU: SCI

PHYSICS 2010 Energy and Climate
This course will explain the physical principles underlying our energy systems and climate change, at a level suitable for an informed citizen who wishes to understand the natural world and the issues of the day.
Credit 3 units.
Typical periods offered: Fall

PHYSICS 2160 Introduction to Relativity: The Special Theory
Introduction to the special and general theories of relativity. Einstein's postulates of the principle of relativity and the constancy of the speed of light. Simple kinematics and dynamics: simultaneity, time dilation, space-time diagrams, twin and other paradoxes, E = mc^2, laws of motion. Elements of general relativity; curved spacetime, experimental tests, black holes, gravitational waves.
Credit 1 unit. A&S IQ: NSM Art: NSM BU: SCI
Typical periods offered: Spring

PHYSICS 2170 Introduction to Quantum Physics
Introduction to the special and general theories of relativity. Einstein's postulates of the principle of relativity and the constancy of the speed of light. Simple kinematics and dynamics: simultaneity, time dilation, space-time diagrams, twin and other paradoxes, E = mc^2, laws of motion. Elements of general relativity; curved spacetime, experimental tests, black holes, gravitational waves.
Credit 3 units. A&S IQ: NSM, AN Art: NSM BU: SCI
Typical periods offered: Fall

PHYSICS 2330 Introduction to Astrophysics I: From Stars to Black Holes
First course of a two-semester calculus-based introduction to astronomy and astrophysics. Topics include interaction of radiation and matter, properties of stars, stellar atmospheres, stellar interiors, formation and evolution of stars, supernovae, neutron stars, white dwarfs, and black holes.
Credit 3 units. A&S IQ: NSM, AN
Typical periods offered: Fall

PHYSICS 2941 Selected Topics in Physics II
Topics of special interest (e.g., superconductivity, quasicrystals, neural networks, chaos, etc.) may be studied under the supervision of a faculty member, variously by lectures, seminars, or individual study or research. Students hoping to arrange such a course must prepare a proposal and secure consent to undertake direction of the course from a faculty member and apply for approval using the Physics independent study web form https://physics.wustl.edu/independent-study
Credit 3 units. A&S IQ: NSM Art: NSM BU: SCI
Typical periods offered: Fall

PHYSICS 2942 Selected Topics in Physics II
Topics of special interest (e.g., holography, relativity, nuclear power, computer applications in physics, etc.) may be studied under the supervision of a faculty member, variously by lectures, seminars, or individual study or research. Students hoping to arrange such a course must prepare a proposal and secure the instructor's consent to undertake direction of the course from a faculty member and apply for approval using the Physics independent study web form https://physics.wustl.edu/independent-study
Credit 3 units. A&S IQ: NSM Art: NSM BU: IS
Typical periods offered: Spring

PHYSICS 3068 Introduction to Quantum Information
A general introduction to the field of quantum information: physics of information processing, quantum logic, quantum algorithms, physical hardware for quantum computation, quantum communications, quantum error corrections, quantum sensing
Credit 3 units. A&S IQ: NSM, AN Art: NSM
Typical periods offered: Spring

PHYSICS 3180 Introduction to Quantum Physics II
Application of elementary quantum principles to atomic and molecular physics, solid-state physics, and nuclear and particle physics. Prerequisite: Physics 217.
Credit 3 units. A&S IQ: NSM, AN Art: NSM BU: SCI
Typical periods offered: Spring

PHYSICS 3190 Quantum Theory of Matter
Students will learn how to apply quantum mechanics principles to atomic and molecular physics, solid-state physics, nuclear physics, and particle physics. A portion of the course will also be devoted to introducing Dirac notation and discussing its applications to simple systems.
Credit 3 units. A&S IQ: NSM, AN
Typical periods offered: Spring

PHYSICS 3321 Electronics Laboratory
Elements of linear and nonlinear circuits, amplifiers, feedback, with applications in experimental physics. Prerequisite: Phys 192 or Phys 194 or Phys 198 or Phys 206 or permission of instructor. Two three-hour laboratories and two one-hour lectures a week.

Credit 3 units. A&S IQ: NSM, AN Art: NSM BU: SCI
Typical periods offered: Fall

PHYSICS 3322 Physical Measurement Laboratory
A variety of classical and modern experiments in physics, including five experiments in nuclear radiation. Use of computers in experiment control, data acquisition, and data analysis. Development of skills in writing lab notebooks and formal reports and giving short oral presentations on experiments. Two laboratory periods each week. Prerequisite: Physics 217 or permission of instructor; junior or senior level standing
Credit 3 units. A&S IQ: NSM, AN, WI Art: NSM BU: SCI
Typical periods offered: Fall, Spring

PHYSICS 3323 Optics and Wave Physics Laboratory
Introduction to optics and to treatment of experimental data. Experiments and lectures on refraction, interference, diffraction, polarization, and coherence properties of waves with emphasis on light. Data analysis using statistical methods. Prerequisite: Physics 117A-118A or Physics 197-198.
Credit 3 units. A&S IQ: NSM Art: NSM BU: SCI
Typical periods offered: Fall, Spring

PHYSICS 3324 Biophysics Laboratory
This laboratory course consists of table-top experiments in biological physics that are designed to introduce the student to concepts, methods, and biological model systems in biophysics. Most experiments combine experimentation with computer simulations. The list of available experiments includes electrophysiology, human bioelectricity, optical tweezers, ultrasonic imaging, mass spectrometer, and viscosity measurements.Prior completion of Prerequisite: Physics 191 - 192 or Phys 193 - 194 or Physics 197-198 or Phys 205 - 206 or permission of instructor.
Credit 3 units. A&S IQ: NSM, AN Art: NSM
Typical periods offered: Fall

PHYSICS 3330 Planets and Life in the Universe
In this course, we will explore the history, methods, outcomes, and broad impacts of exoplanet research and how these are connected to our search for life beyond planet Earth. Following an engaging contextual introduction at the beginning of the lectures, topics will be presented with an accessible mathematical treatment (e.g., geometrical derivations of the two-body transit problem). Prerequisite: Physics 191 and 192 or Physics 193 and 194.
Credit 3 units. A&S IQ: NSM, AN Art: NSM
Typical periods offered: Fall

PHYSICS 3331 Introduction to Astrophysics
This course covers the physics needed for higher level astrophysics courses, and is a requirement for those courses. Furthermore, it gives a first introduction to several topics in modern astrophysics, including stars (stellar structure and evolution), compact objects (neutron stars and black holes), galaxies (galactic structure), and cosmology. The course should be taken by everybody interested in astrophysics. Prerequisite: Physics 191 and 192 or Physics 193 and 194 or Physics 197 and 198 or permission of instructor.
Credit 3 units. A&S IQ: NSM Art: NSM BU: SCI
Typical periods offered: Fall, Spring

PHYSICS 3332 Introduction to Astrophysics II: Planets, Galaxies, and the Universe
Second course of a two-semester calculus-based introduction to astronomy and astrophysics. Astrophysics is the study of the planets, the Sun and other stars, the Milky Way Galaxy and the other galaxies, the interstellar medium and intergalactic medium, and the Universe itself. This study is aided by our knowledge of the laws of Physics discovered by experiments carried out in laboratories, and astronomical observations have often revealed new fundamental laws of Physics. This course will begin by covering the motions of the Sun and the Moon as we see them across the sky, the structure of the Solar System, and the search for exoplanets orbiting other stars. Then we will jump discussing the Milky Way galaxy, active galaxies with growing supermassive black holes, quasars, and how galaxies assemble in clusters of galaxies that form the cosmic web. Finally, we will describe our current knowledge of the matter, radiation, and energy content of the Universe as well as its birth, evolution, and fate. In class, we will also discuss fascinating topics, like the telescopes that enable us to study the universe using radio waves, X-ray and gamma-ray photons, gravitational waves, and neutrinos. The purpose of the course is to kindle your interest in Astrophysics and Cosmology and to prepare you for their more detailed study in upper-level courses.
Credit 3 units. A&S IQ: NSM
Typical periods offered: Spring

PHYSICS 3350 Physics of the Brain
Concepts and techniques of physics are applied to study the functioning of neurons and neuronal circuits in the brain. Neurons and neural systems are modeled at two levels: (i) at the physical level, in terms of the electrical and chemical signals that are generated and transmitted and (ii) at the information-processing level, in terms of the computational tasks performed. Specific topics include: neuronal electrophysiology, neural codes, neural plasticity, sensory processing, neural network architectures and learning algorithms, and neural networks as dynamical and statistical systems. Course grade is based primarily on an individualized term project. Prerequisite: Phys 191-192 or Phys 193-194 or Phys 197-198 or Phys 205-206, or permission of the instructor.
Credit 3 units. A&S IQ: NSM Art: NSM BU: SCI
Typical periods offered: Fall, Spring

PHYSICS 3354 Physics of Living Systems
One of the grand challenges in contemporary biophysics is placing our understanding of cellular systems on a firm quantitative footing. How does the collective activity of molecules enable the cell to sense its environment, make decisions, grow and develop? This course, aimed at physical and life science students, will serve as an introduction to the physical principles and mathematical techniques underlying the analysis of systems and synthetic biology. Topics will include modeling gene and signaling networks, the regulation of intracellular structures, and pattern formation in development. Students in this course can expect to learn both analytical and computer simulation approaches to fundamental problems in biology, biophysics, and biotechnology. Graduate students will explore the subject in more depth.
Credit 3 units. A&S IQ: NSM BU: SCI
Typical periods offered: Fall, Spring

PHYSICS 3355 Physics of Vision
How do the eyes capture an image and convert it to neural messages that ultimately result in visual experience? This lecture and demonstration course will cover the physics of how we see. The course is addressed to physics, premedical, and life-sciences students with an interest in biophysics. Topics include physical properties of light, evolution of the eyes, image formation in the eye, image sampling with an array of photoreceptors, transducing light into electrical signals, color coding, retinal organization, computing with

nerve cells, compressing the 3-D world into optic nerve signals, inferring the 3-D world from optic nerve signals, biomechanics of eye movement, engineered vision in machines. The functional impact of biophysical mechanisms for visual experience will be illustrated with psychophysical demonstrations.
Credit 3 units. A&S IQ: NSM Art: NSM BU: SCI
Typical periods offered: Fall

PHYSICS 3440 Energy and Environmental Physics
This intermediate-level course applies basic physics principles to this increasingly important area. It is designed for all science and engineering majors with an interest in energy and environmental issues. Topics to be covered include population trends, fossil fuel use, renewable energy sources, energy storage strategies and climate change. Particular emphasis will be given to the use of the fundamental laws of physics, such as energy conservation, as well as more general concepts such as local and global stability, chaotic behavior, probability and risk. The aim of the course is the development of analytical skills and familiarity with important concepts, in order to enable an independent and informed view of environmental problems and possible solutions.
Credit 3 units. A&S IQ: NSM, AN Art: NSM BU: SCI
Typical periods offered: Fall

PHYSICS 3941 Selected Topics in Physics III
Topics of special interest (e.g., superconductivity, quasicrystals, neural networks, chaos, etc.) may be studied under the supervision of a faculty member, variously by lectures, seminars, or individual study or research. Students hoping to arrange such a course must prepare a proposal and secure consent to undertake direction of the course from a faculty member and apply for approval using the Physics independent study web form https://physics.wustl.edu/independent-study
Credit 3 units. A&S IQ: NSM Art: NSM BU: SCI
Typical periods offered: Fall

PHYSICS 3942 Selected Topics in Physics III
Topics of special interest (e.g., holography, relativity, nuclear power, computer application in physics, etc.) may be studied under the supervision of a faculty member, variously by lectures, seminars, or individual study or research. Students hoping to arrange such a course must prepare a proposal and secure the instructor's consent to undertake direction of the course from a faculty member and apply for approval using the Physics independent study web form https://physics.wustl.edu/independent-study
Credit 3 units. A&S IQ: NSM Art: NSM BU: SCI
Typical periods offered: Spring

PHYSICS 3995 Physics Coursework Completed Abroad
Course is used to transcribe study abroad elective physics units on transcripts
Credit 12 units.
Typical periods offered: Fall, Spring, Summer

PHYSICS 4011 Mechanics
Motion of a point particle, rotational motion, oscillation, gravitation and central forces, Lagrangian and Hamiltonian formulation.
Credit 3 units. A&S IQ: NSM Art: NSM
Typical periods offered: Spring

PHYSICS 4021 Electricity and Magnetism
Starting from Coulomb's law, the Biot-Savart law, and Faraday's law, the electrical and magnetic fields are defined and applied. Maxwell's equations are derived and their consequences, such as electromagnetic waves and relativity, are explored.
Credit 3 units. A&S IQ: NSM, AN Art: NSM BU: SCI
Typical periods offered: Fall

PHYSICS 4022 Electricity and Magnetism II
The second course in a two part series covering the classical theory of electricity and magnetism leading to the derivation and application of Maxwell's equation. Topics in electrodynamics including Faraday's law, the displacement current and Maxwell's equations in vacuum and in matter are covered. Electromagnetic waves and radiation, special relativity and relativistic electrodynamics will also be discussed.
Credit 3 units. A&S IQ: NSM, AN Art: NSM
Typical periods offered: Spring

PHYSICS 4027 Introduction to Computational Physics
What does it mean to solve a research problem using a computer? What is the difference between someone ran a simulation and an interesting research result? And what skills does it take? Familiarity with a programming language is, of course, essential, but that is only the beginning. This course will focus on the methodology of computational research, touching also on topics in numerical analysis, statistics and visualization. The format will combine lectures and hands-on experience, with emphasis on research-style small-group projects.
Credit 3 units. A&S IQ: NSM Art: NSM
Typical periods offered: Fall, Spring

PHYSICS 4063 Statistical Mechanics and Thermodynamics
Basic methods of classical and quantum statistical mechanics, thermodynamics, and transport theory.
Credit 3 units. A&S IQ: NSM, AN Art: NSM
Typical periods offered: Fall

PHYSICS 4071 Quantum Mechanics
Origins of quantum theory, wave packets and uncertainty relations, Schroedinger's equation in one dimension, step potentials and harmonic oscillators, eigenfunctions and eigenvalues, Schroedinger's equation in three dimensions, the hydrogen atom, symmetry, spin and the periodic table, approximation methods for time independent problems, quantum statistics
Credit 3 units. A&S IQ: NSM Art: NSM
Typical periods offered: Fall

PHYSICS 4072 Solid State Physics
Crystal structures, binding energies, thermal properties, dielectrics, magnetism, free electron theory of metals, band theory, semiconductors, defects in solids.
Credit 3 units. A&S IQ: NSM Art: NSM
Typical periods offered: Spring

PHYSICS 4074 Introduction to Particle Physics
Introduction to the standard model of particle physics, including symmetries, conservation laws, the weak interaction, the strong interaction, quark confinement, and some more exotic ideas such as grand unified theories.
Credit 3 units. A&S IQ: NSM, AN Art: NSM
Typical periods offered: Spring

PHYSICS 4077 Physics of Finite and Infinite Nuclear Systems
Quantum mechanics of finite and infinite systems of protons and neutrons. Interaction between nucleons. Independent-particle model of nuclei and shell structure. Contrast with atomic shell model. Isospin symmetry. Information from weakly and strongly interacting probes of nuclei. Nuclear decay properties and some historical context. Many-particle description of nuclear systems. Single-particle versus collective phenomena. Properties of excited states. Bulk properties of nuclei. Nuclear and neutron matter. Role of different energy scales in determining nuclear properties: influence of long-range, short-range, and medium-induced interactions. Pairing correlations in nuclear systems. Relevance of nuclear phenomena and experiments for astrophysics and particle physics.
Credit 3 units. A&S IQ: NSM
Typical periods offered: Spring

PHYSICS 4080 Artificial Intelligence and Machine Learning Methods With Applications to Physics
The course will introduce key ideas of AI and machine learning from a statistical physics perspective. Essentials of statistical distributions, kernel methods, neural networks, large language models, diffusion models, and many other tools will be presented from this physics based approach. Students will apply these techniques to problems in physics. Apart from the very first assignments, nearly all homework problems will assume the use of Python. If you do not know Python, there will be an additional very brief introduction to Python that the instructor will give in addition to the course lectures.
Credit 3 units. A&S IQ: NSM, AN
Typical periods offered: Fall

PHYSICS 4081 Critical Analysis of Scientific Data
Data science is most commonly associated with topics in computer science. However, efficient algorithms, specific software packages, neural nets, and so on are only tools, and they are easily misused. In a research setting, working with data is primarily an exercise in critical thinking. The purpose of this interactive, hands-on course is to learn from mistakes by making them in a safe environment. After covering/reviewing probability theory, Bayesian inference, elements of information theory, and random matrix theory, the course will focus on case studies of real-world biological data, such as quantitative imaging data, next generation sequencing (metagenomics), and neural recordings. These modules will involve the critical reading of research papers and working through puzzle-based assignments. The primary modules will be supplemented by shorter presentations on topics chosen by students. Fair warning: This is explicitly not a course on big data or machine learning, although students may choose to explore some of these topics in their presentations (required for credit). Experience with MATLAB or Python strongly encouraged or will need to be acquired during the course. Open to undergraduates with prior programming experience and a quantitative background. Experience with data or statistics not required. Course mimics a research environment, and undergraduates considering an academic research track are especially encouraged.
Credit 3 units. Art: NSM BU: SCI
Typical periods offered: Fall, Spring

PHYSICS 4082 Research Seminar
Designed to introduce students to current developments in physics and to research carried out by faculty. Topics vary each year. Each member of the department addresses their particular specialty. Interested undergraduates may take this seminar in their junior or senior year. Must be taken pass/fail.
Credit 1 unit. A&S IQ: NSM Art: NSM

PHYSICS 4500 Physics of the Brain
Contents are the same as Phys 350. Also intended for graduate students. Includes a more sophisticated term project than Phys 350. Concepts and techniques of physics are applied to study the functioning of neurons and neuronal circuits in the brain. Neurons and neural systems are modeled at two levels: (i) at the physical level, in terms of the electrical and chemical signals that are generated and transmitted and (ii) at the information-processing level, in terms of the computational tasks performed. Specific topics include: neuronal electrophysiology, neural codes, neural plasticity, sensory processing, neural network architectures and learning algorithms, and neural networks as dynamical and statistical systems. Course grade is based primarily on an individualized term project.
Credit 3 units. A&S IQ: NSM Art: NSM BU: SCI
Typical periods offered: Fall, Spring

PHYSICS 4520 Advanced Laboratory II
Applications of analog and digital electronics and microprocessor techniques, followed by projects in modern physics with concurrent lectures on methods of experimental physics. Prerequisite: Phys 322 or permission of instructor. Two laboratories a week.
Credit 3 units. A&S IQ: NSM, WI Art: NSM
Typical periods offered: Spring

PHYSICS 4540 Physics of Living Systems
Contents are the same as Phys 354. Graduate students will explore the subject in more depth.
Credit 3 units. A&S IQ: NSM
Typical periods offered: Fall, Spring

PHYSICS 4550 Physics of Vision
Contents are the same as Phys 355. Also intended for graduate students. Includes a more sophisticated term project than Phys 355. How do the eyes capture an image and convert it to neural messages that ultimately result in visual experience? This lecture and demonstration course will cover the physics of how we see. The course is addressed to physics, premedical, and life-sciences students with an interest in biophysics. Topics include physical properties of light, evolution of the eyes, image formation in the eye, image sampling with an array of photoreceptors, transducing light into electrical signals, color coding, retinal organization, computing with nerve cells, compressing the 3-D world into optic nerve signals, inferring the 3-D world from optic nerve signals, biomechanics of eye movement, engineered vision in machines. The functional impact of biophysical mechanisms for visual experience will be illustrated with psychophysical demonstrations.
Credit 3 units. A&S IQ: NSM Art: NSM
Typical periods offered: Fall

PHYSICS 4553 Topics in Theoretical Biophysics
Application of a range of physical models to biological systems. Topics include protein folding, self-assembling molecular systems, and mechanical properties of biological materials. Background material will be provided, but some exposure to statistical mechanics or thermodynamics is necessary. Prerequisite: experience with ordinary differential equations (as in Mathematics 217).
Credit 3 units. A&S IQ: NSM BU: SCI
Typical periods offered: Spring

PHYSICS 4646 Galactic Astrophysics
In these lectures, the focus is on the dynamics and statistical mechanics of a collection of stars, which is treated as a collisionless system. The course begins with a discussion of potential theory and proceeds to discuss the density and phase distributions of stars in star clusters and

galaxies, thus leading to an understanding of the equilibria and stability of these systems. Topics such as Chandrasekhar's dynamical friction, galaxy formation and dark matter will constitute the final topics of discussion.
Credit 3 units. A&S IQ: NSM Art: NSM BU: SCI
Typical periods offered: Fall

PHYSICS 4660 X-Ray & Gamma-Ray Astrophysics
Observers started to use X-ray and gamma-rays in the sixties and seventies to explore the cosmos with high-energy photons. The sky looks dramatically different at these energies with bright flares from mass accreting black holes and gamma-ray bursts and large diffuse emission from supernova remnants and cosmic rays interacting with galactic matter and magnetic fields dominating the emission. This course gives a comprehensive overview of the underlying physics and observable phenomenology. Topics that will be covered include the history of X-ray and gamma-ray astronomy, high- energy radiation processes, particle heating and acceleration, accretion physics, blast waves and shocks, black holes, neutron stars, supernova remnants, gamma-ray bursts, and galaxy clusters. Prerequisite L31 312.
Credit 3 units. A&S IQ: NSM
Typical periods offered: Fall

PHYSICS 4676 Astrophysics
This Astrophysics course focuses on cosmic rays.Victor Hess discovered in 1912 that ionizing radiation impinges on the top of Earth's atmosphere. Even though physicists have been studying cosmic rays (the ionizing radiation) for more than 100 years now with a fantastic repertoire of experimental and theoretical tools, cosmic rays never stop to surprise us and cosmic ray physicists are still pushing the frontier of cosmic exploration in many ways. This course gives an introduction into this exciting topic covering historical and recent cosmic ray measurements at all energies, particle and antiparticle observations, and neutrino observations. The presently favored models of cosmic ray acceleration and transport are discussed in detail, and some topics of current interest are highlighted (including the production of particles and antiparticles by dark matter). The course also covers radio astronomy and highlights the clues about the origin of the cosmic rays that can be obtained from radio observations. Prerequisite Physics 312 or permission of instructor.
Credit 3 units. A&S IQ: NSM Art: NSM

PHYSICS 4678 From Black Holes to the Big Bang
An introduction to general relativity. The goal will be to illustrate important features of general relativity without the full-blown mathematics of Einstein's equations by restricting attention to spherically symmetric spacetimes. Topics will include: principle of equivalence; curved spacetime; spherical stars and black holes; the Big Bang model, observational cosmology. Prereq: Physics 411 or permission of instructor.
Credit 3 units. A&S IQ: NSM Art: NSM
Typical periods offered: Spring

PHYSICS 4941 Selected Topics in Physics IV
Topics of special interest (e.g., holography, relativity, nuclear power, computer applications in physics, etc.) may be studied under the supervision of a faculty member, variously by lectures, seminars, or individual study or research. Students hoping to arrange such a course must prepare a proposal and secure the instructor's consent to undertake direction of the course from a faculty member and apply for approval using the Physics independent study web form https://physics.wustl.edu/independent-study
Credit 3 units. A&S IQ: NSM Art: NSM BU: SCI
Typical periods offered: Fall

PHYSICS 4942 Selected Topics in Physics IV
Topics of special interest (e.g., holography, relativity, nuclear power, computer applications in physics, etc.) may be studied under the supervision of a faculty member, variously by lectures, seminars, or individual study or research. Students hoping to arrange such a course must prepare a proposal and secure the instructor's consent to undertake direction of the course from a faculty member and apply for approval using the Physics independent study web form https://physics.wustl.edu/independent-study
Credit 3 units. A&S IQ: NSM Art: NSM
Typical periods offered: Spring, Summer

PHYSICS 4995 Physics Coursework Completed Abroad
Course is used to transcribe elective Physics study aboard units.
Credit 0 units.
Typical periods offered: Fall, Spring

PHYSICS 4998 Honors Program
Prerequisites: junior standing, an average grade of B or better, and apply for approval using the Physics independent study web form https://physics.wustl.edu/independent-study. Program and credit to be determined; maximum 6 units.
Credit 3 units.
Typical periods offered: Fall, Spring

Astrophysics Major

Program Requirements

- **Total Units Required:** 52-59
- **Grade Requirement:** Students must complete all coursework for the Astrophysics major with a grade of at least a C-.

Required Introductory Courses

Majors in Astrophysics are required to complete a series of introductory courses.

Students may take either:

Code	Title	Units
PHYSICS 1740	Physics I	3
PHYSICS 1741	Physics I Laboratory	1
PHYSICS 1742	Physics II	3
PHYSICS 1743	Physics II Laboratory	1
Total Units		**8**

or (recommended for majors):

Code	Title	Units
PHYSICS 1741	Physics I Laboratory	1
PHYSICS 1743	Physics II Laboratory	1
PHYSICS 1760	Focused Physics I	4
PHYSICS 1762	Focused Physics II	4
Total Units		**10**

Required Courses

In addition, majors in Astrophysics are required to complete the following courses:

Code	Title	Units
PHYSICS 2170	Introduction to Quantum Physics	3
PHYSICS 3322	Physical Measurement Laboratory	3
PHYSICS 3331	Introduction to Astrophysics	3
PHYSICS 4011	Mechanics	3
PHYSICS 4021	Electricity and Magnetism	3
Total Units		**15**

One additional laboratory course must be chosen from the following:

Code	Title	Units
CHEM 4035	Nuclear and Radiochemistry Lab	3
PHYSICS 3321	Electronics Laboratory	3
PHYSICS 3323	Optics and Wave Physics	3
PHYSICS 4027	Introduction to Computational	3

Required Advanced Courses

In addition to the above requirements, students who are earning the Astrophysics major are required to complete three advanced electives (3000 level and above). Students who declare an Astrophysics major *and* who complete both PHYSICS 1625 Stars, Galaxies and Cosmology and PHYSICS 1626 Solar System Astronomy will be required to complete two advanced electives (3000 level and above). They will choose courses from the following list. Students must receive letter grades for these advanced courses.

Code	Title	Units
PHYSICS 3330	Planets and Life in the Universe	3
PHYSICS 4646	Galactic Astrophysics	3
PHYSICS 4656	Stellar Astrophysics	3
PHYSICS 4660	X-ray & Gamma-ray Astrophysics	3
PHYSICS 4676	Astrophysics	3
PHYSICS 4678	From Black Holes to Big Bang	3
PHYSICS 4680	Astrostatistcis	3

They must also complete one additional course from the preceding list of seven courses or one from the following list of courses:

Code	Title	Units
EEPS 3530	Earth Forces	4
EEPS 4075	Remote Sensing	3
MEMS 3410	Fluid Mechanics	3
PHYSICS 4022	Electricity and Magnetism II	3
PHYSICS 4027	Introduction to Computational Physics	3
PHYSICS 4074	Introduction to Particle Physics	3
PHYSICS 4077	Physics of Finite and Infinite	3
PHYSICS 5470	Intro to Elemantary Particle Physics	3
PHYSICS 5580	Relativistic Astrophysics	3

Required Math Courses

Code	Title	Units
MATH 1510	Calculus I	3
MATH 1520	Calculus II	3
MATH 2130	Calculus III	3
MATH 2500	Differential Equations	3
Total Units		**12**

Students who have completed MATH 2801 Honors Mathematics I and MATH 2802 Honors Mathematics II will have fulfilled the requirement for MATH 1510 Calculus I, MATH 1520 Calculus II, and MATH 2130 Calculus III.

Science-Breadth Requirement

Majors must select one of the following courses to satisfy the science-breadth requirement:

Code	Title	Units
CHEM 1601	Principles of General Chemistry I	3
CHEM 1602	Principles of General Chemistry II	3
CHEM 1701	General Chemistry I	3
CHEM 1702	General Chemistry II	3
CHEM 1751	General Chemistry Laboratory I	3
CHEM 1752	General Chemistry Laboratory II	3
CHEM 4010	Physical Chemistry I	3
CHEM 4020	Physical Chemistry II	3
CHEM 4079	Instrumental Methods: Physical Chemistry	3
CSE 1301	Introduction to Computer Science	3
CSE 1302	Introductory to Computer Engineering	3
CSE 2407	Data Structures and Algorithms	3
EEPS 2021	Introduction to Earth, Environmental, and Planetary Science	3

Students who receive Advanced Placement credit or the equivalent of advanced placement credit (indicated with the use of CHEM 1030 Advanced Placement Chemistry I and/or CHEM 1040 Advanced Placement Chemistry II by the Chemistry department) may use those credits toward the science-breadth requirement.

Additional Information

Senior Honors

Students are encouraged to work toward Latin honors (i.e., cum laude, magna cum laude, and summa cum laude). To qualify, students must meet the academic requirements of the College and successfully complete a suitable project under the supervision of a faculty

member in the department. The project, whether experimental or theoretical, should demonstrate the student's capacity for independent work. Honors candidates must apply to the Undergraduate Studies Committee no later than the the first day of classes of their senior year. The application should include a description of the proposed project, co-signed by the supervising professor. A written report of the completed work must be submitted to the committee by a March deadline. By enrolling in PHYSICS 4998 Honors Program, students may earn up to 6 units of credit for the honors project.

The Physics department also offers Physics majors the possibility to earn departmental distinctions. These distinctions require the same grade point average cutoffs as Latin honors but are calculated exclusively from the grades in Physics courses (i.e., all courses with the prefix PHYSICS). Three levels of distinction are offered: 1) highest distinction; 2) high distinction; and 3) distinction. The highest and high distinctions require at least one semester of undergraduate research and a senior thesis describing the results; these distinctions are limited to the top 15% (highest distinction) and the top 15% to 50% (high distinction) of the physics majors in their senior year as ranked by their GPA in Physics courses. Students who meet the GPA cutoff but who do not undertake undergraduate research and a senior thesis may only receive the third level of distinction.

Transfer Credit and Study Abroad

Students may transfer up to 9 credits of advanced coursework (3000+ level) to satisfy major requirements by taking comparable physics courses at another institution. Prior approval by the department is needed. Online or other distance learning courses are not eligible for transfer credit.

Website: http://physics.wustl.edu

Physics Major

Program Requirements

- **Total Units Required:** 42-44
- **Grade Requirement:** Students must complete all course work for the Physics major with a grade of at least a C-.

Required Introductory Courses

Majors in Physics are required to complete a series of introductory courses. They may take either:

Code	Title	Units
PHYSICS 1740	Physics I	3
PHYSICS 1741	Physics I Laboratory	1
PHYSICS 1742	Physics II	3
PHYSICS 1743	Physics II Laboratory	1
Total Units		**8**

or (recommended for majors):

Code	Title	Units
PHYSICS 1741	Physics Laboratory I	1
PHYSICS 1743	Physics II Laboratory	1
PHYSICS 1760	Focused Physics I	4
PHYSICS 1762	Focused Physics II	4
Total Units		**10**

Required Courses

In addition, **majors in Physics are required to complete the following courses:**

Code	Title	Units
PHYSICS 2170	Introduction to Quantum Physics	3
PHYSICS 3331	Physical Measurement Laboratory	3
PHYSICS 4011	Mechanics	3
PHYSICS 4021	Electricity and Magnetism	3
Total Units		**12**

They must also complete **one additional upper-level laboratory course**, chosen from the following:

Code	Title	Units
CHEM 4035	Nuclear and Radiochemistry Lab	3
PHYSICS 3321	Electronics Laboratory	3
PHYSICS 3323	Optics and Wave Physics Laboratory	3
PHYSICS 3324	Biophysics Laboratory	3
PHYSICS 4027	Introduction to Computational Physics	3

Upper-level courses: Majors are required to complete a minimum of 21 units of advanced courses (3000 level or higher) in Physics, excluding PHYSICS 3941, PHYSICS 3942, PHYSICS 4941, PHYSICS 4942, PHYSICS 4998, and PHYSICS 5000. These 21 units may include courses listed above and may also include *one* upper-level engineering course chosen from the following:

Code	Title	Units
ESE 3510	Signals and Systems	3
ESE 4280	Digital Signal Processing	3
ESE 4290	Basic Principles of Quantum Optics and Quantum Information	3
ESE 4360	Semiconductor Devices	3
ESE 4380	Applied Optics	3
ESE 4410	Control Systems	3
ESE 5310	Nano and Micro Phontonics	3
ESE 5320	Introduction to Nao-Photonic Devices	3
ESE 5820	Fundamentals and Applications of Modern Optical Imaging	3
MEMS 3410	Fluid Mechanics	3

Students must receive letter grades for these advanced courses, and the course must be completed with a grade of at least a C-.

Math courses required for the physics major:

Code	Title	Units
MATH 1510	Calculus I	3
MATH 1520	Calculus II	3
MATH 2130	Calculus III	3
MATH 2500	Differential Equations	3
Total Units		**12**

Students who have completed MATH 2801 Honors Mathematics I and MATH 2802 Honors Mathematic II will have fulfilled the requirement for MATH 1510 Calculus I, MATH 1520 Calculus II, and MATH 2130 Calculus III.

Math courses recommended for the physics major:

- MATH 3008 Mathematics for the Physical Sciences or MATH 3180 Engineering Mathematics A (We recommend that this course precede PHYSICS 4021 Electricity and Magnetism.)
- MATH 3300 Matrix Algebra (We recommend that this course precede PHYSICS 4074 Introduction to Particle Physics.)
- PHYSICS 5010 Theoretical Physics and PHYSICS 5020 Methods of Theoretical Physics II are also recommended.

Science-breadth requirement: Majors must select three of the following courses to satisfy the science-breadth requirement. One of the three courses must be CHEM 1030 Advanced Placement Chemistry I, CHEM 1040 Advanced Placement Chemistry II, CHEM 1601 Principles of General Chemistry I, CHEM 1602 Principles of General Chemistry II, CHEM 1701 General Chemistry I, CHEM 1702 General Chemistry II, CHEM 4010 Physical Chemistry I, or CHEM 4020 Physical Chemistry II.

Code	Title	Units
BIOL 2960	Principle of Biology I	4
BIOL 2970	Principles of Biology II	4
CHEM 1030	Advanced Placement Chemistry I	3
CHEM 1040	Advanced Placement Chemistry II	3
CHEM 1601	Principles of General Chemistry I	3
CHEM 1602	Principles of General Chemistry II	3
CHEM 1701	General Chemistry I	3
CHEM 1702	General Chemistry II	3
CHEM 1751	General Chemistry Laboratory I	2
CHEM 1752	General Chemistry Laboratory II	2
CHEM 4010	Physical Chemistry I	3
CHEM 4020	Physical Chemistry II	3
CHEM 4079	Instrumental Methods: Physical Chemistry	3
CSE 1301	Introduction to Computer Science	3
CSE 1302	Introductory to Computer Engineering	3
CSE 2407	Data Structures and Algorithms	3
EEPS 2021	Introduction to Earth, Environmental, and Planetary Science	3

Students who have received credit for CHEM 1030 Advanced Placement Chemistry I and CHEM 1040 Advanced Placement Chemistry II can use them toward the science-breadth requirement.

Additional Information

Senior Honors

Students are encouraged to work toward Latin honors (i.e., cum laude, magna cum laude, and summa cum laude). To qualify, students must meet the academic requirements of the College and successfully complete a suitable project under the supervision of a faculty member in the department. The project, whether experimental or theoretical, should demonstrate the student's capacity for independent work. Honors candidates must apply to the Undergraduate Studies Committee no later than the the first day of classes of their senior year. The application should include a description of the proposed project, co-signed by the supervising professor. A written report of the completed work must be submitted to the committee by a March deadline. By enrolling in PHYSICS 4998 Honors Program, students may earn up to 6 units of credit for the honors project.

The Physics department also offers Physics majors the possibility to earn departmental distinctions. These distinctions require the same grade point average cutoffs as Latin honors but are calculated exclusively from the grades in Physics courses (i.e., all courses with the prefix PHYSICS). Three levels of distinction are offered: 1) highest distinction; 2) high distinction; and 3) distinction. The highest and high distinctions require at least one semester of undergraduate research and a senior thesis describing the results; these distinctions are limited to the top 15% (highest distinction) and the top 15% to 50% (high distinction) of the physics majors in their senior year as ranked by their GPA in Physics courses. Students who meet the GPA cutoff but who do not undertake undergraduate research and a senior thesis may only receive the third level of distinction.

Transfer Credit and Study Abroad

Students may transfer up to 9 credits of advanced coursework (3000+ level) to satisfy major requirements by taking comparable physics courses at another institution. Prior approval by the department is needed. Online or other distance learning courses are not eligible for transfer credit.

Website: http://physics.wustl.edu

Physics Major, Biophysics Specialization

Program Requirements

- **Total Units Required:** 46-48
- **Grade Requirement:** Students must complete all coursework for the Physics Major, Biophysics Specialization with a grade of at least a C-.

Required Introductory Courses

Majors in Physics are required to complete a series of introductory courses. They may take either:

Code	Title	Units
PHYSICS 1740	Physics I	3
PHYSICS 1741	Physics I Laboratory	1
PHYSICS 1742	Physics II	3
PHYSICS 1743	Physics II Laboratory	1
Total Units		**8**

or (recommended for majors):

Code	Title	Units
PHYSICS 1741	Physics I Laboratory	1
PHYSICS 1743	Physics II Laboratory	1
PHYSICS 1760	Focused Physics I	4
PHYSICS 1762	Focused Physics II	4
Total Units		**10**

Required Courses

Majors in Physics are required to complete the following courses:

Code	Title	Units
PHYSICS 2170	Introduction to Quantum Physics	3
PHYSICS 3331	Physical Measurement Laboratory	3
PHYSICS 4011	Mechanics	3
PHYSICS 4021	Electricity and Magnetism	3
Total Units		**12**

They must also complete **one additional upper-level laboratory course,** chosen from the following:

Code	Title	Units
CHEM 4035	Nuclear and Radiochemistry Lab	3
PHYSICS 3321	Electronics Laboratory	3
PHYSICS 3323	Optics and Wave Physics Laboratory	3
PHYSICS 3324	Biophysics Laboratory	3
PHYSICS 4027	Introduction to Computational Physics	3

Upper-level courses: Majors are required to complete a minimum of 21 units of advanced courses (3000 level or higher) in Physics, excluding PHYSICS 3941, PHYSICS 3942, PHYSICS 4941, PHYSICS 4942, PHYSICS 4998, and PHYSICS 5000. These 21 units may include courses listed above and may also include *one* upper level engineering class chosen from the following:

Code	Title	Units
ESE 3510	Signals and Systems	3
ESE 4290	Basic Principles of Quantum Optics and Quantum Information	3
ESE 4360	Semiconductor Devices	3
ESE 4380	Applied Optics	3
ESE 4410	Control Systems	3
ESE 4820	Digital Processing	3
ESE 5310	Nano and Micro Photonics	3
ESE 5320	Introduction to Nano-Photonic Devices	3
ESE 5820	Fundamentals and Applications of Moder Optical Imaging	3
MEMS 3410	Fluid Mechanics	3

Students must receive letter grades for these advanced courses, and the course must be completed with a grade of at least a C-.

Math courses required for the physics major:

Code	Title	Units
MATH 1510	Calculus I	3
MATH 1520	Calculus II	3
MATH 2130	Calculus III	3
MATH 2500	Differential Equations	3
Total Units		**12**

Students who have completed MATH 2801 Honors Mathematics I and MATH 2802 Honors Mathematics II will have fulfilled the requirement for MATH 1510 Calculus I, MATH 1520 Calculus II, and MATH 2130 Calculus III.

Math courses recommended for the physics major:

- MATH 3008 Mathematics for the Physical Sciences or ESE 3180 Engineering Mathematics (We recommend that this course precede PHYS 4021 Electricity and Magnetism.)
- MATH 3300 Matric Algebra (We recommend that this course precede PHYSICS 4074 Introduction to Particle Physics.)
- PHYSICS 5010 Theoretical Physics and PHYSICS 5020 Methods of Theoretical Physics II are also recommended.

Science-breadth requirement: Majors must select three of the following courses to satisfy the science-breadth requirement. One of the three courses must be CHEM 1030 Advanced Placement Chemistry I, CHEM 1040 Advanced Placement Chemistry II, CHEM 1601 Principles of General Chemistry I, CHEM 1602 Principles of General Chemistry II, CHEM 1701 General Chemistry I, CHEM 1702 General Chemistry II, CHEM 4010 Physical Chemistry I, or CHEM 4020 Physical Chemistry II.

Code	Title	Units
BIOL 2960	Principles of Biology I	4
BIOL 2970	Principles of Biology II	4
CHEM 1030	Advanced Placement Chemistry I	3
CHEM 1040	Advanced Placement Chemistry II	3
CHEM 1601	Principles of Chemistry I	3
CHEM 1602	Principles of General Chemistry II	3
CHEM 1701	General Chemistry I	3
CHEM 1702	General Chemistry II	3
CHEM 1751	General Chemistry Laboratory I	2
CHEM 1752	General Chemistry Laboratory II	2

CHEM 4010	Physical Chemistry I	3
CHEM 4020	Physical Chemistry II	3
CHEM 4079	Instrumental Methods:Physical Chemistry	3
CSE 1301	Introduction to Computer Science	3
CSE 1302	Introductory to Computer Engineering	3
CSE 2407	Data Structures and Algorithms	3
EEPS 2021	Introduction to Earth, Environmental, and Planetary Science	3

Students who have received credit for CHEM 1030 Advanced Placement Chemistry I and CHEM 1040 Advanced Placement Chemistry II can use them toward the science-breadth requirement.

Requirements for the Biophysics Specialization

Physics majors may concentrate in the subfield of biophysics by taking the following courses (as part of their distribution requirements):

Physics requirement:

Code	Title	Units
PHYSICS 4063	Statistical Mechanics and Thermodynamics	3

One of the following:

Code	Title	Units
PHYSICS 3350	Physics of the Brain	3
PHYSICS 3355	Physics of Vision	3

One of the following:

Code	Title	Units
PHYSICS 3354	Physics of Living Systems	3
PHYSICS 4081	Critical Analysis of Scientific Data	3
PHYSICS 4553	Topics in Theortical Biophysics	3
PHYSICS 5090	Nonlinear Dynamic	3
PHYSICS 5630	Topics in Theoretical Biophysics	

Biology requirements:

Code	Title	Units
BIOL 2960	Principles of Biology I	4
BIOL 2970	Principles of Biology II	4
Total Units		**8**

Note: Students who want to have the biophysics track displayed on their transcript must inform the Department of Physics at least one semester before their graduation date. Contact the Director of Undergraduate Studies (dus@physics.wustl.edu) with any questions.

Additional Information

Senior Honors

Students are encouraged to work toward Latin honors (i.e., cum laude, magna cum laude, and summa cum laude). To qualify, students must meet the academic requirements of the College and successfully complete a suitable project under the supervision of a faculty member in the department. The project, whether experimental or theoretical, should demonstrate the student's capacity for independent work. Honors candidates must apply to the Undergraduate Studies Committee no later than the the first day of classes of their senior year. The application should include a description of the proposed project, co-signed by the supervising professor. A written report of the completed work must be submitted to the committee by a March deadline. By enrolling in PHYSICS 4998 Honors Program, students may earn up to 6 units of credit for the honors project.

The Physics department also offers Physics majors the possibility to earn departmental distinctions. These distinctions require the same grade point average cutoffs as Latin honors but are calculated exclusively from the grades in Physics courses (i.e., all courses with the prefix PHYSICS). Three levels of distinction are offered: 1) highest distinction; 2) high distinction; and 3) distinction. The highest and high distinctions require at least one semester of undergraduate research and a senior thesis describing the results; these distinctions are limited to the top 15% (highest distinction) and the top 15% to 50% (high distinction) of the physics majors in their senior year as ranked by their GPA in Physics courses. Students who meet the GPA cutoff but who do not undertake undergraduate research and a senior thesis may only receive the third level of distinction.

Transfer Credit and Study Abroad

Students may transfer up to 9 credits of advanced coursework (3000+ level) to satisfy major requirements by taking comparable physics courses at another institution. Prior approval by the department is needed. Online or other distance learning courses are not eligible for transfer credit.

Website: http://physics.wustl.edu

Astrophysics and Astroparticle Physics Minor

Program Requirements

- **Total Units Required:** 20-22
- **Grade Requirement:** Students must complete all coursework for the Astrophysics minor with a grade of at least a C-.

Required Courses

Required Introductory Courses

Minors in Astrophysics and Astroparticle Physics are required to complete a series of introductory courses.

Students may take either:

Code	Title	Units
PHYSICS 1740	Physics I	3
PHYSICS 1741	Physics I Laboratory	1
PHYSICS 1742	Physics II	3
PHYSICS 1743	Physics II Laboratory	1
Total Units		**8**

or:

Code	Title	Units
PHYSICS 1760	Focused Physics I	4
PHYSICS 1741	Physics I Laboratory	1
PHYSICS 1762	Focused Physics II	4
PHYSICS 1743	Physics II Laboratory	1
Total Units		**10**

Other Required Courses

In addition, minors in Astrophysics and Astroparticle Physics are required to complete the following courses:

Code	Title	Units
PHYSICS 3331	Introduction to Astrophysics	3
PHYSICS 3332	Introduction to Astrophysics II: Planets, Galaxies and the Universe	3
Total Units		**6**

Minors must also take two of the following eight courses:

Code	Title	Units
PHYSICS 2170	Introduction to Quantum Physics	3
PHYSICS 3190	Quantum Theory of Matter	3
PHYSICS 3330	Planets and Life in the Universe	3
PHYSICS 4074	Introduction to Particle Physics	3
PHYSICS 4460	X-Ray & Gamma-Ray Astrophysics	3
PHYSICS 4646	Galactic Astrophysics	3
PHYSICS 4676	Astrophysics	3
PHYSICS 4678	From Black Holes to Big Bang	3

Website: http://physics.wustl.edu

Biomedical Physics Minor

Program Requirements

- **Total Units Required:** 17-19
- **Grade Requirement:** Students must complete all coursework for the Biomedical Physics minor with a grade of at least a C-.

This minor is for students interested in the discussion and application of methods and techniques from physics to topics in the areas of biology and medicine. The program may be of interest to the pre-medicine student or the research-oriented science major.

Required courses: Minors in Biomedical Physics are required to complete a series of introductory courses.

They may take either:

Code	Title	Units
PHYSICS 1740	Physics I	3
PHYSICS 1741	Physics I Laboratory	1
PHYSICS 1742	Physics II	3
PHYSICS 1743	Physics II Laboratory	1
Total Units		**8**

or:

Code	Title	Units
PHYSICS 1760	Focused Physics I	4
PHYSICS 1741	Physics I Laboratory	1
PHYSICS 1762	Focused Physics II	4
PHYSICS 1743	Physics II Laboratory	1
Total Units		**10**

Elective courses: Minors must take two of the following five courses:

Code	Title	Units
PHYSICS 3350	Physics of the Brain	3
PHYSICS 3354	Physics of Living Systems	3
PHYSICS 3355	Physics of Vision	3
PHYSICS 4081	Critical Analysis of Scientific Data	3
PHYSICS 4553	Topics in Theoretical Biophysics	3

They must also take one of the following four laboratory courses:

Code	Title	Units
PHYSICS 3321	Electronics Laboratory	3
PHYSICS 3322	Physical Measurement Laboratory	3
PHYSICS 3323	Optics and Wave Physics Laboratory	3
PHYSICS 3324	Biophysics Laboratory	3

Website: http://physics.wustl.edu

Physics Minor

Program Requirements

- **Total Units Required:** 17-19
- **Grade Requirement:** Students must complete all coursework for the Physics minor with a grade of at least a C-.

Required Introductory Courses

Minors in Physics are required to complete a series of introductory courses. They may take either:

Code	Title	Units
PHYSICS 1740	Physics I	3
PHYSICS 1741	Physics I Laboratory	1
PHYSICS 1742	Physics II	3
PHYSICS 1743	Physics II Laboratory	1
Total Units		**8**

or:

Code	Title	Units
PHYSICS 1741	Physics I Laboratory	1
PHYSICS 1743	Physics II Laboratory	1
PHYSICS 1760	Focused Physics I	4
PHYSICS 1762	Focused Physics II	4
Total Units		**10**

Required Courses

Minors in Physics are required to complete the following courses:

Code	Title	Units
PHYSICS 2170	Introduction to Quantum Physics	3
PHYSICS 3180 Introduction to Quantum Physics II **or** PHYSICS 3190 Quantum Theory of Matter		3
Total Units		**6**

Elective Courses

Minors must take at least one additional course at the 3000 level or above (with the exception of PHYSICS 3941, PHYSICS 3942, PHYSICS 4941, PHYSICS 4942, PHYSICS 4998, and PHYSICS 5000) with a grade of C- or better.

Website: http://physics.wustl.edu

Political Science

The Department of Political Science offers undergraduates the opportunity to study all aspects of politics using cutting-edge technical and theoretical tools. Our courses are animated by long-standing problems related to the use of power, its rightful exercise by governments and individual actors, and the institutions that affect how that power is exercised. Reflecting the breadth of the discipline, we offer a range of classes, including courses on elections and electoral politics; international political economy; justice and the state; and comparative analyses of political institutions across states.

A major in political science thus exposes students to the primary themes of the discipline: American politics, comparative politics, international politics, judicial politics, political methodology, and political theory. A major in political science can prepare students well for professional training and advanced study in law, business, education, journalism, policy analysis, political science, public administration, social work, and urban planning. Political science graduates enter careers in business; federal, state, and local government; the media; and nonprofit organizations.

Because political science is a broad discipline, students often choose to combine the major with such related fields as African and African-American studies; American culture studies; anthropology; economics; environmental policy; history; international studies; Jewish, Islamic, and Middle Eastern studies; Latin American studies; philosophy; psychology; and women, gender, and sexuality studies.

Phone:	314-935-5810
Email:	polisci@wustl.edu
Website:	http://polisci.wustl.edu

Faculty

Chair

Betsy Sinclair
Professor
PhD, California Institute of Technology

Associate Chair

Frank Lovett
Professor
PhD, Columbia University

Director of Graduate Studies

Taylor Carlson
Associate Professor
PhD, University of California, San Diego

Director of Undergraduate Studies

Daniel Butler
Professor
PhD, Stanford University

Department Faculty

Deniz Aksoy
Associate Professor
PhD, University of Rochester

Timm Betz
Associate Professor
PhD, University of Michigan

Zachary Bowersox
Lecturer
PhD, The University of Missouri

Christy Boyd
Professor
PhD, Washington University

Randall Calvert
Professor Emeritus
PhD, California Institute of Technology

David Carter
Professor
PhD, University of Rochester

Dino Christenson
Professor
PhD, Ohio State University

Brian Crisp
Professor Emeritus
PhD, University of Michigan

Juan Dodyk
Assistant Professor
PhD, Harvard University

Ted Enamorado
Assistant Professor
PhD, Princeton University

Lee Epstein
Ethan A.H. Shepley Distinguished University Professor
PhD, Emory University

Justin Fox
Associate Professor
PhD, University of Rochester

Matthew Gabel
Professor
PhD, University of Rochester

Amy Gais
Lecturer
PhD, Yale University

James L. Gibson
Sidney W. Souers Professor of Government
PhD, University of Iowa

Matthew Hayes
Associate Professor
PhD, University of Illinois

Clarissa Hayward
Professor
PhD, Yale University

Carlo Horz
Assistant Professor
PhD, New York University

Jaclyn Kaslovsky
Assistant Professor
PhD, Harvard University

William R. Lowry
Professor Emeritus
PhD, Stanford University

Christopher Lucas
Associate Professor
PhD, Harvard University

Andrew Martin
Professor of Political Science and Law
PhD, Washington University

Jacob Montgomery
Professor
PhD, Duke University

Lucia Motolinia
Assistant Professor
PhD, New York University

Diana O'Brien
Bela Kornitzer Distinguished Professorship
PhD, Washington University

Michael Olson
Assistant Professor
PhD, Harvard University

Sunita Parikh
Associate Professor
PhD, University of Chicago

Peng Peng
Postdoctoral Scholar
PhD, Duke University

Amy Pond
Associate Professor
PhD, University of Michigan

Xiaoyan (Christy) Qiu
Assistant Professor
PhD, University of Michigan

Andrew Reeves
Professor; Director of the Weidenbaum Center on the Economy, Government, and Public Policy
PhD, Harvard University

Guillermo Rosas
Professor
PhD, Duke University

Keith Schnakenberg
Professor
PhD, Washington University

Itai Sened
Professor Emeritus
PhD, University of Rochester

Stephanie Shady
Lecturer, Associate Director of Graduate Studies
PhD, University of North Carolina

Victoria Shen
Assistant Professor
PhD, Stanford University

Hannah Simpson
Assistant Professor
PhD, New York University

Steven S. Smith
Professor Emeritus
PhD, University of Minnesota

James Spriggs II
Sidney W. Souers Professor of Government
PhD, Washington University

Michael Strawbridge
Assistant Professor
PhD, Rutgers University

Margit Tavits
William Taussig Professor in Arts & Sciences
PhD, University of Pittsburgh

Ophelia Vedder
Assistant Professor
PhD, Princeton University

Carly Wayne
Assistant Professor
PhD, University of Michigan

Elaine Yao
Assistant Professor
PhD, Princeton University

Majors

- Environmental Policy Major (p. 817)
- Political Science Major (p. 818)
- Political Science Major, American Politics Specialization (p. 819)
- Political Science Major, Comparative Politics Specialization (p. 821)
- Political Science Major, International Politics Specialization (p. 822)
- Political Science Major, Political Methodology Specialization (p. 824)
- Political Science Major, Political Theory Specialization (p. 825)

Minors

- Political Science Minor (p. 826)

Courses

POLSCI 1000 American Politics
In a polarized era of American politics, it is critical to have a working knowledge of the American political process and the analytical skills with which tointerpret contemporary events. This course is designed to accomplish these dual objectives. In the first few weeks of the semester, we will explore boththe key principles of social scientific thinking and trace the evolution of the fundamental characteristics of American government. We will use thisfoundation throughout the remainder of the semester to assess the contemporary challenges to American institutions and the context in which they, andthe general public, make decisions. At the end of the semester, students should be able to understand and critically engage with information about American politics, as well as actively engage with the American political system (should they choose to do so).
Credit 3 units. A&S IQ: SSC Art: SSC BU: BA EN: S UColl: PSA
Typical periods offered: Fall, Spring, Summer

POLSCI 1100 Introduction to Comparative Politics
One of the primary goals of a course in comparative politics is to familiarize students with a broad array of political systems. The approach taken in this course can best be characterized as the active acquisition and use of a set of tools for looking at the political world. In other words, instead of putting emphasis on what textbook writers think political scientist know, in this course the emphasis is on how we know what we know and on building knowledge. This approach equips students with a set of tools to use long after the course is over. These comparative tools are focused on historical, recent, and current events, and students are provided the opportunity to delve more deeply into a study of the parts of the world most they find most interesting.
Credit 3 units. A&S IQ: LCD, SSC Art: SSC BU: BA, IS EN: S UColl: PSC
Typical periods offered: Spring

POLSCI 1200 International Politics
This is an introductory survey course. Its goal is to familiarize students with the basic concepts of International Relations (IR) as a subfield of political science and to introduce them to important issues, such as cooperation and conflict, independence, in the era of globalization, human rights and human development, and the environment.
Credit 3 units. A&S IQ: SSC Art: SSC BU: IS EN: S
Typical periods offered: Fall, Summer

POLSCI 1300 Introduction to Political Theory
This course offers an undergraduate level introduction to the field of political theory. We will focus on three major themes-social justice, power and freedom, and democracy-reading some canonical texts, such as Bentham's Introduction to the Principles of Morals and Legislation and Marx's Capital, but emphasizing contemporary works, such as those of John Rawls, Michael Walzer, Michel Foucault, and Robert Dahl.
Credit 3 units. A&S IQ: SSC Art: FAAM, SSC BU: BA EN: S
Typical periods offered: Fall, Spring

POLSCI 2000 Introduction to Environmental Policy
This course provides an introduction to and overview of environmental policy. Subjects covered include the policy process, the behavior of interest groups and political parties, and the actions of policymakers like Congress and the President. We will also examine issues such as pollution control, climate change, and biodiversity.
Credit 3 units. A&S IQ: SSC Art: SSC BU: BA EN: S
Typical periods offered: Fall, Spring

POLSCI 2099 Civic Action Lab: Running for Political Office
The course will focus on skills related to the democratic expression of political rights and responsibilities. The course will balance background knowledge of the issues with application. Students will explore how to use coalition building and advocacy skills to relate to personal issues to public issues. Students will research a current Missouri bill, create a strategic plan for its passage or failure, and prepare to give testimony on such bill in a mock House of Representatives committee hearing. Students will also learn about ethical dilemmas in policy and politics and create a plan for turning their passions into policy.
Credit 1 unit. A&S IQ: SSC Art: SSC EN: S
Typical periods offered: Fall, Spring

POLSCI 2102 Introduction to Migration Policy and Politics
Migration is a phenomenon in which people, individually or in groups, move from one territory to another. In this course, we will trace the process of migration and discuss the impact of migration on sending and host societies as well as on the migrants themselves. What drives people to migrate from their home communities? What challenges do they face along migration routes? As humans move, languages, ideas, and ways of life diffuse across territories. This diffusion can be integrated into host societies, or it can become a source of tension within the society. What political, social, and economic conditions facilitate this integration or tension? In this course, we will begin to answer these questions through the lens of two primary systems: 1. Central and North America, and 2. the Middle East, North Africa, and Europe. As we study the process of migration, you will work towards a research paper that critically analyzes the migration process using a case of your choice.
Credit 3 units. A&S IQ: SSC EN: S
Typical periods offered: Fall, Spring

POLSCI 2123 Sophomore Seminar in Ethnic Violence
This course introduces students to the principal concepts, questions and answers in the study of ethnic conflict. The goal of the course is to build foundational knowledge on the study of ethnic politics and ethnic conflict. The course begins by addressing why, how and when ethnicity matters. We will study different theories of ethnically-based indentification and mobilization. We will then move on to examine different types of ethnic conflict, ranging from ethnic violence in civil war to ethnic riots. In addition, we will study consequences of and alternative solutions to ethnic conflict. This course counts towards the undergraduate Comparative Politics subfield.
Credit 3 units. A&S IQ: SSC Art: SSC
Typical periods offered: Fall

POLSCI 2196 Practical Applications in Political Science
Credit for internships in Political Science.
Credit 3 units.
Typical periods offered: Fall, Spring, Summer

POLSCI 2281 Civic Action Lab: Skills That Turn Passion Into Policy
The course will focus on skills related to the democratic expression of political rights and responsibilities. The course will balance background knowledge of the issues with application. Students will explore how to use coalition building and advocacy skills to relate personal issues to public issues. Students will research a current Missouri bill, create a strategic plan for its passage or failure, and prepare to give testimony on such bill in a mock House of Representatives committee hearing. Students will also learn about ethical dilemmas in policy and politics and create a plan for turning their passions into policy.
Credit 2 units.
Typical periods offered: Spring

POLSCI 2400 Data Science for Politics
We are on the doorstep of a new era of social science. Never before have political scientists had access to so much data about the attitudes and actions of individuals, institutions, and nations. Data on everything from the votes of members of the U.S. Senate in 1855 to terrorist attacks from around the globe are only a few clicks away. This class is designed to make you an active participant in this new data-rich world. The goal is to introduce you to the methods and practices by which you can use this data to answer questions that are important to us as political scientists and citizens. How many citizens currently approve of the president, and how do we know? What policies are most effective at reducing poverty? Which campaign ads are most effective at persuading voters? Can we affect the behavior of our Facebook friends just by sharing our opinions?
Credit 3 units. A&S IQ: SSC, AN Art: SSC BU: BA EN: S
Typical periods offered: Fall, Summer

POLSCI 2490 Reproducible Data Skills for Political Scientists
Reproducibility and open scientific practices are increasingly required of scientists and researchers. Training on how to apply these practices in data analysis has not kept up with demand. During this course, students will develop skills to meet this demand. This course uses a practical approach based on iterative application assignments that provide students with practical experience with real data problems.
Credit 3 units. A&S IQ: SSC, AN Art: SSC EN: S
Typical periods offered: Spring

POLSCI 2511 Juvenile Justice in the Black Experience
Credit 3 units.

POLSCI 2900 Directed Research in Political Science
Introduces first-years and sophomores to research by engaging them in ongoing faculty research projects within the department. Under the direction of a faculty mentor, students take part in tasks that contribute to the mentor's research. Through this hands-on experience, students learn about the research process and build foundational research skills that can benefit their future academic experience and development. Faculty mentors provide regular guidance, training, and feedback to support students' understanding and growth. Students are registered by the department after approval from the faculty member leading the research project. The course may be taken for 1-3 credit hours based on the weekly hours required. Credit/No Credit only
Credit 3 units.
Typical periods offered: Spring

POLSCI 2999 Internship in Political Science
Please see department for more information.
Credit 3 units.
Typical periods offered: Fall, Spring, Summer

POLSCI 3005 Fast Fashion and the Environment
Students will leave this term with a greater understanding of not just this phenomenon, but the policies that created and now maintain it. Students will have an opportunity to identify and evaluate fast fashion brand performance relative to their envrionmental obligations. They will also have an opportunity to de- sign an international treaty mechanism to address the increased waste and harmful environmental consequences of the industry. Note: This course counts toward the undergraduate XXX subfield.
Credit 3 units. A&S IQ: SSC
Typical periods offered: Fall

POLSCI 3008 The Stories That Win
We all know them. From fairy tales to bestsellers, legends of oral tradition to trend-setting points in the U.S. and global literary marketplace, they are the stories that win. These stories are rooted in a collective literary imagination that binds individual and community hopes + struggles. They are novels, or memoirs of political coming of age, tales of creative sparks that have led to iconic global brands and products, or narrative analyses that become collective origin stories. They speak to the relationship between expectations of justice and our varied political identities; they provide communal reference points during marked moments in history. These stories win by transcending the limits of time or through the entanglements of commercial success. This semester we delve into political memoirs; origin stories of athletes, iconic products, and CEOs; community narrative histories; fairy tales; and myths of national beginnings. We want to understand how power and the uses of history are central to making certain stories, especially origin stories, the ones public figures deploy to represent their identity, the stories we as a nation tell about ourselves over and over, and the ones that become our collective points of reference-that is, the stories that win. And we want to know why other stories-and the people they're about-are so often left out of our collective imagination.
Credit 3 units. A&S IQ: HUM BU: HUM EN: H
Typical periods offered: Spring

POLSCI 3009 Politics in Bureaucracies
Focuses on politics and political conflicts involving bureaucratic organizations, primarily but not exclusively those of the federal government. Attention given to the characteristics of bureaucratic organizations and their members; their relations with one another as well as with other participants in policy making also considered. Major activities within bureaucracies--planning, program development, organizing, budgeting, and service delivery--discussed with a view to clarifying their political implications and consequences; problems associated with controlling and changing bureaucracies.
Credit 3 units. A&S IQ: SSC Art: SSC BU: BA EN: S
Typical periods offered: Fall

POLSCI 3014 Gender, Politics, and Policy in the United States
This course surveys central topics in the study of gender and politics, covering such issues as women's participation in political parties and social movements, women as voters and candidates in political elections, feminism and the state, and gender and international politics. It will draw on examples from various world regions and time periods to analyze similarities and differences across cases around the globe.
Credit 3 units. A&S IQ: SSC Art: SSC BU: BA EN: S

POLSCI 3015 Computational Modeling in the Social Sciences
This course will introduce students to the theory and practice of computational modeling in social science. Computational modeling allows us to explore topics - including complexity, emergence, and dynamics - that are difficult to study using traditional analytic methods. This course will cover the theoretical foundations behind computational modeling in addition to offering an introduction to the design and programming of such models.
Credit 3 units. A&S IQ: SSC EN: S

POLSCI 3016 African American Politics
Race has been a central issue in United States politics since the country's founding. From debates about the South's \peculiar institution to the Civil Rights Movement to contemporary discussions about a post-racial America, political discourse in the United States has often revolved around issues of race. In this course, we will examine the major political issues, struggles, and ideologies of African Americans in order to better understand U.S. Politics. Topics will include early and contemporary African American political thought, racism and segregation, inequality, the politics of the Civil Rights Movement, African American participation in electoral politics, and other contemporary issues. By the end of this course, students should be able to: examine current events related to race through the lens of political science concepts; understand the historical causes of ongoing conflicts and debates related to race in the United States; understand the arguments made by Black political thinkers; read and apply political science literature to major questions in the field of race. This course counts towards the undergraduate American Politics subfield.
Credit 3 units. A&S IQ: SSC, SC Art: SSC EN: S
Typical periods offered: Fall, Spring

POLSCI 3025 Topics in American Politics: The Supreme Court
This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests.
Credit 3 units. A&S IQ: SSC Art: SSC BU: BA
Typical periods offered: Fall

POLSCI 3027 Civil Rights
Introduction to the development and application of constitutional civil rights. Substantial emphasis on Supreme Court cases interpreting the Fourteenth Amendment's Equal Protection clause. Specific topics include discrimination, remedial action, and voting rights. The focus is primarily on classifications based on race and gender, but we will also examine age, disability, and sexual orientation.
Credit 3 units. A&S IQ: SSC, SC BU: BA EN: S
Typical periods offered: Fall, Spring

POLSCI 3029 Constitutional Law
Introduction to constitutional law and practice in the United States. Emphasis on the role of the U.S. Supreme Court as an interpreter of the Constitution.
Credit 3 units. A&S IQ: SSC Art: SSC BU: BA EN: S
Typical periods offered: Spring, Summer

POLSCI 3043 Topics in International Politics
This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests.
Credit 3 units. A&S IQ: SSC Art: SSC BU: IS EN: S
Typical periods offered: Spring

POLSCI 3048 The Politics of Privacy in the Digital Age
This course explores the changing nature of privacy in contemporary society.
Credit 3 units. A&S IQ: SSC Art: SSC BU: ETH EN: S UColl: PSA, PSC
Typical periods offered: Spring

POLSCI 3074 United Nations Institutions and Processes
How do countries and non-state actors cooperate on issues that transcend international borders? What are the unique opportunities and challenges to addressing global issues in international organizations, especially the United Nations (UN)? In this course, we will examine the historical foundations of the UN, the structure of the UN, and the nature of representation in the United Nations. We will analyze the conditions under which the UN is likely to succeed or fail at addressing a range of security, economic and social, and human rights issues. To facilitate this analysis, we will examine historical and contemporary UN work to address climate change, conflict, humanitarian assistance, and human rights. This class is part of a Model

United Nations program at Washington University in St.Louis, which will travel to the National Model United Nations conference in New York in the spring. It is the first course in a two-course series. Students must complete both the fall and the spring course to be eligible for the New York conference team.

Credit 3 units. A&S IQ: SSC

Typical periods offered: Fall

POLSCI 3075 International Organizational Research

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

Typical periods offered: Spring

POLSCI 3076 Politics and Policymaking in the American States

The American federal system is often overlooked in discussions about politics in the United States; however, state governments unquestionably touch the lives of Americans everyday. As such, an education in American politics is not complete without serious examination of state governments and their political institutions. This course illuminates the importance of the Ameican states in US politics and policymaking by critically examining topics such as : intergovernmental relations, the historical evolution of American federalism, the organization and processes associated with state legislative, executive, and judicial branches, state elections, political parties, interest groups and specific state policy areas such as - budgeting, welfare, education, and the environment. Prerequisites: Political Science L32 101B.

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

Typical periods offered: Spring

POLSCI 3080 Race and Ethnicity in American Politics

This seminar will discuss the continuing importance of race and ethnicity in American politics and the politics of racial minority groups in America. It will examine the disadvantage minorites have in the American political structure including problems with political participation. It will examine how the structure and functions of the brances of government and its bureaucracy affect the aspirations of minorities. The roll of pressure groups on political structure will be discussed. Additional discussion will focus on urban politics and tensions.

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

Typical periods offered: Fall

POLSCI 3081 Gender and American Politics

This course examines the ways in which issues pertaining to gender are salient in U.S. politics. The course is divided into four parts. First, we will examine theoretical approaches to the study of gender and politics, including the use of gender as an analytical category, and the relationship between gender, race, ethnicity and power. Second, we will study gender-based social movements, including the suffrage and woman's rights movements, women's participation in the civil rights movement, the contemporary feminist and anti-feminist movements, the gay rights/queer movement and the women's peace movement. Third, we will examine the role of gender in the electoral arena, in terms of how it affects voting, running for office and being in office. Finally, we will examine contemporary debates about public policy issues, including the integration of women and gays in the military, sexual harassment, pornography and equal rights.

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

POLSCI 3095 Civil War and Peace

This course examines the causes and consequences of intra-state conflict, as well as the potential solutions to it, drawing on examples from countries throughout the world, including Bosnia-Herzegovina, India, Iraq, Russia, Rwanda, Spain, et cetera. We will consider many potential causes of intra-state violence, including ethnic and religious identities, economic and security concerns, elite manipulation, and international diffusion. In order to understand the challenges countries face recovering from violence, we will subsequently examine different ways in which conflicts are conducted, as well as their consequences, including economic underdevelopment, rape, child soldiers, and disease. Finally, using what we have learned about the causes and consequences of conflict, we will analyze the utility of different tools for managing intra-state conflict, including, but not limited to, minority representation, consociationalism, decentralization and partition.

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

Typical periods offered: Spring

POLSCI 3096 Politics of the European Union

This course is designed to introduce undergraduates at the junior and senior level to the history and politics of the European Union (EU) and European integration. In the first part of the course, students will learn about the interplay of theory and practice in the history of European integration. In the second part, they will study the institutions and decision-making processes with reference to the theoretical concepts developed earlier in the course. From there, we will examine some of the key EU policies and their implementation during the third part of the course. In the final two sections of the course, we will look at constitutional politics and some of the more recent policies and developments. This course counts towards the undergraduate Comparative Politics subfield.

Credit 3 units. A&S IQ: LCD, SSC BU: IS EN: S

Typical periods offered: Fall, Spring

POLSCI 3097 Topics in American Politics

The rapid spread of urbanization has profound consequences for environmental quality--some positive, some negative. As the world economy continues to integrate across traditional political boundaries, such growth in urban areas is likely to continue. This course explores the causes and consequences of urbanization on environmental health and how local environmental conditions may facilitate the growth of modern mega-cities. Among the topics addressed are the effects of demographic changes on rural communities as younger generations seek better economic opportunity in far away cities; the benefits to environmental quality from an expanding middle class; and the robustness of traditional institutions to changing political-economic demands.

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

Typical periods offered: Fall, Summer

POLSCI 3103 Topics

This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests.

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

Typical periods offered: Fall, Spring, Summer

POLSCI 3104 Political Psychology

Political psychology is a rapidly growing field of research located at the intersection of psychology and political science. Broadly, political psychology helps us understand how individuals think and feel about politics, and how these psychological factors shape political behavior. This course is designed to examine the major areas of research on how psychological factors explain important political phenomena, such as political participation, vote choice, polarization, partisanship, media consumption, political knowledge, political communication, and policy preferences. This course will also equip students with skills in information literacy that will improve their ability to conduct research, interrogate information sources, and evaluate biases in information processing that shape political decision-making

Credit 3 units. A&S IQ: SSC Art: SSC EN: S
Typical periods offered: Spring

POLSCI 3110 Money in Politics
Money and politics are inextricably linked. Politicians need money to finance campaigns and can use their position to enrich themselves or land a cushy job after their time in office. Voters, in turn, can be influenced by expensive campaigns or/and hand out gifts. Even, interest groups trying to influence politics lie at the heart of democracies all around the world. Understanding what are politicians' incentives, how voters respond and why groups can influence politicians, elections and policy is critical to our understanding of political representation. In this course, we will look at political science research on money and politics in different countries worldwide. Note: This course counts towards the undergraduate Comparative Politics subfield.
Credit 3 units. A&S IQ: SSC
Typical periods offered: Spring

POLSCI 3160 Business and Politics
This course explores the relationship between business and politics. Specifically, through lectures, readings and class discussion students examine the relevance of different political regimes, institutions and policies for small business and industry organization. In addition to domestic business, the class studies the relevance of political factors for foreign investment. Through historical and contemporary cases, the student will leave class with an understanding of the policy debates, as well as substantial comparative knowledge about particular economic policies, and the process of business organization in different countries. This course counts towards the undergraduate International Relations subfield.
Credit 3 units. BU: BA EN: S
Typical periods offered: Fall

POLSCI 3161 Gender and Politics in Global Perspective
This course surveys central topics in the study of gender and politics, covering such issues as women's participation in political parties and social movements, women as voters and candidates in political elections, feminism and the state, and gender and international politics. It will draw on examples from various world regions and time periods to analyze similarities and differences across cases around the globe.
Credit 3 units. A&S IQ: SSC Art: SSC
Typical periods offered: Spring

POLSCI 3172 Sports, Policy, and Politics
The students participating in this class should expect to learn the ways in which sport and politics intersect; how sport is both the cause, and result, of political processes; how society's attachment to teams is linked to our identities, both social and political; how sport defines us physically, reflects class, and reproduces shared history. This is primarily a political science course, and no prior knowledge of sport in general, or any sport in particular, is necessary.
Credit 3 units. A&S IQ: SSC Art: SSC EN: S
Typical periods offered: Spring

POLSCI 3173 International Political Economy
Analysis of the interplay of economics and politics in the world arena, focused primarily on the political basis of economic policies in both advanced and less developed societies. Treating differing perspectives on the international economy, production, trade and finance, and international economic relations. Prerequisite: junior standing, or permission of instructor.
Credit 3 units. A&S IQ: SSC BU: IS
Typical periods offered: Spring

POLSCI 3177 International Organizations
The students participating in this class will have an opportunity to answer some of the most pressing questions about governance in the international system today. Why did the U.K. leave the European Union and what does it mean for the remaining members? Is there a chance for international governance to address the climate crisis? How does NGO advocacy affect the behavior of nations? The class will resemble a graduate level seminar; we will spend most of the class period in discussion of the weekly readings. Students will have an opportunity to independently study an issue or organization of their choosing, thus gaining a measure of expertise in an area of personal interest.
Credit 3 units. A&S IQ: SSC
Typical periods offered: Fall

POLSCI 3189 Topics in Politics
This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests.
Credit 3 units. A&S IQ: SSC Art: SSC BU: BA EN: S

POLSCI 3193 Politics of Migration in the European Union
As the European Union has expanded both in membership and policy scope, so too have its physical borders and political constructions of membership. Migration patterns - both within the European Union and from outside of it - are closely connected to this deepening integration and changing patterns of multi-level governance. In this course, we will trace the process of migration and discuss the impact of migration on sending and host societies as well as on the migrants themselves. What drives people to migrate from their home communities? What challenges do they face along migration routes? As humans move, languages, ideas, and ways of life diffuse across territories. This diffusion can be integrated into host societies, or it can become a source of tension within the society. What political, social, and economic conditions facilitate this integration or tension? After discussing general frameworks and theories from the scholarship of migration, we will focus our inquiries on specific cases from within and near the European Union.
Credit 3 units. A&S IQ: SSC, SC Art: SSC

POLSCI 3199 Teaching Practicum in Political Science
This course is an opportunity for students to assist in course instruction, tutoring, and preparation of problems, readings, and exam materials with permission and under supervision of instructor. Class hours to be arranged. Prerequisite: permission of instructor. Must be enrolled through department. See department for approval form.
Credit 3 units.
Typical periods offered: Fall, Spring

POLSCI 3215 Public Opinion and American Democracy
This course is about the salience of public opinion and its influence on American Politics. Topics to be covered include many of the theories developed to explain how public opinion is formed, if and why it changes, and the relationship between public opinion and the political behavior of citizens and elites. Therefore, the course will describe and analyze many of the factors that influence the formation, structure and variation in public opinion: information processing, education, core values, racial attitudes, political orientation (ideology and party identification), political elites, social groups, the media and religion. Additional topics include presidential approval, congressional approval, and the relationship between public opinion and public policy. The course will also train students in several concepts of statistical analysis (assuming no prior knowledge) so that students can use these tools as part of their own research projects. Prerequisites: Previous coursework in American politics or communications.

Credit 3 units. A&S IQ: SSC Art: SSC BU: BA EN: S
Typical periods offered: Fall, Spring

POLSCI 3224 Introduction to Chinese Politics
China's rise on the global stage stands as one of the most significant geopolitical developments of the 21st century. What are the implications of China's growing influence for the rest of the world? How did a once relatively poor nation transform into one of prosperity and stability? And will China's political system maintain its resilience over time? This course seeks to explore these questions, offering a comprehensive introduction to Chinese politics. Key topics include elite politics, censorship, protest, technology, trade, the military, diplomacy, and foreign policy. To better understand China's economic and political ascent, we will begin with a chronological exploration of its history, from the Imperial era to the present day. We will then investigate the resilience of China's authori tarian system and the factors behind its stability. Finally, we will assess the global impact of China's rise. No prior knowledge of China or the Chinese language is required.
Credit 3 units. A&S IQ: LCD, SSC
Typical periods offered: Fall

POLSCI 3242 Topics in Politics
This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests.
Credit 3 units. A&S IQ: SSC BU: BA EN: S
Typical periods offered: Fall, Spring

POLSCI 3270 African Politics
Credit 3 units. A&S IQ: SSC Art: SSC BU: IS EN: S
Typical periods offered: Fall

POLSCI 3279 The American Presidency
Consideration of part played by the president in American politics and public policy. The powers of the president; the staffing and organization of the executive office; the relations of the president with Congress, the bureaucracy, and other participants in American politics; presidential elections. Recommended: Pol Sci 101B.
Credit 3 units. A&S IQ: SSC Art: SSC BU: BA EN: S
Typical periods offered: Summer

POLSCI 3283 Latin-American Politics
This course is an introduction to the politics in Latin America, focusing on the trend toward the establishment of democracy. We examine the impact of political culture, economic development, and the legacy of authoritarian regimes on contemporary politics. The course also reviews many of the most pressing challenges confronting governments Latin American governments: the role of the military in politics, the reform of political institutions, threats from radical guerrillas and drug traffickers, debt and economic restructuring, and relations with the United States. Country studies focus on Argentina, Brazil, Chile, Peru, Mexico, and Nicaragua. Prerequisites: 100-level introductory course in Political Science or its equivalent in History or IAS.
Credit 3 units. A&S IQ: LCD, SSC Art: SSC BU: IS EN: S
Typical periods offered: Fall

POLSCI 3285 Political Economy of Democracy
In the last few years a number of important books have appeared that combine elements of economics reasoning and political science, in an effort to understand the wide variation in economic development in the world. This course will deal with the logic apparatus underpinning these books. In addition, the course will introduce the student to the theoretical apparatus that can be used to examine democratic institutions in the developed world, and the success or otherwise of moves to democratization in the less developed world.
Credit 3 units. A&S IQ: SSC EN: S

POLSCI 3286 Topics in Public Policy:
This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests.
Credit 3 units. A&S IQ: SSC BU: IS

POLSCI 3288 Topics in International Political Economy:
This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests.
Credit 3 units. A&S IQ: SSC Art: SSC BU: IS
Typical periods offered: Fall

POLSCI 3289 Courts and Civil Liberties
This course focuses on constitutional law principles in the Bill of Rights, and examines how Supreme Court decisions influence these principles in everyday life. We explore how the courts, and particularly the Supreme Court, have interpreted these rights in light of changing times and emerging issues. Topics include the First Amendment; free exercise of religion and the establishment clause; freedom of speech, assembly and association; freedom of the press; the Fourth Amendment and the rights of those accused and convicted of crimes; the right to privacy, including reproductive freedom and the right to die; equal protection and civil rights, including race, gender, sexual orientation; immigrants' rights and voting rights; and civil liberties after September 11. Recommended for the Liberal Arts and Business (LAB) Certificate.
Credit 3 units. A&S IQ: HUM, SSC Art: SSC BU: BA, ETH, HUM

POLSCI 3300 Terrorism and Counterterrorism
What is terrorism, when is it used, and how can we stop it? This course will tackle these challenging questions, examining both the use of terrorism in political conflict and the ways in which states have responded to these threats. Crucially, we will engage in critical discussions about the definition of terrorism - is one person's terrorist really another person's freedom fighter, as the saying goes? We will also explore the strategic logic of terrorism - why do individuals choose to engage in this practice and why it is an effective or ineffective tactic of political violence? Importantly, we will also examine the psychology of terrorism, investigating how the mass public and state leaders react to and cope with terrorist violence. Specific examples of potential topics include: the use of terrorism in anti-colonial and separatist movements, the history of terrorism in the United States from the Ku Klux Klan to jihadism, the post 9/11 War on Terror, and the resurgence of white nationalist terrorism around the world. By the end of this course, students should have a clear understanding of what terrorism is, why groups choose this strategy, how citizens and political leaders respond to this violence, and the implications this has for countering terrorism and extremism around the globe today.
Credit 3 units. A&S IQ: SSC Art: SSC EN: S
Typical periods offered: Spring

POLSCI 3313 Theories of Social Justice
This course overviews the leading contemporary conceptions of social justice, including utilitarian, liberal, libertarian, communitarian, and deliberative-democratic theories, and their implications for the design of political, economic, and social institutions. In addition, this course will examine special topics such as justice between generations, global justice, and the rights of resistance or disobedience.

Credit 3 units. A&S IQ: SSC
Typical periods offered: Fall

POLSCI 3320 Topics in Politics
This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests.
Credit 3 units. A&S IQ: SSC BU: BA EN: S
Typical periods offered: Spring, Summer

POLSCI 3326 Topics in Politics: Legal and Political
This course is designed to be a readings and discussion course in Supreme Court decisions. The focus is on extensive coverage of the court's decisions in particular subject areas and their relationship to political and social factors and to public policies. The purpose of the course is to expose students in the social sciences to the decisions of the U.S. Supreme Court as indicators of political and sociological phenomena. PREREQUISITE: PERMISSION OF INSTRUCTOR ONLY.
Credit 3 units. A&S IQ: SSC Art: SSC BU: BA EN: S
Typical periods offered: Fall, Spring

POLSCI 3328 Energy Politics
This course considers the major issues in these increasingly important areas of public policy. We will discuss the importance of political processes and actors on such phenomenon as pollution, global warming and wilderness protection. This course emphasizes the American experience but also considers international implications. Two lectures and one section meeting each week.
Credit 3 units. A&S IQ: SSC Art: SSC BU: ETH EN: S
Typical periods offered: Fall

POLSCI 3342 Topics in Politics: Free Speech On Campus
Credit 1 unit.
Typical periods offered: Spring

POLSCI 3391 History of Political Thought I: Justice, Virtue, and the Soul
This course offers a critical introduction to the main issues and debates in western political theory, including but not limited to the topics of justice, legitimacy, equality, democracy, liberty, sovereignty, and the role of history in the political and social world. This course is designed to be the first in a three-semester sequence on the history of political thought, and students are encouraged, but not required, to take the courses in chronological sequence. The first semester begins with ancient Greek political thought, and follows its development up to the early 16th century.
Credit 3 units. A&S IQ: LCD, SSC Art: SSC BU: BA EN: S UColl: ML
Typical periods offered: Fall, Spring

POLSCI 3392 History of Political Thought II: Legitimacy, Equality, and the Social Contract
Government is often justified as legitimate on the grounds that it is based on the consent of the governed. In History of Political Thought II, Legitimacy, Equality, and the Social Contract, we examine the origins of this view, focusing our attention on canonical works in the social contract tradition, by Thomas Hobbes (1588-1679), John Locke (1632-1704), Jean-Jacques Rousseau (1712-1778), David Hume (1711-1776), and Immanuel Kant (1724-1804). This course is the second in a three-semester sequence on the history of political thought. Students are encouraged but not required to take all three courses. Prerequisite: One previous course in political theory or political philosophy.
Credit 3 units. A&S IQ: SSC Art: SSC BU: BA EN: S
Typical periods offered: Fall

POLSCI 3399 Political Violence
This course studies the ways non-state groups use violence in pursuit of political goals. During the semester we will engage with contemporary research on political violence, including civil war, ethnic conflict, terrorism and communal riots. The goal of the course is to introduce students to major questions related to the study of political violence. What explains the onset of violence? Why do individuals choose to join violent movements? Is non-violent protest more effective than the use of violent tactics? During the semester, we will read a large volume of within-country and cross-national quantitative research on political violence and also examine several cases in detail, including ethnic riots in India, Rwandan genocide, and Kurdish conflict in Turkey.
Credit 3 units. A&S IQ: SSC Art: SSC
Typical periods offered: Fall

POLSCI 3405 Topics in Political Thought:
This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests.
Credit 3 units. A&S IQ: SSC BU: ETH

POLSCI 3410 Topics
This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests.
Credit 3 units. A&S IQ: SSC Art: CPSC, SSC BU: BA
Typical periods offered: Fall, Spring

POLSCI 3413 Surveillance Capitalism
Capitalism in the 21st century has been shaped by the ability and incentive to collect and monetize data on human behavior. Digital technology has led to the creation of networks of surveillance mechanisms that have reshaped the economic, political, and social spheres. In this class we will compare contemporary capitalism with 19th and 20th century forms of capitalism and we will analyze how the incentives to collect and analyze data have reshaped individual and community relationships with markets, governments, and each other.
Credit 3 units.

POLSCI 3443 Defendant's Rights
This course explores the operations of the American criminal justice system. Substantial emphasis on the constitutional rights accorded to the criminally accused. Readings consist primarily, but not exclusively, of Supreme Court cases. This course counts towards the undergraduate American Politics subfield.
Credit 3 units. A&S IQ: SSC Art: SSC BU: BA, ETH EN: S
Typical periods offered: Fall, Spring

POLSCI 3450 The Legislative Process
Structure and behavioral patterns of American legislative bodies. Primary emphasis on the U.S. Congress, with attention to state legislatures for comparative purposes. Representation, internal patterns of influence, and policy-making processes. Prerequisite: junior standing.
Credit 3 units. A&S IQ: SSC BU: BA EN: S
Typical periods offered: Fall

POLSCI 3470 Representation and Political Accountability
Political representation deals with the correspondence between citizen preferences and public policies. This course examines the critical role elections play in linking the two. Topics to be covered include the influence of interest groups, the media, and political parties on elections and policymaking. We will also explore how variation in the electoral rules, such as the rules governing campaign finance and methods of conducting party primaries, influence electoral politics. Finally, we will examine how separation of powers potentially attenuates the electoral connection between voters and electied officials.
Credit 3 units. A&S IQ: SSC Art: SSC EN: S
Typical periods offered: Spring

POLSCI 3490 Survey Design and Analysis
Survey research is an important method that political scientists often use to understand people in the world around us. By asking a standardized set of questions to a random sample of respondents, we can make inferences regarding the opinions and behavior of the larger population from which it was drawn. Surveys also offer numerous opportunities for experimental research, allowing scholars to make confident causal claims about the determinants of public opinion and behavior. In recent years, the advent of Internet-based surveying and online recruitment of respondents has democratized survey research, allowing many researchers and scholars with limited resources to design and conduct their own surveys from scratch. Surveys are also increasingly conducted around the world, outside of the context of advanced democracies where this method originated. Yet these developments have introduced new challenges in terms of ensuring that inferences drawn from survey research are valid. Topics include sampling, survey modes, questionnaire design, survey experiments, pre-analysis plans, ethics and the Institutional Review Board, and analyzing survey data. Prerequisites: L32 263, L32 363 or equivalent or with instructor permission.
Credit 3 units. A&S IQ: SSC, AN Art: SSC EN: S
Typical periods offered: Fall, Spring

POLSCI 3511 The Politics of The US Supreme Court
The principal purpose of this course is to provide students with a systematic understanding of the U.S. Supreme Court. After discussing the social scientific study of the Court, we will examine theoretical issues regarding judicial process and politics. This course, unlike the constitutional law classes, does not focus on legal doctrine; rather, it examines political aspects of the Supreme Court, with an emphasis on the social scientific literature on law and politics. We will seek to understand phenomena such as the following: (1) Why does the Court change law? (2) Under what circumstances does the Court overrule precedent? (3) Do elected politicians (such as members of congress) influence how the Court decides cases (4) How does bargaining among the Justices influence the development of legal doctrine? One of the themes in this course is how we can understand the judiciary in terms of a political game. That is, we will examine how the various participants in the judiciary attempt to achieve their goals within the constraints of the institution and its surrounding environment. Additionally, students will write a major research paper in which they will explain a specific set of judicial behaviors or events. The paper requires each student to undertake original research (i.e., the gathering of original evidence) in an effort to test their explanation. This course counts towards the undergraduate American Politics subfield.
Credit 3 units. A&S IQ: SSC
Typical periods offered: Fall

POLSCI 3512 The Supreme Court, Law, and Public Policy
Learning how courts interpret policy has become an important component of the policymaker's toolkit. This course aims to introduce policy-oriented students to how Constitutional interpretation touches upon pressing policy questions. Students will engage with what courts expect to see from policymakers, while also learning how to read cases from a lawyer's perspective. Topics covered include federalism, LGBT rights, race and ethnicity, criminal justice issues, voting rights, and political questions and official immunity. Texts will include cases decided by the Supreme Court (including cases from recent terms), and also contemporary scholarship on judicial politics and decision making. Although our focus will be on the Supreme Court, the pedagogical emphasis will be on what policy makers can expect from the courts in terms of federal and state policy implementation. Our goal is that by the end of this course you will be able to: 1. Understand when federal courts will and will not intervene, particularly with regard to key policy and political issues 2. Think critically and assess the ability of courts to be used as instruments of social change 3. Understand what oversight, if any, the courts exercise over federal policy making, including by administrative agencies The course content is divided into four broad units, all of which are essential for understanding the courts' role in the promotion and interpretation of national policy. These are (1) federal courts, their nature, and their limited powers, (2) the courts' role in social movements and as protectors of individual rights and liberties, (3) political questions and immunity, and (4) the complicated relationship between courts and administrative agencies. Note: This course counts toward the undergraduate American Politics subfield.
Credit 3 units. A&S IQ: SSC
Typical periods offered: Fall

POLSCI 3548 Authoritarian Politics
This class gives an overview of the politics of authoritarian regimes. We begin with concepts, defining authoritarian regimes and learn what distinguishes them from democracies. We also look at different kinds of autocratic regimes such as “personalistic regimes,” military dictatorships, or one-party regimes. Operating from the vantage point that dictators wish to remain in power, we scrutinize two different kinds of threats to authoritarian survival: elite-led coup d’états and popular revolutions/protests. Subsequently, we study how dictators can counter these threats, looking at institutions (power-sharing institutions such as legislatures and information-related institutions such as elections), repression, cooptation, and information manipulation (propaganda and censorship). We conclude with a discussion of the phenomenon of democratic backsliding and the prospects for an authoritarian turn in America.
Credit 3 units. A&S IQ: SSC
Typical periods offered: Fall, Spring

POLSCI 3565 Understanding Political Protest and Violence
Collective action in the political sphere ranges from nonviolent demonstrations to violent conflict. We will study a range of cases of political protest, from historical to contemporary, using theories and evidence from political science and other disciplines, to identify individual motivations, political contexts, and patterns across time and space. We will analyze a handful of cases in depth, using previously collected data that ranges from interviews to social media accounts and applying techniques suitable to non-quantitative data.
Credit 3 units. A&S IQ: SSC EN: S
Typical periods offered: Spring

POLSCI 3581 Media and Politics
This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests
Credit 3 units. A&S IQ: SSC BU: BA EN: S

Typical periods offered: Fall

POLSCI 3613 Legislative Politics
This course is an introduction to the politics of the U.S. Congress and the federal lawmaking process. We will focus on the behavior of individual legislators and the role that they play in crafting federal legislation in policy areas such as healthcare, civil rights and the environment. In general we examine questions such as: Why do legislators behave as they do? Whose interests are being represented?
Credit 3 units. A&S IQ: SSC BU: BA EN: S

POLSCI 3620 Game Theory and Strategies of Conflict
How and why do states and other non-state actors bargain, cooperate, and fight? This class will explore the strategic interactions at the heart of international relations, with a focus on interstate and intrastate conflict. We will use models, primarily game theoretic models, to examine how actors make decisions when confronting friends or foes, under constraints, and in environments filled with uncertainty. This class will introduce one way of thinking about conflict in international relations, which emphasizes constructing logical (often mathematical) frameworks to answer questions like: Why do wars start and end? How do states behave in conflict? When and how does coercion work? This course counts towards the undergraduate Political Methodology OR International Politics subfield.
Credit 3 units. A&S IQ: SSC
Typical periods offered: Spring

POLSCI 3621 Politics and the Theory of Games
This course is intended to cover through analytical discussion and illustrations the basic concepts and major achievements of Game Theory in different sub-fields of research in the social sciences today. We will discuss examples of the usefulness of cooperative and non-cooperative game theory to the study of human behavior in general and political science and political economy in particular.
Credit 3 units. A&S IQ: AN Art: SSC BU: BA EN: S
Typical periods offered: Fall, Spring

POLSCI 3630 Quantitative Political Methodology
This is an introduction to research methodology and quantitative analysis for social scientists. Students will be introduced to the logic of social scientific inquiry, and to the basic statistical tools used to study politics. Students will learn and apply the following to answer substantive questions: measurement, descriptive analysis, correlation, graphical analysis, hypothesis testing, confidence intervals, analysis of variance, and regression analysis. Major components of the course include learning how to collect, manage, and analyze data using computer software, and how to effectively communicate to others results from statistical analyses. Students will work collaboratively on research projects where they pose their own questions, design a study, collect and analyze the data, and present their findings in a research paper.
Credit 3 units. A&S IQ: SSC, AN Art: SSC EN: S
Typical periods offered: Fall, Spring

POLSCI 3690 Politics of International Trade
In this course we will study the relationship between international trade and domestic politics. We will cover the basic models of international trade, the distributional consequences of international trade, the relationship between trade and economic development, an analysis of the trade protectionism (causes and consequences) and an analysis of international organizations related to international trade (special focus on the World Trade Organization). Prerequisites: L32 103B.
Credit 3 units. A&S IQ: LCD, SSC Art: SSC BU: IS EN: S
Typical periods offered: Spring

POLSCI 3692 The Politics of Public Policy
Students will learn how politics determines policy. The course will first briefly introduce students to cost-benefit analysis and then will discuss how political ideas, interests, and institutions often move policy outcomes away from those based on cost-benefit analysis.
Credit 3 units. A&S IQ: SSC
Typical periods offered: Fall, Spring

POLSCI 3720 Topics in International Politics
This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests.
Credit 3 units. A&S IQ: SSC BU: IS EN: S
Typical periods offered: Fall

POLSCI 3722 International Politics, Trust and Public Health
Trust in government shapes a range of important political and social behaviors. In general, low trust in government reduces individuals' willingness to engage and comply with its institutions and policies. Consequently, low levels of trust in government hinder the state's ability to effectively lead during crises, as citizens with a wary view of the state are unlikely to comply with state directives that have direct impact on their personal lives. The COVID-19 pandemic highlighted the potentially devastating consequences of low levels of trust in government, as individuals around the globe with lower levels of trust were less likely to follow government public health recommendations meant to slow infections and deaths. Furthermore, the adverse consequences of trust deficits extend well beyond the recent COVID-19 pandemic to perceptions of health services more generally. This course analyzes the links between trust and public health outcomes, paying special attention to the different sources of low trust. For example, low trust in government can stem from perceptions of recent performance, and thus be amenable to public relations campaigns to improve citizens' perceptions. This view is consistent with the approach of international organizations such as the Organization for Economic Cooperation and Development (OECD) and the United Nations (UN), who have focused on short-term programs to promote public trust in government as a means to achieve widespread vaccination. Alternatively, trust may result from the lingering effects of influential and traumatic historical events, such as armed conflicts or systematic repression against a particular group or geographic area. Indeed, prominent research in political science and economics indicates that trust in government has enduring geographic variation and is, at least in part, a product of deeply historical factors We explore how the sources of low trust among different groups of citizens influences possible policy solutions to improving levels of trust and, consequently, key public health outcomes. We also explore factors other than trust that influence individuals' adherence to public health recommendations.
Credit 3 units. A&S IQ: SSC
Typical periods offered: Fall

POLSCI 3760 Globalization, Urbanization, and the Environment
Urbanization was a dominant trend in the twentieth century and globalization only acted to accelerate it. The consequence has been a multitude of ecological and social challenges that policy makers and citizens continue to confront. The students participating in this course should expect to learn about these challenges, their relationship to our present environmental emergency, and the potential policy solutions being debated. Students will have an opportunity to propose and defend their own solutions to these challenges.
Credit 3 units. A&S IQ: SSC Art: SSC EN: S
Typical periods offered: Spring

POLSCI 3763 Topics in Comparative Politics
Urbanization was a dominant trend in the twentieth century and globalization only acted to accelerate it. The consequence has been a multitude of ecological and social challenges that policy makers and citizens continue to confront. The students participating in this course should expect to learn about these challenges, their relationship to our present environmental emergency, and the potential policy solutions being debated. Students will have an opportunity to propose and defend their own solutions to these challenges
Credit 3 units.
Typical periods offered: Spring

POLSCI 3784 Topics in Comparative Politics: Terrorism and Political Violence
This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests.
Credit 3 units. A&S IQ: SSC Art: SSC BU: BA EN: S

POLSCI 3792 Study Abroad in Environmental Policy: Substantive Distribution
This course is used to award credit for the Substantive Distribution requirement for the Environmental Policy major.
Credit 3 units.

POLSCI 3793 Study Abroad in Environmental Policy: Social Science Distribution
This course is used to award credit for the Social Science Distribution requirement for the Environmental Policy major.
Credit 3 units.

POLSCI 3890 Power, Justice, and the City
This course examines normative theoretical questions of power and justice through the lens of the contemporary city, with a particular focus on American urban life. It explores urban political economic problems, questions of racial hierarchy and racial injustice in the modern metropolis, and the normative and practical dilemmas posed by privatism in cities and their suburbs.
Credit 3 units. A&S IQ: SSC, SC Art: SSC BU: BA EN: S
Typical periods offered: Fall, Spring

POLSCI 3930 History of Political Thought III: Liberty, Democracy, and Revolution
How, if at all, should the political institutions of the modern state express and secure the liberty and equality of citizens? What is the political significance of private property? Is world history to be understood as progress towards one best form of government - capitalist democracy, perhaps, or communism? What forces drive history? We shall address these and other timeless political questions through close reading and rigorous analysis of classic texts in the history of Western political thought. Authors to be studied will include Kant, Hegel, Marx, Tocqueville, John Stuart Mill, and Nietzsche. Prerequisite: one previous course in political theory or political philosophy. The course is designed to be the third in a three-semester sequence on the history of political thought, and students are encouraged but not required to take the courses in chronological sequence.
Credit 3 units. A&S IQ: SSC Art: SSC BU: BA EN: S
Typical periods offered: Spring

POLSCI 3996 Political Science Elective Credit
This course is used for transcribing 3000- level POLSCI elective units.
Credit 3 units. EN: H, S
Typical periods offered: Fall, Spring, Summer

POLSCI 4001 American Democracy and the Policy-Making Process
This course is part of the Semester in DC Program
Credit 3 units. EN: S

POLSCI 4005 American Political Parties
This seminar will introduce students to core literature on political parties with a strong bias towards recent research.
Credit 3 units. A&S IQ: SSC EN: S

POLSCI 4027 Experiments in Politics
This will be a lab-style seminar in which we will design, field, and analyze an experimental study on political attitudes or political behavior. Our ultimate goal will be to publish a scholarly article in a peer-reviewed journal in political science. PREREQUISITE: L32 363 Quantitative Political Methodology or L32 263 Data Science for Politics (can be taken concurrently)
Credit 3 units. BU: BA
Typical periods offered: Spring

POLSCI 4043 Public Policy Analysis, Assessment and Practical Wisdom
This course provides an introduction to the study, professional practice, ex-ante and ex-post assessment of public policy and the professional practice of public analysis. We will rely heavily on David L. Weimer and Aidan R. Vining's text, Policy Analysis: Concepts and Practice. This course covers a series of critical concepts in the understanding of practicing, analyzing and assessing public policy.
Credit 3 units. A&S IQ: SSC Art: SSC EN: S
Typical periods offered: Spring

POLSCI 4046 Forced Displacement and the Politics of Seeking Refuge
In the last decade, the number of people who are forcibly displaced has more than doubled, and today the United Nations High Commissioner for Refugees estimates that 108.4 million people are forcibly displaced. Among this group, people face distinct legal, social, economic, and political challenges according to their status as refugees, asylum seekers, internally displaced persons, and others who do not fit these categories. In this course, we will examine the political conditions that forcibly displace people across and within countries including persecution, conflict, and environmental disasters exacerbated by climate change as well as their experiences of seeking refuge. How do international, state, local, and non-governmental institutions cooperate to manage the needs of forcibly displaced persons? In what ways do political pressures create opportunities for and barriers to effective policies to address refugee issues? How do these structural challenges affect forcibly displaced persons, and what strategies do advocates use to improve the human rights of these populations? Throughout the course, we will bear in mind the interconnectedness of macro-level policy-making and micro-level issues that affect the daily lives of individual humans experiencing forced displacement.
Credit 3 units. A&S IQ: SSC, SC Art: SSC EN: S
Typical periods offered: Spring

POLSCI 4056 Political Representation
In this class we will study the concept of representation. Historically, how has representation been conceived? Conceptually, what should count as political representation, and must it always be democratic? As a normative problem what should representatives do? And how should

institutions be designed to foster these normative ends? Readings will provide a broad overview of the subject, and address enduring questions including problems of minority representation, voting rights, and redistricting. Prerequisites: Political Science L32 106 or L32 107.
Credit 3 units. A&S IQ: SSC BU: ETH EN: S

POLSCI 4065 Senior Seminar: Religion, Politics, and Community
Religion is a powerful social, economic, and political force across the globe. Its formal authorities and informal influences have changed over time and across space and traditions. Yet even where regular religious practice has become less common, religion remains a means of constructing communities, be it a diaspora, a unique nation within a state, or state-wide national identity or nationalism. Religion intersects with race, gender, and other important social identities, and it overlaps with organized political power from the grassroots to the government. Human relationships with the divine have influenced everyday norms and values, have marked key moments in our life cycle, and have provided material and social psychological resources for communities. In this course, we will examine the political relationships between religion and community from a variety of social scientific perspectives. As a core part of this inquiry, you will conduct an original research paper on a topic of your choice relating to religion, politics, and community. We will work through each step of the scientific method over the course of the semester-using religion and community as a lens and set of thematic examples-and hold guided workshops to facilitate your research process. Prereq: L32 263 OR L32 363 OR department approved equivalent
Credit 3 units. A&S IQ: SSC EN: S
Typical periods offered: Fall

POLSCI 4082 Voting Rights
This course will study legal concepts of voting rights and election law that impact the ability of citizens to access and participate in the democratic process. It will include the opportunity for students to directly engage in observing, monitoring, or advancing the right to vote during the 2008 elections. Election law changes rapidly and is the subject of legal and political dispute in a number of areas that will affect the franchise during the 2008 elections. This course will examine federal constitutional and statutory law governing the right of suffrage and assess current controversies in these areas. While there is no specific right to vote explicitly stated in the U.S. Constitution, over time, it has been amended or interpreted to protect the right of franchise from being abridged based on race, gender, property ownership, age and other qualifications. Legislative enactments have also established rights with respect to voting. Each extension of voting rights has been a product of and resulted in social and political change. This course will examine the interplay of law and politics in the right to vote. The course will begin with the study of constitutional foundations, statutory protections and case law. We will then apply these principles to current issues in voting rights, including voter registration, voter identification, provisional ballots, voting machines, access for people with disabilities, felony disenfranchisement, voter suppression and voter fraud. Students will apply this knowledge to voting rights during the 2008 elections through hands-on involvement in voter education, monitoring or advocacy. The course will conclude with an assessment of the current issues in light of observations made by students during the 2008 elections, with an eye toward the advancement of election law and full enfranchisement in the future. The course involves the study of fundamental Supreme Court cases, interactive discussion of contemporary debates, and review of current litigation and legislative proposals. The course will be supplemented by occasional guest visits by election officials, lawyers, legislators, voting rights advocates or others.
Credit 3 units. A&S IQ: SSC BU: BA EN: S
Typical periods offered: Fall

POLSCI 4103 Fascism and the Far Right in Europe
Across Europe and beyond, parties on the far right have become a substantial force in contemporary politics. Some analysts have raised questions about these parties' ties to fascism, as characterized regimes such as Mussolini's Italy, Franco's Spain, and Hitler's Germany. How do today's far right actors compare to those of the past, and what can we learn from the comparison of the present moment to history? In this class, we will study both the extreme and radical right in Europe over time through the lens of three cases: Italy, Spain, and Germany. We will analyze both the conditions for popular support (demand) and political opportunity structures (supply) that allow(ed) far right actors to gain and maintain authority. We will also assess the strategies of these actors through themes of race and migration, security and foreign policy, gender, and religion. As we develop this discussion, you will conduct further research into a single topic that interests you, in the course cases or another case of your choice. Since an essential element of far right politics is the rejection of either the liberal elements of democracy (e.g. minority rights) or the principles of democracy entirely (including the electoral process), you will present your research through a creative medium aimed at a public audience, with the goal of promoting civic engagement. Prereqs: Intro to Comparative Politics OR Intro to International Politics
Credit 3 units. A&S IQ: SSC EN: S
Typical periods offered: Fall

POLSCI 4115 Immigration, Identity, and the Internet
This class exmines a critical issue in contemporary societies: How do changes in technology affect the process of immigration and how immigrant identity is shaped?
Credit 3 units. A&S IQ: LCD, SSC, SC, WI Art: SSC EN: S
Typical periods offered: Fall

POLSCI 4160 Contemporary Issues in Latin America
How do the institutional designs of contemporary democratic governments help us understand the nature and quality of representation? We will concentrate on variations in the powers granted presidents by constitutions as well as the institutional determinants of whether executives are likely to find support for their policies in the legislature. In addition, we will explore how incentives established by electoral laws influence the priorities of members of congress. Given all these variations in democratic institutional design, can voters go to the polls with the confidence that politicians will implement the economic policies for which their parties have long stood or which they promised in their campaigns?
Credit 3 units. A&S IQ: LCD, SSC Art: SSC BU: IS

POLSCI 4218 Gender and the Future of Work
Work is a central category of human experience, a meaning-making and identify-forming activity, and a site of struggle. It is also both shaped by, and helps constitute the meaning of, gender. This course asks the following questions: How has work been theorized in the history of political thought, and how ought we conceptualize work today? How does the gendering of work naturalize certain forms of labor, such as domestic work, mothering, and gestation? How might individuals resist these processes, thus remaking the meaning of work? And finally, what do we want the future of work to be? This course is divided into four parts, which track these four questions. First, we will read canonical works in political theory that frame the debate on work. Then, in part two we will move beyond gender-free conceptions of work, looking at kinds of work that have been quintessentially defined as “women’s work,” including domestic work, sex work, and gestational labor. Third, we will turn to the politics of resistance and the refusal of work, focusing on feminist refusals. Here, we look at social movements

and moments in feminist history that challenge the naturalization of gendered labor, including the Wages for Housework movement and the Women's Strike. Finally, we will conclude with a unit on the future of work that once again centers work's gendered dimensions.
Credit 3 units. A&S IQ: SSC
Typical periods offered: Fall

POLSCI 4228 Topics in Comparative Politics: Politics and Identity
In this course, we will examine the relationship between politics and identity and the consequences for political stability and cohesion as a result of those relationships. We will consider different cases and explanations for the United States and, in comparative perspective, for how identity works with respect to gender, race, ethnicity, class and sexual orientation in the pursuit of political or social goals. How do these different identities impact social and political conflict, local and national cohesiveness, and political participation?
Credit 3 units. A&S IQ: SSC, WI Art: SSC EN: S
Typical periods offered: Fall, Spring

POLSCI 4250 Comparative Political Parties
An introduction to theories and concepts used in the analysis of political parties in democratic regimes, with emphasis on the classic literature covering West European advanced industrial democracies and the more recent scholarship on Latin American party systems. The course illuminates the complex aims consequences, and characteristics of modern party politics.
Credit 3 units. A&S IQ: SSC Art: SSC BU: BA EN: S

POLSCI 4253 Trust and Public Health
Trust and public health are inextricably linked. State actors are key participants in public and population health, organizing, among other things, mandates and guidelines that target health behaviors and encourage the uptake of health promotion and prevention policies, as well as screening, evaluation, and management of health conditions. Effective implementation of these efforts is conditional on the public's belief that public health institutions and actors are trustworthy. This course focuses on understanding the principles and levels of trust as they relate to public health functions. The course features faculty studying trust and public health as part of the cluster supported by the Incubator for Transdisciplinary Futures. Students will not only engage with issues, policies, and data related to trust and public health but will also develop competency in research proposal development. Student learning will be assessed through participation, data exploration activities, policy briefs, and research proposals.
Credit 3 units. A&S IQ: SSC
Typical periods offered: Fall, Spring

POLSCI 4262 Topics in American Politics:
Credit 3 units. A&S IQ: SSC EN: S

POLSCI 4271 Topics in Politics:
Topics will vary each semester.
Credit 3 units. BU: BA
Typical periods offered: Fall

POLSCI 4306 Global Justice
This course examines contemporary debates and controversies regarding global justice. Seminar discussions will be arranged around significant issues in the current literature. for example: What (if anything) do we owe to the distantly needy? Do we have special obligations to our compatriots? Do political borders have normative significance? And so on. This course will be of interest not only to political theorists, but also students in other fields interested in social justice or international relations generally.
Credit 3 units. A&S IQ: LCD, SSC Art: SSC EN: S
Typical periods offered: Spring

POLSCI 4442 The Supreme Court and Public Opinion
The Supreme Court is the least representative branch of the federal government and also the most insulated from public opinion. Even so, it enjoys the highest levels of public approval, with public support that far outpaces support for Congress or the Presidency. This course will explore this tension and will investigate why and how the public opinion influences the Court and vice versa. Throughout, we will interrogate the basic presumption that the Court is, and ought to be, insulated from the public. We will also engage these questions through the vantage point of key Supreme Court caselaw involving civil rights and reproductive freedoms.
Credit 3 units. A&S IQ: SSC
Typical periods offered: Spring

POLSCI 4465 Black Life and the Law
Credit 3 units. A&S IQ: HUM, SC BU: BA, HUM

POLSCI 4546 The Politics of Law and Order
This is an undergraduate seminar about the politics of law and order. In it, we will explore how law and order emerge in a society, by whom these goods are provided, the consequences of different systems of law and order, and the interaction between these systems and the actors who operate within them.
Credit 3 units. A&S IQ: SSC
Typical periods offered: Fall

POLSCI 4553 Comparative Political Economy
This seminar will introduce the student to aspects of social choice theory, applied to themes to do with the economic origins of democracy, democratization and the stability of social orders. We shall read and discuss a number of recent books: Acemoglu and Robinson on Economic Origins; North, Weingast and Wallis on Violence and Social Order; Przeworski on Democracy and Development; Ferguson on Money; Collier on Wars Guns and Votes. If time permits I also hope to discuss recent work by Stern on the Economics of Climate Change. Students will be expected to work on two short research paper, either empirically or theoretically based, and make a presentation of their work near the end of the semester.
Credit 3 units. A&S IQ: SSC Art: SSC EN: S

POLSCI 4652 Democracy and Inequality in an Age of Globalization
This is a course on comparative political economy that explores whether open, liberal democratic societies can provide relative economic equality while at the same time guaranteeing untrammeled flows of goods and services across borders. The course is based on close reading of recent research in economics and political science.
Credit 3 units. A&S IQ: SSC Art: SSC
Typical periods offered: Fall

POLSCI 4714 Political Economy of Inequality and Redistribution
While in office, politicians face decisions about how to allocate goods and services. When do office holders use these provisions to boost their electoral prospects? How does this strategy diverge with different electoral rules? Why can electoral incentives affect the provision of certain goods and services but not others? How widespread is this behavior? Does it confer electoral advantages to the party in office? These are some of the questions that we will address in this course, as we will discuss the political and institutional factors that influence goods and services provision.
Credit 3 units. A&S IQ: SSC

Typical periods offered: Fall

POLSCI 4756 Psychology of War
Why does war occur? Why does it last so long? What are its long-term effects on the people that lived through them? This course is designed to shed light on these questions, examining the interaction of psychological and strategic processes in international war and conflict. We will critically examine how psychological factors such as emotions, identity, cognition, and motivation impact (and are impacted by) political violence. We will examine these processes in the context of crisis diplomacy, national security policy, war, post-conflict reconstruction, and more. Specific examples of potential topics include: the global War on Terror, ongoing intractable conflicts such as the Israeli-Palestinian conflict, diplomatic standoffs between the US and adversaries such as North Korea and Russia, and refugee and migration crises around the globe. By the end of this course, students should have a clear understanding of how political conflict both affects and is affected by human psychology, and the implications this has for addressing a host of political problems and challenges.
Credit 3 units. A&S IQ: SSC, WI Art: SSC EN: S
Typical periods offered: Fall, Spring

POLSCI 4900 Senior Thesis Research
Intensive research. To be conducted under the supervision and guidance of a faculty sponsor of the thesis.
Credit 3 units.
Typical periods offered: Fall, Spring

POLSCI 4905 Research Design and Methods
This course provides an introduction to qualitative and quantitative research methods in political science. Topics address issues related to theory building as well as theory testing. Technical issues related to these methods are not the focus of this course, as are theoretical issues regarding the advantages and disadvantages of the different approaches. Ultimately, the goal of this course is twofold: (1) to instruct students to critically analyze scholarly articles with particular attention to research design, and (2) to guide students in how to design an original research project. Both the reading assignments, including methodological and applied readings, and the written assignments are directed toward these goals.
Credit 3 units. A&S IQ: SSC Art: SSC EN: S
Typical periods offered: Fall, Spring

POLSCI 4912 Directed Readings
This is a course of readings in political science taken under the direction of an instructor in the department.
Credit 3 units.
Typical periods offered: Fall, Spring

POLSCI 4913 Directed Research
Research activities or project in political science done under the direction of an instructor in the department.
Credit 3 units.
Typical periods offered: Fall, Spring

POLSCI 4996 Political Science Elective Credit
Credit 0 units. EN: H, S

Environmental Policy Major

Program Requirements

- **Total Units Required:** 39 units with a C or better; 18-27 of the total units must be at the 3000 or 4000 level

Required Courses

- 18 units from required foundation courses
  - **Intro to Political Science:** POLSCI 1000 American Politics; POLSCI 1100 Introduction to Comparative Politics; POLSCI 1200 International Politics; or POLSCI 1300 Introduction to Political Theory (**Note:** Students scoring a 4 or 5 on AP US Government and Politics or AP Comparative Government and Politics may place out of the introductory requirement and replace it with a 3000- or 4000-level Political Science course in the subfield related to the AP course.)
  - **Intro to Environmental Policy:** POLSCI 2000 Introduction to Environmental Policy
  - **Natural Science on Enviro:** BIOL 2950 Introduction to Environmental Biology or L41 381 Intro to Ecology or L19 202 Intro to Earth & Planetary Science
  - **Research Methods:** POLSCI 2400 Data Science for Politics or POLSCI 3630 Quantitative Political Methodology
  - **Policy Analysis:** POLSCI 4043 Public Policy Analysis, Assessment, and Practical Wisdom or POLSCI 3692 The Politics of Public Policy
  - **Normative:** POLSCI 3313 Theories of Social Justice or POLSCI 4070 Global Justice

Elective Courses

- 15 units of 3000- or 4000-level electives with an environmental focus (from a preapproved list or by petition in advance), 6 units of which must be in Political Science or cross-listed with Political Science

Capstone

- 6 units of capstone experiences; any combination of the following:
  - Internship (credits following Political Science rules)
  - Experiential Learning Course
  - Directed Research Project/Independent Study
  - Honors Thesis (following Political Science rules)

Additional Information

Senior Thesis

The department encourages students to pursue independent research by working toward a senior thesis. Students admitted to this program work closely with a faculty advisor for a full calendar year, beginning at the end of their junior year. Students writing a senior thesis receive 6 units of credit for two semesters of work by enrolling in POLSCI 4900 Senior Thesis Research. This credit counts toward the capstone requirement. Although there is no grade point average requirement for writing a senior thesis, an application is required. For more information, contact the department office. All majors may apply.

To qualify to write a senior thesis, students must do the following:

- Complete the methodology course requirement by the fall of their junior year (all majors are strongly urged to complete this requirement during their sophomore year).
- Complete POLSCI 4905 Research Design and Methods prior to their senior year.
- Apply during their junior year for admission into the program.

Limitations

No more than 6 units from the following may count toward the major: study abroad, summer school, the School of Continuing & Professional Studies, or transfer credit.

No more than 6 units from the following may count toward the major: internship, directed reading, directed research, or teaching practicum.

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Political Science Major

Program Requirements

- **Total Units Required:** 30
- **Grade Requirement:** C or better

Students who major in Political Science are required to complete 30 graded units (10 courses) in Political Science with a C or better, distributed as follows:

Required Courses

Substantive Introductory Courses

6 graded units must come from two 1000-level introductory courses. (**Note:** Students scoring a 4 or 5 on the AP US Government and Politics exam and/or the AP Comparative Government and Politics exam may place out of the associated introductory course and replace it with a 3000- or 4000-level course in a related subfield.)

Methodology Course

3 graded units must come from either POLSCI 2400 Data Science for Politics or POLSCI 3630 Quantitative Political Methodology. All majors are urged to complete this requirement during their sophomore year. (**Note:** Some statistics courses offered in other departments will allow students to opt out of this class, but those credits will not count toward their Political Science major. See the department website for more information.)

Elective Courses

Distribution Requirement

Students must complete at least one 3-unit course at the 2000, 3000, or 4000 level in three of the following subfields: American politics, comparative politics, international politics, political methodology, or political theory.

Upper-Level Requirement

18 graded units must come from any six 3000- or 4000-level courses, including at least one 4000-level capstone course (see below).

Other Courses

A student's remaining graded units may be earned by any Political Science course or independent study. However, credits given for writing a senior thesis (detailed in the Senior Thesis section below) do not count toward the major. In addition, a student may complete an internship for Political Science credit.

Capstone

All majors must complete at least one 4000-level, home-based course in Political Science as a capstone experience. Students writing a senior thesis satisfy this requirement by completing POLSCI 4905 Research Design and Methods.

Limitations

No more than 6 units from the following may count toward the major: internship, directed reading, directed research, or teaching practicum.

No more than 6 units from the following may count toward the major: study abroad, summer school, the School of Continuing & Professional Studies, or transfer credit.

Washington University in St. Louis

Additional Information

Specializations

Political science majors may specialize in a subfield of political science by taking (as part of their distribution requirement) three courses with the same subfield distribution in any one of the five subfields (American politics, comparative politics, international politics, political methodology, or political theory). Students may earn specializations in up to two subfields. The successful completion of a subfield specialization will be listed on the student's transcript.

Senior Thesis

The department encourages students to pursue independent research by working toward a senior thesis. Students admitted to this program work closely with a faculty advisor for a full calendar year, beginning at the end of their junior year. Students writing a senior thesis receive 6 units of credit for two semesters of work by enrolling in POLSCI 4900 Senior Thesis Research. However, this credit does not count toward the completion of the political science major. Although there is no grade point average requirement for writing a senior thesis, an application is required. For more information, contact the department office. All majors may apply.

To qualify to write a senior thesis, students must do the following:

- Complete the methodology course requirement by the fall of their junior year (all majors are strongly urged to complete this requirement during their sophomore year).
- Complete POLSCI 4905 Research Design and Methods prior to their senior year.
- Complete a subfield specialization (detailed in the Specializations section above) by the end of the fall of their senior year in the subfield appropriate for their senior thesis. At least two thirds of the specialization must be completed by the end of their junior year.
- Apply during their junior year for admission into the program.

Senior Honors

There are two tracks for graduating with Latin Honors: honors by thesis and honors by coursework. For either track, students must complete POLSCI 4905 during their junior year.

To graduate with Latin Honors by thesis, students must also successfully complete a senior thesis project and meet a GPA requirement set by the College of Arts & Sciences.

To graduate with Latin Honors by coursework, students must also complete an additional 9 credits that are at the 3000 level or higher (for a total of 39 credits in the major), write a paper that is 10 pages or longer in a course (that is not POLSCI 4905) at the 4000 or 5000 level, and meet a GPA requirement set by the College of Arts & Sciences.

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Political Science Major, American Politics Specialization

Program Requirements

- **Total Units Required:** 30
- **Grade Requirement:** C or better

Students who major in Political Science are required to complete 30 graded units (10 courses) in Political Science with a C or better, distributed as follows:

Required Courses

Substantive Introductory Courses

6 graded units must come from two 1000-level introductory courses. (**Note:** Students scoring a 4 or 5 on the AP US Government and Politics exam and/or the AP Comparative Government and Politics exam may place out of the associated introductory course and replace it with a 3000- or 4000-level course in a related subfield.)

Methodology Course

3 graded units must come from either POLSCI 2400 Data Science for Politics or POLSCI 3630 Quantitative Political Methodology. All majors are urged to complete this requirement during their sophomore year. (**Note:** Some statistics courses offered in other departments will allow students to opt out of this class, but those credits will not count toward their Political Science major. See the department website for more information.)

Elective Courses

Distribution Requirement

Students must complete at least one 3-unit course at the 2000, 3000, or 4000 level in three of the following subfields: American politics, comparative politics, international politics, political methodology, or political theory.

Upper-Level Requirement

18 graded units must come from any six 3000- or 4000-level courses, including at least one 4000-level capstone course (see below).

Other Courses

A student's remaining graded units may be earned by any Political Science course or independent study. However, credits given for writing a senior thesis (detailed in the Senior Thesis section below) do not count toward the major. In addition, a student may complete an internship for Political Science credit.

Capstone

All majors must complete at least one 4000-level, home-based course in Political Science as a capstone experience. Students writing a senior thesis satisfy this requirement by completing POLSCI 4905 Research Design and Methods.

Limitations

No more than 6 units from the following may count toward the major: internship, directed reading, directed research, or teaching practicum.

No more than 6 units from the following may count toward the major: study abroad, summer school, the School of Continuing & Professional Studies, or transfer credit.

Requirements for the American Politics Specialization

Students may specialize in American Politics by completing three courses within the American Politics subfield. Consult the department or review course details in Workday to learn about subfield designations.

Code	Title	Units
POLSCI 3025	Topics in American Politics Supreme Court	3
POLSCI 3048	Politics of Privacy in the Digital Age	3
POLSCI 3076	Politics and Policymaking in the American States	3
POLSCI 3080	Race and Ethnicity in American Politics	3
POLSCI 3081	Gender and American Politics	3
POLSCI 3097	Topics in American Politics	3
POLSCI 3189	Topics in Politics	3
POLSCI 3215	Public Opinion and American Democracy	3
POLSCI 3279	The American Presidency	3
POLSCI 3289	Civil Liberties or Courts and Civil Liberties	3
POLSCI 3328	Environmental and Energy Issues	3
POLSCI 3443	Topics in Politics: Defendant's Rights	3
POLSCI 3450	The Legislative Process	3
POLSCI 3581	Media and Politics	3
POLSCI 3613	Legislative Politics	3
POLSCI 3890	Power, Justice, and the City	3
POLSCI 4005	American Political Parties	3
POLSCI 4027	Experiments in Politics	3
POLSCI 4082	Voting Rights	3
POLSCI 4115	Immigration, Identity, and the Internet	3
POLSCI 3027	Civil Rights	3
POLSCI 3029	Constitutional Law	3
POLSCI 3043	Topics in IR: US Law and Foreign Relations	3
POLSCI 3009	Politics of Bureaucracies	3

Additional Information

Specializations

Political science majors may specialize in a subfield of political science by taking (as part of their distribution requirement) three courses with the same subfield distribution in any one of the five subfields (American politics, comparative politics, international politics, political methodology, or political theory). Students may earn specializations in up to two subfields. The successful completion of a subfield specialization will be listed on the student's transcript.

Senior Thesis

The department encourages students to pursue independent research by working toward a senior thesis. Students admitted to this program work closely with a faculty advisor for a full calendar year, beginning at the end of their junior year. Students writing a senior thesis receive 6 units of credit for two semesters of work by enrolling in POLSCI 4900 Senior Thesis Research. However, this credit does not count toward the completion of the political science major. Although there is no grade point average requirement for writing a senior thesis, an application is required. For more information, contact the department office. All majors may apply.

To qualify to write a senior thesis, students must do the following:

- Complete the methodology course requirement by the fall of their junior year (all majors are strongly urged to complete this requirement during their sophomore year).
- Complete POLSCI 4905 Research Design and Methods prior to their senior year.
- Complete a subfield specialization (detailed in the Specializations section above) by the end of the fall of their senior year in the subfield appropriate for their senior thesis. At least two thirds of the specialization must be completed by the end of their junior year.
- Apply during their junior year for admission into the program.

Senior Honors

There are two tracks for graduating with Latin Honors: honors by thesis and honors by coursework. For either track, students must complete POLSCI 4905 during their junior year.

To graduate with Latin Honors by thesis, students must also successfully complete a senior thesis project and meet a GPA requirement set by the College of Arts & Sciences.

To graduate with Latin Honors by coursework, students must also complete an additional 9 credits that are at the 3000 level or higher (for a total of 39 credits in the major), write a paper that is 10 pages or longer in a course (that is not POLSCI 4905) at the 4000 or 5000 level, and meet a GPA requirement set by the College of Arts & Sciences.

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Political Science Major, Comparative Politics Specialization

Program Requirements

- **Total Units Required:** 30
- **Grade Requirement:** C or better

Students who major in Political Science are required to complete 30 graded units (10 courses) in Political Science with a C or better, distributed as follows:

Required Courses

Substantive Introductory Courses

6 graded units must come from two 1000-level introductory courses. (**Note:** Students scoring a 4 or 5 on the AP US Government and Politics exam and/or the AP Comparative Government and Politics exam may place out of the associated introductory course and replace it with a 3000- or 4000-level course in a related subfield.)

Methodology Course

3 graded units must come from either POLSCI 2400 Data Science for Politics or POLSCI 3630 Quantitative Political Methodology. All majors are urged to complete this requirement during their sophomore year. (**Note:** Some statistics courses offered in other departments will allow students to opt out of this class, but those credits will not count toward their Political Science major. See the department website for more information.)

Elective Courses

Distribution Requirement

Students must complete at least one 3-unit course at the 2000, 3000, or 4000 level in three of the following subfields: American politics, comparative politics, international politics, political methodology, or political theory.

Upper-Level Requirement

18 graded units must come from any six 3000- or 4000-level courses, including at least one 4000-level capstone course (see below).

Other Courses

A student's remaining graded units may be earned by any Political Science course or independent study. However, credits given for writing a senior thesis (detailed in the Senior Thesis section below) do not count toward the major. In addition, a student may complete an internship for Political Science credit.

Capstone

All majors must complete at least one 4000-level, home-based course in Political Science as a capstone experience. Students writing a senior thesis satisfy this requirement by completing POLSCI 4905 Research Design and Methods.

Limitations

No more than 6 units from the following may count toward the major: internship, directed reading, directed research, or teaching practicum.

No more than 6 units from the following may count toward the major: study abroad, summer school, the School of Continuing & Professional Studies, or transfer credit.

Requirements for the Comparative Politics Specialization

Students may specialize in Comparative Politics by completing three courses within the Comparative Politics subfield. Consult the department or review course details in Workday to learn about subfield designations.

Code	Title	Units
POLSCI 3014	Gender and Politics	3
POLSCI 3048	Politics of Privacy in the Digital Age	3
POLSCI 3095	Civil War and Peace / The Scientific Study of War	3
POLSCI 3096	Politics of the European Union	3
POLSCI 3161	Gender and Politics	3
POLSCI 3177	International Organizations	3
POLSCI 3189	Topics in Politics: Political Economy of Immigration	3
POLSCI 3242	Topics in Politics: Politics of Economic Development	3
POLSCI 3270	African Politics	3
POLSCI 3283	Latin American Politics	3
POLSCI 3285	Political Economy of Democracy	3
POLSCI 3288	Topics in International Political Economy: Political Economy of Inequality and Redistribution	3
POLSCI 3320	Topics in Politics: Campaigns, Corruption, and Cash	3
POLSCI 3720	Topics in International Politics: Ethnic Conflict: Causes and Remedies	3
POLSCI 3763	Topics in Comparative Politics	3
POLSCI 3784	Terrorism and Political Violence	3
POLSCI 4115	Immigration, Identity, and the Internet (WI)	3

POLSCI 4160	Contemporary Issues in Latin America OR Presidents, Legislators, and Economic Policy in Latin America	3
POLSCI 4250	Comparative Political Parties	3
POLSCI 4453	Comparative Political Economy	3

Additional Information

Specializations

Political science majors may specialize in a subfield of political science by taking (as part of their distribution requirement) three courses with the same subfield distribution in any one of the five subfields (American politics, comparative politics, international politics, political methodology, or political theory). Students may earn specializations in up to two subfields. The successful completion of a subfield specialization will be listed on the student's transcript.

Senior Thesis

The department encourages students to pursue independent research by working toward a senior thesis. Students admitted to this program work closely with a faculty advisor for a full calendar year, beginning at the end of their junior year. Students writing a senior thesis receive 6 units of credit for two semesters of work by enrolling in POLSCI 4900 Senior Thesis Research. However, this credit does not count toward the completion of the political science major. Although there is no grade point average requirement for writing a senior thesis, an application is required. For more information, contact the department office. All majors may apply.

To qualify to write a senior thesis, students must do the following:

- Complete the methodology course requirement by the fall of their junior year (all majors are strongly urged to complete this requirement during their sophomore year).
- Complete POLSCI 4905 Research Design and Methods prior to their senior year.
- Complete a subfield specialization (detailed in the Specializations section above) by the end of the fall of their senior year in the subfield appropriate for their senior thesis. At least two thirds of the specialization must be completed by the end of their junior year.
- Apply during their junior year for admission into the program.

Senior Honors

There are two tracks for graduating with Latin Honors: honors by thesis and honors by coursework. For either track, students must complete POLSCI 4905 during their junior year.

To graduate with Latin Honors by thesis, students must also successfully complete a senior thesis project and meet a GPA requirement set by the College of Arts & Sciences.

To graduate with Latin Honors by coursework, students must also complete an additional 9 credits that are at the 3000 level or higher (for a total of 39 credits in the major), write a paper that is 10 pages or longer in a course (that is not POLSCI 4905) at the 4000 or 5000 level, and meet a GPA requirement set by the College of Arts & Sciences.

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Political Science Major, International Politics Specialization

Program Requirements

- **Total Units Required:** 30
- **Grade Requirement:** C or better

Students who major in Political Science are required to complete 30 graded units (10 courses) in Political Science with a C or better, distributed as follows:

Required Courses

Substantive Introductory Courses

6 graded units must come from two 1000-level introductory courses. (**Note:** Students scoring a 4 or 5 on the AP US Government and Politics exam and/or the AP Comparative Government and Politics exam may place out of the associated introductory course and replace it with a 3000- or 4000-level course in a related subfield.)

Methodology Course

3 graded units must come from either POLSCI 2400 Data Science for Politics or POLSCI 3630 Quantitative Political Methodology. All majors are urged to complete this requirement during their sophomore year. (**Note:** Some statistics courses offered in other departments will allow students to opt out of this class, but those credits will not count toward their Political Science major. See the department website for more information.)

Elective Courses

Distribution Requirement

Students must complete at least one 3-unit course at the 2000, 3000, or 4000 level in three of the following subfields: American politics, comparative politics, international politics, political methodology, or political theory.

Upper-Level Requirement

18 graded units must come from any six 3000- or 4000-level courses, including at least one 4000-level capstone course (see below).

Other Courses

A student's remaining graded units may be earned by any Political Science course or independent study. However, credits given for writing a senior thesis (detailed in the Senior Thesis section below) do not count toward the major. In addition, a student may complete an internship for Political Science credit.

Capstone

All majors must complete at least one 4000-level, home-based course in Political Science as a capstone experience. Students writing a senior thesis satisfy this requirement by completing POLSCI 4905 Research Design and Methods.

Limitations

No more than 6 units from the following may count toward the major: internship, directed reading, directed research, or teaching practicum.

No more than 6 units from the following may count toward the major: study abroad, summer school, the School of Continuing & Professional Studies, or transfer credit.

Requirements for the International Politics Specialization

Students may specialize in International Politics by completing three courses within the International Politics subfield. Consult the department or review course details in Workday to learn about subfield designations.

Code	Title	Units
POLSCI 3043	Topics in International Politics: East Asian Economic Miracles	3
POLSCI 3043	Topics in International Politics: U.S. Law and Foreign Relations	3
POLSCI 3095	Civil War and Peace / The Scientific Study of War	3
POLSCI 3096	Politics of the European Union	3
POLSCI 3173	International Political Economy	3
POLSCI 3177	International Organization	3
POLSCI 3189	Topics in Politics: International Environmental Politics	3
POLSCI 3189	Topics in Politics: Political Economy of Immigration	3
POLSCI 3242	Topics in Politics: Politics, Risk, and Banking Crises	3
POLSCI 3286	Topics in Public Policy: Politics of International Trade	3
POLSCI 3288	Topics in International Political Economy: Integration in the Americas	3
POLSCI 3288	Topics in International Political Economy: Political Economy of Inequality and Redistribution	3
POLSCI 3320	Topics in Politics: Terrorism & Counterterrorism	3
POLSCI 3242	Topics in Politics: International Organizations	3
POLSCI 3720	Global Political Economy	3
POLSCI 3720	Topics in International Politics: Ethnic Conflict: Causes and Remedies	3
POLSCI 3720	Topics in International Politics: Politics of International Finance	3
POLSCI 3784	Terrorism and Political Violence	3

Additional Information

Specializations

Political science majors may specialize in a subfield of political science by taking (as part of their distribution requirement) three courses with the same subfield distribution in any one of the five subfields (American politics, comparative politics, international politics, political methodology, or political theory). Students may earn specializations in up to two subfields. The successful completion of a subfield specialization will be listed on the student's transcript.

Senior Thesis

The department encourages students to pursue independent research by working toward a senior thesis. Students admitted to this program work closely with a faculty advisor for a full calendar year, beginning at the end of their junior year. Students writing a senior thesis receive 6 units of credit for two semesters of work by enrolling in POLSCI 4900 Senior Thesis Research. However, this credit does not count toward the completion of the political science major. Although there is no grade point average requirement for writing a senior thesis, an application is required. For more information, contact the department office. All majors may apply.

To qualify to write a senior thesis, students must do the following:

- Complete the methodology course requirement by the fall of their junior year (all majors are strongly urged to complete this requirement during their sophomore year).
- Complete POLSCI 4905 Research Design and Methods prior to their senior year.
- Complete a subfield specialization (detailed in the Specializations section above) by the end of the fall of their senior year in the subfield appropriate for their senior thesis. At least two thirds of the specialization must be completed by the end of their junior year.
- Apply during their junior year for admission into the program.

Senior Honors

There are two tracks for graduating with Latin Honors: honors by thesis and honors by coursework. For either track, students must complete POLSCI 4905 during their junior year.

To graduate with Latin Honors by thesis, students must also successfully complete a senior thesis project and meet a GPA requirement set by the College of Arts & Sciences.

To graduate with Latin Honors by coursework, students must also complete an additional 9 credits that are at the 3000 level or higher (for a total of 39 credits in the major), write a paper that is 10 pages or longer in a course (that is not POLSCI 4905) at the 4000 or 5000 level, and meet a GPA requirement set by the College of Arts & Sciences.

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Political Science Major, Political Methodology Specialization

Program Requirements

- **Total Units Required:** 30
- **Grade Requirement:** C or better

Students who major in Political Science are required to complete 30 graded units (10 courses) in Political Science with a C or better, distributed as follows:

Required Courses

Substantive Introductory Courses

6 graded units must come from two 1000-level introductory courses. (**Note:** Students scoring a 4 or 5 on the AP US Government and Politics exam and/or the AP Comparative Government and Politics exam may place out of the associated introductory course and replace it with a 3000- or 4000-level course in a related subfield.)

Methodology Course

3 graded units must come from either POLSCI 2400 Data Science for Politics or POLSCI 3630 Quantitative Political Methodology. All majors are urged to complete this requirement during their sophomore year. (**Note:** Some statistics courses offered in other departments will allow students to opt out of this class, but those credits will not count toward their Political Science major. See the department website for more information.)

Elective Courses

Distribution Requirement

Students must complete at least one 3-unit course at the 2000, 3000, or 4000 level in three of the following subfields: American politics, comparative politics, international politics, political methodology, or political theory.

Upper-Level Requirement

18 graded units must come from any six 3000- or 4000-level courses, including at least one 4000-level capstone course (see below).

Other Courses

A student's remaining graded units may be earned by any Political Science course or independent study. However, credits given for writing a senior thesis (detailed in the Senior Thesis section below) do not count toward the major. In addition, a student may complete an internship for Political Science credit.

Capstone

All majors must complete at least one 4000-level, home-based course in Political Science as a capstone experience. Students writing a senior thesis satisfy this requirement by completing POLSCI 4905 Research Design and Methods.

Limitations

No more than 6 units from the following may count toward the major: internship, directed reading, directed research, or teaching practicum.

No more than 6 units from the following may count toward the major: study abroad, summer school, the School of Continuing & Professional Studies, or transfer credit.

Requirements for the Political Methodology Specialization

Students may specialize in Political Methodology by completing three courses within the Political Methodology subfield. Consult the department or review course details in Workday to learn about subfield designations.

Code	Title	Units
POLSCI 3015	Computational Modeling in the Social Sciences	3
POLSCI 3630	Quantitative Political Methodology	3
POLSCI 4005	American Political Parties	3
POLSCI 4027	Experiments in Politics	3
POLSCI 4905	Research Design and Methods	3

Washington University in St. Louis

Additional Information

Specializations

Political science majors may specialize in a subfield of political science by taking (as part of their distribution requirement) three courses with the same subfield distribution in any one of the five subfields (American politics, comparative politics, international politics, political methodology, or political theory). Students may earn specializations in up to two subfields. The successful completion of a subfield specialization will be listed on the student's transcript.

Senior Thesis

The department encourages students to pursue independent research by working toward a senior thesis. Students admitted to this program work closely with a faculty advisor for a full calendar year, beginning at the end of their junior year. Students writing a senior thesis receive 6 units of credit for two semesters of work by enrolling in POLSCI 4900 Senior Thesis Research. However, this credit does not count toward the completion of the political science major. Although there is no grade point average requirement for writing a senior thesis, an application is required. For more information, contact the department office. All majors may apply.

To qualify to write a senior thesis, students must do the following:

- Complete the methodology course requirement by the fall of their junior year (all majors are strongly urged to complete this requirement during their sophomore year).
- Complete POLSCI 4905 Research Design and Methods prior to their senior year.
- Complete a subfield specialization (detailed in the Specializations section above) by the end of the fall of their senior year in the subfield appropriate for their senior thesis. At least two thirds of the specialization must be completed by the end of their junior year.
- Apply during their junior year for admission into the program.

Senior Honors

There are two tracks for graduating with Latin Honors: honors by thesis and honors by coursework. For either track, students must complete POLSCI 4905 during their junior year.

To graduate with Latin Honors by thesis, students must also successfully complete a senior thesis project and meet a GPA requirement set by the College of Arts & Sciences.

To graduate with Latin Honors by coursework, students must also complete an additional 9 credits that are at the 3000 level or higher (for a total of 39 credits in the major), write a paper that is 10 pages or longer in a course (that is not POLSCI 4905) at the 4000 or 5000 level, and meet a GPA requirement set by the College of Arts & Sciences.

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Political Science Major, Political Theory Specialization

Program Requirements

- **Total Units Required:** 30
- **Grade Requirement:** C or better

Students who major in Political Science are required to complete 30 graded units (10 courses) in Political Science with a C or better, distributed as follows:

Required Courses

Substantive Introductory Courses

6 graded units must come from two 1000-level introductory courses. (**Note:** Students scoring a 4 or 5 on the AP US Government and Politics exam and/or the AP Comparative Government and Politics exam may place out of the associated introductory course and replace it with a 3000- or 4000-level course in a related subfield.)

Methodology Course

3 graded units must come from either POLSCI 2400 Data Science for Politics or POLSCI 3630 Quantitative Political Methodology. All majors are urged to complete this requirement during their sophomore year. (**Note:** Some statistics courses offered in other departments will allow students to opt out of this class, but those credits will not count toward their Political Science major. See the department website for more information.)

Elective Courses

Distribution Requirement

Students must complete at least one 3-unit course at the 2000, 3000, or 4000 level in three of the following subfields: American politics, comparative politics, international politics, political methodology, or political theory.

Upper-Level Requirement

18 graded units must come from any six 3000- or 4000-level courses, including at least one 4000-level capstone course (see below).

Other Courses

A student's remaining graded units may be earned by any Political Science course or independent study. However, credits given for writing a senior thesis (detailed in the Senior Thesis section below) do not count toward the major. In addition, a student may complete an internship for Political Science credit.

Capstone

All majors must complete at least one 4000-level, home-based course in Political Science as a capstone experience. Students writing a senior thesis satisfy this requirement by completing POLSCI 4905 Research Design and Methods.

Limitations

No more than 6 units from the following may count toward the major: internship, directed reading, directed research, or teaching practicum.

No more than 6 units from the following may count toward the major: study abroad, summer school, the School of Continuing & Professional Studies, or transfer credit.

Requirements for the Political Theory Specialization

Students may specialize in Political Theory by completing three courses within the Political Theory subfield. Consult the department or review course details in Workday to learn about subfield designations.

Code	Title	Units
POLSCI 3391	History of Political Thought I: Justice, Virtue, and the Soul	3
POLSCI 3392	History of Political Thought II	3
POLSCI 3405	Topics in Political Thought	3
POLSCI 3890	Power, Justice, and the City	3
POLSCI 3930	History of Political Thought III: Liberty, Democracy, and Revolution	3
POLSCI 4056	Political Representation	3
POLSCI 4306	Global Justice	3

Additional Information

Specializations

Political science majors may specialize in a subfield of political science by taking (as part of their distribution requirement) three courses with the same subfield distribution in any one of the five subfields (American politics, comparative politics, international politics, political methodology, or political theory). Students may earn specializations in up to two subfields. The successful completion of a subfield specialization will be listed on the student's transcript.

Senior Thesis

The department encourages students to pursue independent research by working toward a senior thesis. Students admitted to this program work closely with a faculty advisor for a full calendar year, beginning at the end of their junior year. Students writing a senior thesis receive 6 units of credit for two semesters of work by enrolling in POLSCI 4900 Senior Thesis Research. However, this credit does not count toward the completion of the political science major. Although there is no grade point average requirement for writing a senior thesis, an application is required. For more information, contact the department office. All majors may apply.

To qualify to write a senior thesis, students must do the following:

- Complete the methodology course requirement by the fall of their junior year (all majors are strongly urged to complete this requirement during their sophomore year).
- Complete POLSCI 4905 Research Design and Methods prior to their senior year.
- Complete a subfield specialization (detailed in the Specializations section above) by the end of the fall of their senior year in the subfield appropriate for their senior thesis. At least two thirds of the specialization must be completed by the end of their junior year.
- Apply during their junior year for admission into the program.

Senior Honors

There are two tracks for graduating with Latin Honors: honors by thesis and honors by coursework. For either track, students must complete POLSCI 4905 during their junior year.

To graduate with Latin Honors by thesis, students must also successfully complete a senior thesis project and meet a GPA requirement set by the College of Arts & Sciences.

To graduate with Latin Honors by coursework, students must also complete an additional 9 credits that are at the 3000 level or higher (for a total of 39 credits in the major), write a paper that is 10 pages or longer in a course (that is not POLSCI 4905) at the 4000 or 5000 level, and meet a GPA requirement set by the College of Arts & Sciences.

Phone:	314-935-5810
Email:	polisci@wustl.edu
Website:	http://polisci.wustl.edu

Political Science Minor

Program Requirements

- **Total Units Required:** 15

Required Courses

Students must complete a minimum of 15 graded units of course work with a C or better, including at least 9 advanced units.

Additional Information

No more than 3 units may be counted from among the following: POLSCI 2998 Teaching Practicum in Political Science, POLSCI 4912 Directed Readings, POLSCI 4913 Directed Research, summer school, courses in the School of Continuing & Professional Studies, or credits from another institution (including study abroad).

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Psychological & Brain Sciences

The field of Psychology encompasses a large and diverse area of study that is empirical, theoretical, and practical. As the science concerned with the study of behavior, psychology includes such areas as: biological bases of behavior; brain-behavior interactions; learning; memory; cognition; motivation; sensation and perception; the study of social interactions, persuasion, and attitudes; aging and development; personality; clinical, abnormal, and health psychology; and leisure and work experiences. These areas may appear quite distinct from one another, but the study of one provides important implications and insights for the understanding of the others. As an example, knowledge of brain-behavior interactions, sensory processes, and learning processes all are involved in identifying, understanding, and treating certain psychopathologies. A major aspect of all the sub-disciplines is their emphasis on research and the development and expansion of knowledge concerning behavior.

An undergraduate education in psychology cannot hope to cover all aspects and areas of the discipline in a substantive way. At the very least, however, it should provide specific tools that allow the student of psychological thought to appraise knowledgeably the logic and evidence that underlie the ongoing evolution of psychological science. This is provided by either the major in Psychological & Brain Sciences or the major in Psychological & Brain Sciences: Cognitive Neuroscience.

Completion of either of the two Psychological & Brain Sciences majors, that is Psychological & Brain Sciences, or Psychological & Brain Sciences: Cognitive Neuroscience, should provide students with the content of psychology, including breadth and depth. It also should provide students with the tools needed to evaluate critically psychological information, independent of specific content. The student needs to learn how to gather data, conduct literature reviews, and write proficiently and scientifically. Our curriculum aims to accomplish these goals. We strive to ensure that our students understand the importance and become critical evaluators of empirical psychological research.

Psychology is a multi-purpose, valuable discipline in which to major. It has relevance for those considering careers in law, medicine, the health professions, education, and business. In addition, it provides important skills and knowledge for those who may not be planning additional schooling.

The Department of Psychological & Brain Sciences at Washington University has particular strengths in the following areas:

- Aging
- Behavioral economics
- Human development
- Diversity science
- Cognitive neuroscience
- Emotion
- Judgment and decision-making
- Learning and operant conditioning
- Neuropsychology
- Personality and individual differences
- Adult psychopathology
- Sensory processes in vision and audition
- Social theories of self and social processes
- Human emotion

There are also many opportunities for undergraduates in this department:

- Research involvement with faculty members
- Supervised internships with community service agencies
- Practicum in Applied Behavior Analysis: Autism Spectrum Disorder
- Study abroad
- Specializations within the majors
- Senior honors
- Membership in Psi Chi, the national honor society in psychology

Contact:	Shelley Kohlman
Phone:	314-935-5169
Email:	skohlman@wustl.edu
Website:	https://psych.wustl.edu/undergraduate-program

Faculty

Chair

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Associate Chairs

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Director of the Behavior, Brain and Cognition

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Director of Undergraduate Studies

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Professor of Sociological Anthropology; Psychological & Brain Sciences

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Majors

- Psychological & Brain Sciences Major (p. 842)
- Psychological & Brain Sciences: Cognitive Neuroscience Major (p. 843)

Psychological & Brain Sciences Major Specializations

- Psychological & Brain Sciences Major, Cognition in Children Specialization (p. 845)
- Psychological & Brain Sciences Major, Cognitive Neuroscience Specialization (p. 848)
- Psychological & Brain Sciences Major, Experimental Psychopathology Specialization (p. 850)
- Psychological & Brain Sciences Major, Lifespan Development Specialization (p. 853)
- Psychological & Brain Sciences Major, Personality and Individual Differences Specialization (p. 855)

Psychological & Brain Sciences: Cognitive Neuroscience Major Specializations

- Psychological & Brain Sciences: Cognitive Neuroscience Major, Cognition in Children Specialization (p. 858)
- Psychological & Brain Sciences: Cognitive Neuroscience Major, Experimental Psychopathology Specialization (p. 861)
- Psychological & Brain Sciences: Cognitive Neuroscience Major, Lifespan Development Specialization (p. 864)
- Psychological & Brain Sciences: Cognitive Neuroscience Major, Personality and Individual Differences Specialization (p. 867)

Minors

- Psychological & Brain Sciences Minor (p. 870)

Courses

PSYCH 1000 Introduction to Psychology
A survey and analysis of concepts, theory, and research covering the areas of biological psychology, human development, learning, memory, social psychology, and mental disorders and their treatment. This is a general survey course designed to introduce students to the diversity of topics, research methods, and theories that comprise the study of mind and behavior. Psych 100B is required of all majors and is a prerequisite to all upper-level courses in Psychological & Brain Sciences. Open to first-year students and above. NOTE: For first-year students with AP/IB exemption, and first- and second-year students enrolled in Psych 100B who are interested in exploring a few areas of Psychology within a seminar format, see Psych 102, First-Year Opportunity: Contemporary Issues in Psychology.
Credit 3 units. A&S IQ: SSC Art: SSC BU: BA EN: S
Typical periods offered: Fall, Spring, Summer

PSYCH 1100 First-Year Opportunity: Contemporary Issues in Psychology
This seminar enables students to explore several of the ideas and issues in contemporary psychology. Each week a different issue is discussed, and students familiarize themselves with critical aspects of the issue and discuss and critically evaluate the pros and cons of each side. Open to First-Year students who are concurrently enrolled in or who have completed (or are exempt from) Psych 100B/1000. Also open to Sophomores who are concurrently enrolled in Psych 100B/1000. Sections are limited to 15 students
Credit 1 unit. A&S IQ: SSC Art: SSC EN: S
Typical periods offered: Fall, Spring

PSYCH 1101 First-Year Opportunity: Psychology of Young Adulthood
This course will cover selected topics relevant to the developmental, social, personal, and cognitive issues confronting young adults during their college years. Material will be drawn mainly from the field of psychology, and the emphasis will be on the scientific basis of concepts and on empirically supported strategies for growth and development. The knowledge gained may contribute to academic success, personal development, and a more rewarding social and academic experience over the course of college and beyond. This one-unit course is only open to first-year students. Credit/No Credit only.
Credit 1 unit.
Typical periods offered: Fall

PSYCH 1160 First-Year Opportunity: Research in Psychology
Weekly one-hour presentations by the Psychological & Brain Sciences Department faculty. Each week a member of the faculty will present a lecture in an area of interest. The seminar will introduce students to research areas and issues of current interest. The seminar is highly recommended for those individuals with an interest in Psychology. Open to First-Years and Sophomores only. Credit/No Credit option only.
Credit 1 unit. A&S IQ: SSC Art: SSC EN: S
Typical periods offered: Spring

PSYCH 1170 First-Year Opportunity: Mindfulness Science & Practice
Mindfulness is a term that is becoming increasingly used in popular culture to refer to a set of skills associated with increased attentional focus, successful stress-management, and improved health, sleep, and emotional well-being. This course will expose students to the various facets of mindfulness from both an applied and scientific perspective, by teaching mindfulness skills through a set of easy-to-learn practices and exercises, and by surveying of empirical research regarding mindfulness effects on cognition, emotion, brain function, and health. The goal of the seminar will be to provide practical skills that can contribute to personal development, emotional well-being, and academic success, while also developing critical thinking skills in learning how to read and evaluate primary scientific literature on mindfulness. Open to freshman only.
Credit 1 unit.
Typical periods offered: Spring

PSYCH 1600 The Science of Effective Study Strategies
You have now spent at least 12 years in school, studying for exams and/or tests (for most of you, that's most of your lifetime). What can current research tell us about how well we study, whether we make efficient study decisions, and whether our study strategies are effective? This course offers an overview of current research from cognitive and educational psychology on effective study strategies. Throughout this course, students will be encouraged to develop their understanding of scientific research and evaluate evidence supporting study strategies. PREREQ: Open only to freshmen and sophomores. Credit/no credit only.
Credit 1 unit. A&S IQ: SSC EN: S
Typical periods offered: Fall, Spring

PSYCH 1995 Psychology Coursework Completed Abroad
This course is for study abroad credits.
Credit 1-12 units.
Typical periods offered: Fall, Spring

PSYCH 1996 Psychological & Brain Sciences Elective - 100 Level
This course is for elective or transfer credits.
Credit 0.5-12 units. EN: H, S
Typical periods offered: Fall, Spring, Summer

PSYCH 2190 The Infant Mind: Sophomore Seminar
What goes on inside the mind of an infant? In this course we will explore a variety of hot topics concerning how babies experience the world around them. We will cover topics such as temperament (Do babies get mad?), language and communication (How do infants learn words and what if a baby is exposed to more than one language?), the effects of poverty on the developing brain (Does it matter?), social categories and relationships (Do babies notice differences across people?), and

morality (Do babies have a sense of justice?). We will also discuss how to put child development research into practice, for example, by considering research relevant to policies concerning vaccination, early childhood education, and whether screen time is okay for babies. Students will have ample opportunity to interact with children at a local childcare center, where they can experience first-hand the research they are learning about in class. If you are curious about the developing mind, human nature, or considering a career in a field that involves children (e.g., education, medicine, public policy) this course is for you. PREREQ: Sophomore standing, and is open to students from all majors. Enrollment is restricted to 20 sophomores or permission of instructor.
Credit 3 units. A&S IQ: SSC BU: BA EN: S
Typical periods offered: Spring

PSYCH 2196 Practical Applications in Psychology and Brain Science
Credit for internships in Psychological and Brain Sciences
Credit 3 units.
Typical periods offered: Fall, Spring, Summer

PSYCH 2210 First-Year Seminar: Introduction to Memory Studies
This course focuses on memory not only as an individual phenomenon but also how our memories for historical events can be determined by the groups to which we belong (collective memory). We will survey such topics as experimental methods and findings in the study of individual memory; questions of accuracy and vividness of memory; false and illusory memories; eyewitness memory reports that are used in trials; methods to greatly enhance learning and memory; and people with extraordinary memories; . We then transition to the study of collective memory, or how our memories and identities are shaped by the groups to which we belong. The topics will include transmission of memories and identity through narratives; shared historical memories; battles over how the past is to be remembered; and revision of the memories of the past to meet concerns of the present. We also consider how memory is used in political arguments. Enrollment is restricted to first-year students..
Credit 3 units. A&S IQ: SSC Art: SSC BU: BA EN: S
Typical periods offered: Spring

PSYCH 2610 Applying the Science of Learning
This course is intended to cover the science of human learning, with special focus on areas, theory, and research that have potential to improve how students learn. Thus, the course will provide selective coverage of theoretical and empirical work in the science of learning that can inform and improve student learning. The applicability of these themes to the students in this course will be explicitly developed through students' explicit translation of the experimental findings from the literature to their own learning challenges. The course will be organized around three major integrated goals. First, the relevant basic theory and findings in select topics in the science of learning will be covered. Second, the implications of this work for improving learning outcomes in authentic educational contexts will be considered. Third, together we will develop concrete techniques and examples of how the principles that emerge can be adopted to significantly enhance outcomes of lifelong learning challenges. Prerequisite: Psych 100B.
Credit 3 units. A&S IQ: SSC Art: SSC BU: BA EN: S
Typical periods offered: Spring

PSYCH 2900 Directed Research in Psychological & Brain Sciences
Introduces first-years and sophomores to research by engaging them in ongoing faculty research projects within the department. Under the direction of a faculty mentor, students take part in tasks that contribute to the mentor's research. Through this hands-on experience, students learn about the research process and build foundational research skills that can benefit their future academic experience and development. Faculty mentors provide regular guidance, training, and feedback to support students' understanding and growth. Students are registered by the department after approval from the faculty member leading the research project. The course may be taken for 1-3 credit hours based on the weekly hours required. Credit/No Credit only
Credit 3 units.

PSYCH 2901 Internship in Psychology
An opportunity to gain practical, applied experience in a non-academic, community service agency. For description of prerequisites, course goals, agency selection, registration policies, and course requirements, obtain a copy of Internships in Psychology available in room 207B in Somers Family Hall or on the P&BS website: http://psychweb.wustl.edu/undergraduate. This course can be taken only once, open to junior and senior P&BS majors only. Credit/No Credit only. Permission of Instructor Required.
Credit 3 units.
Typical periods offered: Fall, Spring

PSYCH 2902 Practicum: Peer Crisis Intervention Training
See department for details. Credit cannot be counted toward fulfulling the requirements for the major or minor in P&BS. Credit/No Credit only. Enrollment by Department Only.
Credit 2 units.
Typical periods offered: Fall, Spring

PSYCH 2910 Practicum in Applied Behavior Analysis: Autism Spectrum Disorder
An opportunity to be trained in applied behavior analytic techniques and to work with a child with autism spectrum disorder. Training and supervision will be arranged and coordinated by the family of the child and/or their consultant/agency. Students must complete the minimum number of hours of training and therapy, and attend regular therapy meetings. In addition, there is a required seminar for discussion of assigned readings and presentations on autism and therapy. Completion of a paper in the second semester also is required. For further information and petition form, pick up the Practicum brochure from the Department. Credit/No Credit only. Enrollment through the practicum coordinator only.
Credit 0.5-3 units.
Typical periods offered: Fall, Spring

PSYCH 2993 Study Abroad Seminar
Required of students in the approved Psychology Study Abroad Program. Enrollment by Study Abroad Office only. Credit/No Credit only.
Credit 1 unit. A&S IQ: SSC EN: S
Typical periods offered: Fall, Spring

PSYCH 2994 Study Abroad: Experiences in Psychology
PREREQ: Enrollment in an approved Psychology Study-Abroad program and prior permission of the Director of Undergraduate Studies. Credit to be arranged. CR/NCR only. Credit variable, max 3 units.
Credit 3 units.
Typical periods offered: Spring

PSYCH 2995 Psychological & Brain Sciences Coursework Completed Abroad
This course is for study abroad credits.
Credit 1-12 units.
Typical periods offered: Fall, Spring

PSYCH 2996 Psychological and Brain Sciences Elective - 200 Level
This course is for elective or transfer credits.
Credit 0.5-12 units. EN: H, S
Typical periods offered: Fall, Spring, Summer

PSYCH 3000 Introduction to Psychological Statistics
Descriptive statistics including correlation and regression. Inferential statistics including nonparametric and parametric tests of significance through two-way analysis of variance. Course emphasizes underlying logic and is not primarily mathematical, though knowledge of elementary algebra is essential. Psych 300 is required of all P&BS majors. PREREQ: Psych 100B.
Credit 3 units. A&S IQ: NSM, AN Art: NSM
Typical periods offered: Fall, Spring

PSYCH 3010 Experimental Psychology
This course provides training in the logic and techniques of psychological research so as to provide students with experience in the design of psychology experiments and interpretation of results. Topics include experimental design and control, library research, quantitative treatment of data, graphical presentation of results, and clarity of scientific writing. Lectures focus on general principles of experimentation, whereas the laboratory sections provide an introduction to a range of psychological phenomena through hands-on experience in experimentation. Each student also completes an independent research project. Declared P&BS majors will have priority. Limited to 15 students per section. PREREQ: Psych 100B and 300.
Credit 4 units. A&S IQ: NSM Art: NSM BU: SCI
Typical periods offered: Fall, Spring, Summer

PSYCH 3011 Experimental Psychology
Psych 3011 is limited to students who have not taken Psych 300 and want to enroll in Psych 300 and Experimental Psychology concurrently. Therefore, students who enroll in Psych 3011 must also register for Psychology 300. Psych 3011 fulfills the Psychology 301 requirement for the major. Topics in the two courses (i.e., Psych 300 and Psych 3011) will be coordinated in order to integrate the concepts from Statistics with those from Experimental Psychology. Experimental Psychology provides training in the logic and techniques of psychological research so as to provide students with experience in the design of psychology experiments and interpretation of results. Topics include experimental design and control, library research, quantitative treatment of data, graphical presentation of results, and clarity of scientific writing. Lectures focus on general principles of experimentation while the laboratory component provides an introduction to a range of psychological phenomena through hands-on experience in experimentation. Each student also completes an independent research project of his or her own design under supervision of a faculty member. Enrollment limited to 15 students. Declared P&BS majors will have priority. PREREQ: Psych 100B and concurrent enrollment in Psy 300.
Credit 4 units. A&S IQ: NSM Art: NSM BU: BA, SCI
Typical periods offered: Fall, Spring

PSYCH 3050 Health Psychology
Review and discussion of psychobiological approaches to health, as well as psychological aspects of physical illness. Topics: stress and coping, psychosocial factors in the etiology and progression of chronic illness, and psychological sequelae of chronic illness. There will be an emphasis on research methodology and results. PREREQ: Psych 100B.
Credit 3 units. A&S IQ: SSC Art: SSC BU: BA EN: S
Typical periods offered: Fall, Spring

PSYCH 3095 Prejudice, Stereotyping, & Discrimination
This course will trace prejudice, stereotyping, and discrimination from its ordinary origins in social cognition to its most extreme consequences in war and genocide. Topics include prejudice, the causes of stereotyping and discrimination, the development of prejudice in children, subtle and overt prejudice and stereotyping, group conflict, the role of social norms, the experience of being a target of discrimination, and interventions to reduce prejudice and discrimination. Areas covered include racism, sexism, ageism, homophobia, ableism, colorism, and religious discrimination. Prerequisite: Psych 100B.
Credit 3 units. A&S IQ: SSC, SC Art: SSC BU: BA EN: S
Typical periods offered: Spring

PSYCH 3096 Psychological Dynamics of Empathy
In this course, we will explore the antecedents and consequences of empathic motivation, defined broadly. Along the way, we consider answers to several interesting questions: Why are some people generally more empathic than others? Are there cultural differences in levels of this trait? To what extent is empathy an emotional or cognitive phenomenon? We will also consider the conditions under which empathy is associated with prosocial outcomes (e.g., reducing racial prejudice) but with recognition that empathy has a darker side, one that can ironically exacerbate people's preexisting biases. The approach to empathy will be highly interdisciplinary as we consider research and theory within several fields within psychology (e.g., social, personality, cognitive) as well as areas that draw from other scholarly disciplines (e.g. social neuroscience, social anthropology). Prerequisite: Psych 100B/1000.
Credit 3 units. A&S IQ: SSC Art: SSC BU: BA EN: S
Typical periods offered: Fall, Spring

PSYCH 3150 Introduction to Social Psychology
An introduction to the scientific study of social influence. Topics include person perception, social cognition, attitudes, conformity, group behavior, aggression, altruism, prejudice and psychology's interface with law, health, and climate change. PREREQ: Psych 100B/1000
Credit 3 units. A&S IQ: SSC Art: SSC BU: BA EN: S
Typical periods offered: Fall, Spring

PSYCH 3175 Applied Statistical Analysis With R
This course is designed to introduce R as both a means of applied statistical analysis as well as a window into data organization and programming. The goal of the course is to teach the tools needed to take a raw dataset and not only perform a statistical test in R, but alsoto learn how to arrangethe dataset to perform a variety of tests, to choose the appropriate test, and to visualize the results. Students will gain practical knowledge of how to use statistics in research. Please note that this is an introductory course and knowledge of R prior to enrollment is not expected.PREREQ: Psych 300
Credit 3 units. A&S IQ: NSM Art: NSM
Typical periods offered: Fall

PSYCH 3195 Abnormal Child Psychology
This course will familiarize students with current perspectives on the nature, causes, assessment, treatment, and prevention of child psychiatric disorders and related family dysfunction. Theoretical perspectives and research findings will be discussed pertaining to anxiety, depression, conduct disorder, attention-deficit/hyperactivity disorder, autism, learning impairments, and parent-child conflict. PREREQ: Psych 100B
Credit 3 units. A&S IQ: SSC Art: SSC BU: BA EN: S
Typical periods offered: Spring

PSYCH 3210 Developmental Psychology
This course concentrates on the cognitive and social development of the person from conception to adoldscence. Topics covered include: infant perception, attachment, cognitive development from Piagetian and information processing perspectives, aggression and biological bases of behavior. PREREQ: Psych 100B.
Credit 3 units. A&S IQ: SSC Art: SSC BU: BA EN: S
Typical periods offered: Fall, Spring, Summer

PSYCH 3250 Psychology of Adolescence
This course concentrates on brain, cognitive, and social development during adolescence. This period of development is marked by transition and change. Special topics will include the vulnerability of the adolescent brain and the development of sexual orientation. Prerequisite: Psych 100B.
Credit 3 units. A&S IQ: SSC Art: SSC BU: BA EN: S
Typical periods offered: Fall, Spring

PSYCH 3260 Introduction to the Psychology of Aging
Study of the processes of aging in the individual in terms of their behavioral effects. Age changes in biological functions, sensation, perception, intelligence, learning, memory, and creativity studied to understand the capacities and potentials of the mature and older person. PREREQ: Psych 100B.
Credit 3 units. A&S IQ: SSC Art: SSC BU: BA EN: S
Typical periods offered: Spring

PSYCH 3300 Sensation and Perception
What's involved in seeing and hearing? This course will cover perception from the physical stimuli (light and sound) that impinge upon the sensory receptors through the higher-level percepts that the stimuli generate. Demonstrations and illusions will be used as we learn about the anatomy and physiology of the sensory systems and study the brain mechanisms that are involved in vision and audition. Prerequisite: Psych 100B/1000.
Credit 3 units. A&S IQ: NSM Art: NSM BU: BA, SCI
Typical periods offered: Fall, Spring, Summer

PSYCH 3384 Cognition and Culture
This course examines the influence of evolved cognitive dispositions (the way natural selection engineered the human mind) on the transmission of cultural knowledge. Dispositions present from early childhood make certain kinds of cultural knowledge particularly easy to acquire, and therefore, culturally stable. We also consider the evidence for differences in cognitive processes triggered by different social environments. Emphasis is on empirical studies and experimental methods in the study of cultural similarity and differences. Prerequisite: Psych 100B, Anthro 160B or permission of instructor.
Credit 3 units.

PSYCH 3401 Biological Psychology
An introduction to biological mechanisms underlying behavior. Topics will include the physiology of nerve cells, anatomy of the nervous system, control of sensory and motor activity, arousal and sleep, motivation and higher mental processes. PREREQ: PSYCH 100B
Credit 3 units. A&S IQ: NSM Art: NSM BU: SCI
Typical periods offered: Fall, Spring, Summer

PSYCH 3450 Genes, Environment, and Human Behavior
This class will examine how genetic influences impact various dimensions of human behavior, ranging from traits (e.g. personality) to psychiatric disorders. Topics to be covered include methods used to study genetic influence, how genetic predispositions interact with the environment, and ethical implications. Modern methods for gene-identification, such as genomewide association studies, polygenic risk scores and epigenetic experiments will be examined in detail. Emphasis will be placed on understanding core concepts (e.g. what is identity-by-descent) as well as application (e.g. calculate heritability, interpretation of results from published studies). PREREQ: Psych 100B. 3 units. Same as L64 PNP 3451.
Credit 3 units. A&S IQ: SSC Art: SSC BU: SCI EN: S
Typical periods offered: Fall

PSYCH 3460 Living, Dying, and Death: A Biopsychosocial Approach to Understanding the End of Life
Although in some ways death is the pinnacle of our life, a culmination of all that we've lived, we often don't treat it that way. Instead, we ignore it, actively avoid it, consider it a taboo even to talk about it. Yet planning for the end of life can lead to a better death experience, for us and for the people we leave behind. This course explores some of the reasons why death has been a difficult topic for people to approach and how that may be changing. Through a variety of discussions, projects, guest speakers, and field trips, this course addresses dying and deathfrom biological, psychological, social, and spiritualperspectives. Topics include historical and cross-cultural attitudes, psychological facets of coping with death at different points in the lifespan, the process of dying and definitions of death, healthcare professionals and treatment approaches for the dying, assisted death and other ethical/legal issues, grief and bereavement, mass tragedy and public death, and theoretical and empiricalapproaches to studying dying and death. PREREQ: Psych 100B
Credit 3 units. A&S IQ: SSC Art: SSC BU: BA EN: S
Typical periods offered: Spring

PSYCH 3501 Psychotherapy: Introduction to Practice and Research
This is an introductory course in psychotherapy: The treatment of psychological problems through the application of interventions grounded in psychological theory and focusing on behavior or mental processes. Students will become familiar with the more popular schools of psychotherapy, including their historical context, characteristic techniques, theoretical underpinnings, and current research support. Students will also gain an appreciation of the problems and solutions in researching psychotherapy, as well as emerging variations on psychotherapy procedures.
Credit 3 units. A&S IQ: SSC BU: BA EN: S
Typical periods offered: Spring

PSYCH 3530 Psychology of Personality
What is personality, and how can we scientifically study it? How did we become who we are today? Is personality fixed, or can we change? How does personality shape our everyday experiences and consequential life outcomes? Do we know ourselves and others? This course will address such questions by providing a rigorous contemporary overview of the field of personality psychology that will help students better understand themselves and others. Students should expect to be challenged and be prepared to work hard and attend class.
Credit 3 units. A&S IQ: SSC Art: SSC BU: BA EN: S
Typical periods offered: Fall, Spring

PSYCH 3540 Psychopathology and Mental Health
This is an introductory course in psychopathology or the scientific study of mental health disorders. The course will include definitions, theories, and classification of Psychpathological behavior. Content will focus on symptoms, classification, prevalence, etiology, and treatment of mental health disorders, including mood, anxiety, eating, schizophrenia spectrum, substance use, and personality disorders. PREREQ: Psych 100B.

Credit 3 units. A&S IQ: SSC Art: SSC BU: BA
Typical periods offered: Fall, Spring, Summer

PSYCH 3570 Introduction to Clinical Psychology
A survey of clinical psychology. Emphasis is placed on historical and recent developments in the field (e.g., managed care), as well as the consideration of the roles, functions, and techniques of clinical psychologists including psychological testing and psychotherapy. Prerequisite: Psych 100B and either Psych 353 or Psych 354.
Credit 3 units. A&S IQ: SSC Art: SSC BU: BA EN: S
Typical periods offered: Fall

PSYCH 3580 Language Acquisition
This course examines the development of language skills in children, asking how children so rapidly learn their first language. Topics include; biological bases of language development; development of phonology, syntax, and morphology; language development in atypical populations; childhood bilingualism; and development of written language skills. Prerequisite: Psych 100B and Ling 170D.
Credit 3 units. A&S IQ: SSC Art: SSC BU: BA EN: S
Typical periods offered: Fall

PSYCH 3581 Language Acquisition
This course examines the development of language skills in children, asking how children so rapidly learn their first language. Topics include: biological bases of language development; development of phonology, syntax, and morphology; language development in atypical populations; childhood bilingualism; and development of written language skills. PREREQ: Psych 100B and Ling 170D and junior or senior standing. Writing intensive.
Credit 3 units. A&S IQ: SSC, WI EN: S

PSYCH 3600 Cognitive Psychology
Introduction to the study of thought processing from an information-processing approach. Emphasis will be placed on theoretical models that are grounded in empirical support. Topics include pattern recognition, attention, memory, reasoning, language processes, decision making, and problem solving. PREREQ: Psych 100B.
Credit 3 units. A&S IQ: NSM Art: NSM BU: BA
Typical periods offered: Fall, Spring

PSYCH 3604 Cognitive Neuroscience
A general introduction to the underlying principles and mechanisms of brain function that give rise to complex human cognitive behavior. Emphasis will be placed on how emerging methods and approaches from both neuroscience and cognitive psychology have been integrated to yield new insights into the organization and structure of higher mental processes. Topics include perception, attention, memory, language, and executive control. Prerequisite: Psych 100B/1000.
Credit 3 units. A&S IQ: NSM Art: NSM BU: SCI
Typical periods offered: Fall, Spring

PSYCH 3610 Psychology of Learning
The experimental analysis of behavior is presented with examination of Operant and Pavlovian conditioning, aversive control, theories of reinforcement, choice behavior, behavioral economics, etc. Theoretical and experimental approaches to the study of behavior as developed in the laboratory are emphasized. Consideration is given to applications from the laboratory to everyday behavior. PREREQ: Psych 100B. Enrollment limited to 30.
Credit 3 units. A&S IQ: NSM Art: NSM BU: SCI
Typical periods offered: Fall

PSYCH 3611 Psychology of Learning: Laboratory
This laboratory course is a supplement to The Psychology of Learning (Psy 361) class. Students will gain first-hand experience, via a virtual rat, of principles and procedures related to the acquisition and maintenance of behavior. Weekly lab meetings introduce Pavlovian and Operant principles that are then implemented as laboratory exercises with the virtual rat. 1 unit. Concurrent enrollment in Psy 361 required.
Credit 1 unit. A&S IQ: NSM
Typical periods offered: Fall

PSYCH 3645 Understanding Emotions
Emotions both shape and are shaped by our subjective experiences, physiology, behaviors, cognitions, social interactions, and health. Their complexity and significance make the study of emotions particularly exciting and challenging. This course offers an overview of theory and research on emotions with content stretching across psychological disciplines, including personality, social, clinical, developmental, and neuropsychology. Course content will include definitions of emotions, physiological changes associated with emotions, and individual differences in emotional experience. The course will also examine how culture, cognitions, and relationships affect and are affected by emotions and how emotion is related to physical and mental health. PREREQ: Psych 100B.
Credit 3 units. A&S IQ: SSC Art: SSC BU: BA EN: S
Typical periods offered: Fall

PSYCH 3670 Positive Psychology: The Science of Happiness
Historically, the field of psychology has placed a lot of attention on what's wrong with people and what we can do to treat disorders of the mind. More recently, the field has broadened its scope to give more attention to what's right with people and what we can do to optimize our potential for psychological health. This course focuses on this latter development by examining scientific research relevant to the pursuit of happiness and well-being. Topics include the nature and measurement of happiness, the biological basis of positive emotions, an overview of positive trait theories, self-esteem, gratitude, mindset, the mind-body connection, physical activity, emotional intelligence, resilience, prosocial behavior, decision-making, willpower, mindfulness meditation, and the characteristics of successful relationships. PREREQ: Psych 100B.
Credit 3 units. A&S IQ: SSC Art: SSC BU: BA EN: S
Typical periods offered: Spring

PSYCH 3800 Human Learning and Memory
A survey of issues related to the encoding, storage and retrieval of information in humans. Topics include memory improvement strategies, people with extraordinary memories, memory illusions and distortions, among other topics. Limited to 25 students. Prerequisite: Psych 100B/1000.
Credit 3 units. A&S IQ: NSM Art: NSM BU: BA
Typical periods offered: Spring

PSYCH 3860 Psychology of Black Women
This course is designed to provide a critical analysis of the distinctive experiences of Black women through a psychological lens. We will explore topics relating to Black women's experiences in home, school, and community contexts, such as identity development, socialization experiences, and misogynoir. The class will also consider how Black women draw on individual strengths and cultural assets to support their personal wellbeing. This course will heavily center the narratives of Black women, and focus on mixed methods and qualitative research approaches. We will draw upon interdisciplinary frameworks (e.g., intersectionality, Black feminist thought, and liberation psychology) to help us understand Black women's experiences. PREREQ: L33 Psych 100B

Credit 3 units. A&S IQ: SSC, SC Art: SSC EN: S
Typical periods offered: Fall, Spring

PSYCH 3866 Community Psychology
Community psychology goes beyond an individual focus and integrates social, cultural, economic, political, environmental, and international influences to promote positive change, health, and empowerment at individual and systemic levels. In this course, we will focus on identifying the root causes of various social problems and become familiar with community-defined priorities for addressing them. We will discuss how to use psychology as a scientific foundation to better understand social determinants of health and wellness, and discuss best practices on how to build collaborative relationships with community members, groups, and organizations to solve social problems.
Credit 3 units. A&S IQ: SSC EN: S
Typical periods offered: Fall, Spring

PSYCH 3885 The Mental Health Crisis in Higher Education
During the last decade, college campuses have seen unprecedented increases in the proportion of students suffering from mental health problems. Many institutions have responded by increasing the number of mental health counselors available in student health centers, making the accommodations at disability resource centers more robust, and providing safe spaces for students to process incidents and events that have triggered them. Are such interventions improving the well-being of today's students, or might they actually be further encumbering students' psychological health? This discussion-based course will explore arguments made on all sides of this provocative debate and examine research on the nature of today's college students and what resources and services most contribute to their psychological health and well-being. Enrollment is limited to 15 students. Prerequisite: at least 6 units of advanced home-based psychology courses.
Credit 3 units. A&S IQ: SSC Art: SSC BU: BA EN: S
Typical periods offered: Fall

PSYCH 3890 Advanced Psychological Statistics: The General Linear Model and Beyond
The General(ized) Linear Model (GLM) refers to a common family of statistical techniques popular in the social sciences such as ANOVA, regression, and logistic regression. The primary goal of this course is for students to understand the basics and nuances of the GLM. We will also explore and introduce students to extensions of the GLM common in psychology and neuroscience research. These frameworks include multilevel modeling, generalized linear models, Bayesian analyses, machine learning, etc. Students will analyze data using each of these methods using R statistical software, therefore improving their advanced computing skills. By the end of the course, students will understand the general framework used in most statistical tests employed by psychological and neuroscientific researchers. Students will not be expected to know every detail of every test, but will instead have a conceptual understanding of these tools and practice in deploying these tools. PREREQ: L33 Psych 300, Mth 2200, Mth 3200, or DAT 120 and Fluency or proficiencey with R statistical software (e.g., Psych 4175).
Credit 3 units. A&S IQ: NSM, AN Art: NSM
Typical periods offered: Spring

PSYCH 3902 Practicum: Advanced Peer Crisis Intervention
See department for details. Credit cannot be counted toward fulfulling the requirements for the major or minor in P&BS. Credit/No Credit only. Enrollment by Department Only.
Credit 3 units.
Typical periods offered: Fall, Spring

PSYCH 3995 Psychology Coursework Completed Abroad
This course is for study abroad credits.
Credit 0.5-15 units.

PSYCH 3996 Psychological & Brain Sciences Elective
This course is for elective or transfer credits.
Credit 0.5-12 units. EN: H, S
Typical periods offered: Fall, Spring, Summer

PSYCH 3999 Independent Study in Psychological and Brain Sciences
PREREQ: Psych 100B and permission of a member of the faculty of the department (or other approved supervisor) who agrees to supervise the student's work. Credit to be arranged. A maximum of 6 units may be applied toward the major. The electronic Petition for Supervision of Independent Study form is available at the URL, http://eyes.wustl.edu/psych333. Students will be enrolled only after their form is approved by the faculty supervisor and forwarded to the Undergraduate Coordinator. Credit/ No Credit only.
Credit 0.5-6 units.
Typical periods offered: Fall, Spring, Summer

PSYCH 4048 Neuropsychology of Dementia
The primary goal of this course is to acquaint students with the basic features of common dementia subtypes, such as Alzheimer's disease, frontotemporal dementias, vascular dementia, Lewy body disease, Huntington's disease and Parkinson's disease. The course will cover the clinical manifestations (cognitive and behavioral symptoms, course, prognosis), neuroanatomical signatures, pathophysiology, intervention and treatment, and current research directions. Students will gain a detailed understanding of the major dementia subtypes as manifestations of underlying brain pathology and anatomical patterns of brain damage. Upon completion of the course, the student should be able to (1) identify and distinguish the most common dementia subtypes based on knowledge of clinical presentation and disease mechanisms; (2) understand how underlying brain changes may be linked to specific clinical manifestations; (3) understand how therapeutic strategies are linked to pathophysiology; (4) engage in scholarly discussion about the topics; and (5) read and critique empirical research papers. Prerequisite: Psych 326 and either Biol 3411, Psych 344, or Psych 3401.
Credit 3 units. A&S IQ: NSM Art: NSM BU: BA
Typical periods offered: Fall, Spring

PSYCH 4075 Advanced Research Methods & Design
This course is an advanced foray into research design and methods used in psychological science. This course is project-based, writing intensive, and will be supplemented heavily with readings and discussions of topics of broad importance to psychological research (e.g., reliability, validity, signal detection theory, philosophy of science). These readings will enhance your abilities to think critically about psychological research design and methods, as both a consumer and creator of psychological research. During the course of the semester you will complete two original research projects (e.g., an observation study and an experimental study). Together with your classmates you will devise research questions, design studies to test your research questions, collect data, and statistically analyze your results. Individually, you will write-up, and then revise, each research project in an APA-style paper. The writing requirements for this course build on the skills you acquired in Experimental Psychology and will further your abilities to communicate scientific ideas more skillfully, clearly, and accurately. Prerequisite: L33 Psych 301 or 3011
Credit 3 units. A&S IQ: NSM, WI Art: NSM BU: BA

Typical periods offered: Spring

PSYCH 4081 Topics in Psycholinguistics
Language is one of the most important things that people learn, and children are able to speak in complex sentences before they can tie their shoes. How do children master this seemingly impossible task? In this course, we will cover theories and research on these issues. We will focus on language development in children who are learning English as their first language, with special consideration given to vocabulary development. We will also consider other populations, including bilingual children and children with language difficulties. Prerequisite: Psych 100B, completion of a course in developmental psychology, linguistics, and/or speech and hearing sciences. Junior or senior standing.
Credit 3 units. A&S IQ: SSC EN: S

PSYCH 4085 Seminar: Human Memory
A seminar that explores the primary literature on the scientific study of human memory. Topics include retrieval processes, forgetting, distortions of memory, and individual differences in memory. Prerequisites: Cognitive Psychology (L33, 360), Human Learning and Memory (L33, 380), or permission of instructor.
Credit 3 units. A&S IQ: SSC EN: S

PSYCH 4099 Human Evolutionary Psychology
How did evolution by natural selection shape the way human beings think and behave? Does evolution explain human cooperation and friendship, human morality, reproductive decisions and social interactions? What sex differences in cognition or behavior are caused by evolution? This course introduces the concepts and findings of evolutionary psychology, mostly through reading of primary sources--articles from psychology and biology journals--and discussion and presentation of empirical cases. PREREQ: At least 6 units of upper-level, home-based Psychology coursework, OR Anthro 3383.
Credit 3 units. A&S IQ: SSC Art: SSC EN: S
Typical periods offered: Fall

PSYCH 4130 Contemporary Topics in Social Psychology
Consideration of selected contemporary topics in social psychology. Participation in a research project of appropriate scope. Prerequisite: Psych 315.
Credit 3 units. A&S IQ: SSC Art: SSC
Typical periods offered: Fall

PSYCH 4175 Applied Statistical Analysis With R
This course is designed to introduce R as both a means of applied statistical analysis as well as a window into data organization and programming. The goal of the course is to teach the tools needed to take a raw dataset and not only perform a statistical test in R, but alsoto learn how to arrangethe dataset to perform a variety of tests, to choose the appropriate test, and to visualize the results. Students will gain practical knowledge of how to use statistics in research. Please note that this is an introductory course and knowledge of R prior to enrollment is not expected.PREREQ: Psych 300; OR graduate standing by permission.
Credit 3 units. A&S IQ: NSM Art: NSM
Typical periods offered: Fall, Spring

PSYCH 4182 Perception, Thought, and Action
This course focuses on current topics in visual perception, visual attention, and the control of action. Readings consist of recent journal articles. Class meetings emphasize presentation and discussion of the material in the readings. Limited to 15 students. PREREQ: Psych 100B/1000 and one of the following: Psych 301/3010, Psych 330/3300, Psych 3401, Psych 344/3440, Psych 360/3600, Psych 361/3610, Psych 3604, Psych 380/3800, Psych 433/4330, or Psych 4604.
Credit 3 units. A&S IQ: NSM Art: NSM BU: BA
Typical periods offered: Fall

PSYCH 4227 The Psychology of Close Relationships
This course will examine close relationships from a scientific perspective. The course will focus on intimate relationships but will also touch on friendships and family relationships. The objective of this course is to introduce you to the scientific perspective of close relationships. You will learn how research psychologists apply the scientific method of data collection and analysis to investigate how people experience and think about relationships. We will explore questions such as: Why are people attracted to some people but not others? How do relationships develop over time? How does each person's personality influence the trajectory of a relationship? How do external factors (e.g., social norms, stress, life events) influence relationships? How do gender and sexual orientation influence people's experiences in romantic relationships? PREREQ: Psych 100B and Psych 301
Credit 3 units. A&S IQ: SSC EN: S
Typical periods offered: Spring

PSYCH 4255 Special Topics in Clinical Psychology
An introduction to what clinical psychologists do, why they do it, and where they do it. Reviews the history and development of clinical practice with special attention to psychological assessment, psychotherapy, theoretical orientations, settings in which psychologists practice, and ethical issues. Written assignments in this writing-intensive course include a research paper, a case study, and a formal analysis of an ethical problem in clinical psychology. Prereq: Psych 354. Not open to students who have taken Psych 450 OR Psych 357.
Credit 3 units. A&S IQ: SSC

PSYCH 4270 Social Gerontology
This course provides an introduction to aging and growing old, from an interdisciplinary perspective. Specific attention is paid to demographics, physical health and illness, mental health, interpersonal relations, work issues, living arrangements, ethics, and death and dying. PREREQ: Junior or Senior standing and completion of 6 advanced units in Psychology.
Credit 3 units. A&S IQ: SSC Art: SSC EN: S
Typical periods offered: Fall, Spring

PSYCH 4301 Contemporary Topics in Cognitive Development
Cognitive Developmental topics to be covered will include: Piagetian abilities (e.g., conservation, formal reasoning), basic cognitive abilities (e.g., processing speed), executive functions (e.g., working memory), and other current topics (e.g., processing facial stimuli). Prerequisite: Psych 321 or 360.
Credit 3 units. A&S IQ: SSC
Typical periods offered: Spring

PSYCH 4302 Cognitive Psychology Applied to Education
This course is intended to cover topics in the cognitive psychology of human memory, conceptual learning, and comprehension with special focus on areas, theory, and research that have potential application to education. Thus, the course will provide selective coverage of

theoretical and empirical work in cognitive psychology that provides potential to inform and improve educational practice. The applicability of these themes will be explicitly developed and evaluated through the primary research literature using educationally oriented experimental paradigms. The course is expected to be of interest and benefit to education majors and to psychology majors interested in cognitive psychology and its applications. PREREQ: Junior/Senior status, 9 units in Psychology and Psych 100B OR Junior/Senior status, 9 units in Education and Psych 100B.
Credit 3 units. A&S IQ: SSC EN: S

PSYCH 4305 Psychological Science: Fact and Fiction
Skeptical analysis of psychological science as practiced and popularized in the media. Analysis of discrepancies between media and scientific claims regarding areas such as repressed memory, brain imaging, heritability, and psychotherapy. Additional examination of scientific career demands such as peer review, journal publication, and research funding. These topics are interwoven with a review of common errors in reasoning particularly with respect to probabilistic reasoning and the public misperception of the practice and principles of scientific psychology. PREREQ: Psych 100B, Junior or Senior standing,and completion of 6 units of advanced home-based psychology.
Credit 3 units. A&S IQ: SSC, WI Arch: HUM Art: SSC EN: S
Typical periods offered: Spring

PSYCH 4330 Psychology of Language
This course surveys current research and theory in psycholinguistics, covering the biological bases, cognitive bases, and learning of language. We consider studies of normal children and adults, the performance of individuals with various types of language disorders, and computer simulations of language processes. Topics range from the perception and production of speech sounds to the managment of conversations. Each student will carry out an original research project on some aspect of psycholinguistics. Prereq: Ling 170D and Psych 100B
Credit 3 units. A&S IQ: SSC Art: SSC EN: S
Typical periods offered: Spring

PSYCH 4351 Reading and Reading Development
This seminar surveys current research on reading and spelling skills and their development. Students will read and discuss journal articles that examine the cognitive and linguistic processes involved in reading, reading disorders, and educational issues. Prerequisite: Permission of instructor and previous course work in experimental psychology or psychology of language.
Credit 3 units. A&S IQ: SSC EN: S

PSYCH 4352 Reading and Reading Development WI
This writing intensive seminar surveys current research on reading and spelling skills and their development. Students will read and discuss articles and chapters that examine the cognitive and linguistic processes involved in reading, reading disorders, and educational issues. PREREQ: Psych 100B and Ling 170D and junior or senior standing.
Credit 3 units. A&S IQ: SSC, WI EN: S

PSYCH 4355 Personality Development Across the Life Span
This seminar examines how individual differences develop over the lifespan. Or, in other words, how we become who we are. The scope of the class covers a multitude of individual differences constructs (e.g., happiness, intelligence, goals), but a particular focus will be on personality traits. Questions that will be examined include: How early in the lifespan does one's personality emerge? How much do parents matter in shaping who you become? Does your personality change across the lifespan? Readings will cover theories of development at different life stages and empirical research from childhood to older adulthood. PREREQ: Psych 100B and Psych 353
Credit 3 units. A&S IQ: SSC Art: SSC BU: BA EN: S
Typical periods offered: Fall, Spring

PSYCH 4367 Seminar in Positive Psychology
This course focuses on scientific research relevant to the pursuit of happiness and well-being. Topics include the nature and measurement of happiness, the biological basis of positive emotions, an overview of positive trait theories, self-esteem, gratitude, mindset, the mind-body connection, physical activity, emotional intelligence, resilience, prosocial behavior, decision-making, willpower, mindfulness meditation, and the characteristics of successful relationships. As an advanced seminar on these topics, students will parlay their course of study into real-world proposals that universities could use to address the mental health crisis. PREREQS: Intro Psych 100B, and at least 6 units of either upper-level home based psychology coursework OR upper-level coursework from other departments related to well-being.
Credit 3 units. A&S IQ: SSC Art: SSC
Typical periods offered: Fall, Spring

PSYCH 4411 Topics in Cognitive Neuroscience
How the brain organizes behavior, emphasizing higher functions such as perception, language, and attention. Course aims at integration of information from neuro-biological approaches (e.g., single-unit recording, lesion-behavior experiments) and information-processing approaches (e.g., cognitive psychological models, connectionist models). Prerequisite: Psych 3401 or Psych 360 or Psych 3604.
Credit 3 units. A&S IQ: NSM Art: NSM

PSYCH 4413 Advanced Cognitive Neuroscience (Writing Intensive)
This course presents an intensive, case-study based approach to the underlying principles and mechanisms of brain function that give rise to complex human cognitive behavior. Emphasis will be placed on understanding and evaluating cutting-edge neuroscience research that has yielded new insights into the organization and structure of higher mental processes. Students will develop critical thinking and writing skills via a strong class participation component and a writing-intensive format. Topics include perception, attention, memory, language, emotion, and executive control. Writing Intensive. Declared psychology majors will be given priority over others to enroll. Prerequisite: Psych 3401, Psych 344/Biol 3411, or Psych 3604.
Credit 3 units. A&S IQ: NSM, WI Art: NSM
Typical periods offered: Fall

PSYCH 4414 Advanced Cognitive Neuroscience
An intensive, case-study based approach to the underlying principles and mechanisms of brain function that give rise to complex human cognitive behavior. Emphasis will be placed on understanding and evaluating cutting-edge neuroscience research that has yielded new insights into the organization and structure of higher mental processes. Students will develop critical thinking via a strong class participation component. Topics include perception, attention, memory, language, emotion, and executive control. Declared Psychology majors will be given priority over others to enroll. PREREQ: Psych 100B/1000, and either Psych 3401 or Psy 344/Bio 3411 or Psych 3604.
Credit 3 units. A&S IQ: NSM Art: NSM
Typical periods offered: Fall

PSYCH 4418 Computational Modeling in Cognitive Neuroscience
Introduces the ideas and methods used in simulating cognitive and perceptual processes using computational models. The focus will be on neural network mechanisms,which provide a bridge between behavioral and biological levels of analysis. The first half of the course will introduce the basic computational and biological properties of individual neurons and neuronal networks, and the learning mechanisms which organize these networks. The second half of the course will examine how these computational mechanisms can be used to explore a range of cognitive phenomena, including perception, attention, memory, language and higher-level cognition (i.e., executive control). Prerequisite: Cognitive Neuroscience (Psych 3604) or Permission of Instructor.
Credit 3 units. A&S IQ: NSM Art: NSM

PSYCH 4444 Neuropsychology of Dementia (Writing Intensive)
The primary goal of this course is to acquaint students with the basic features of common dementia subtypes, such as Alzheimer disease, frontotemporal dementias, vascular dementia, Lewy Body disease, and Parkinson disease. The course will cover the clinical manifestations (cognitive and behavioral symptoms, course, prognosis), neuroanatomical signatures, pathophysiology, intervention and treatment as well as current research directions. Students will gain a detailed understanding of the major dementia subtypes as manifestations of underlying brain pathology and anatomical patterns of brain damage. Upon completion of the course, the student should be able to a) identify and distinguish the most common dementia subtypes based on knowledge of clinical presentation and disease mechanisms; b) understand how underlying brain changes may be linked to clinical manifestations; c) understand how therapeutic strategies are linked to pathophysiology; d) engage in scholarly discussion about the topics; e) think and write critically about empirical research papers. PREREQ: Psych 100B, Psych 326, and EITHER Bio 3411 OR Psych 3401.
Credit 3 units. A&S IQ: NSM, WI
Typical periods offered: Fall, Spring

PSYCH 4450 Functional Neuroimaging Methods
In this course, you will learn neuroimaging methods in the context of accurate, reproducible, and open science. There is no substitute for wrestling with data yourself, and so this is a hands-on course. Students will need to bring a laptop on which to install Matlab and conduct analyses. Some background in neuroimaging or programming will be helpful but is not required. Topics covered include experimental design, accounting for artifacts, single-subject models, and group models. By the end of the course, students will have used a computer script to analyze an fMRI dataset and have a good understanding of preprocessing and statistical analyses in fMRI. Limited to 24 students. Prerequisite: Psych 3604, Psych 4413, or graduate standing.
Credit 3 units. A&S IQ: SSC Art: SSC EN: S
Typical periods offered: Fall

PSYCH 4495 Attitude Change and Persuasion
Overview of theory and research in the field of attitudes. Topics will include: attitude formation and activation, the attitude-behavior relationship, meqsuring attitudes, social influence, attitude change, and persuation techniques. Prereq: Psych 315. Enrollment limited to 25.
Credit 3 units. A&S IQ: SSC

PSYCH 4512 Neurobiology of Learning & Memory
The brain is the most complex object in the known universe, and among its most incredible attributesis its ability to acquire and store vast amounts of information to guide behavior. Over a lifetime, our experiences shape our brains and our behavior, ultimately making each of us unique. What information is encoded by the brain? How is it stored? How is it retrieved? How does this occur at different spatial and temporal scales? Does stored information change over time?How do learning and memory change across the lifespan, and with neurological disorders?Can you trust your memories?
Credit 3 units. A&S IQ: NSM BU: BA
Typical periods offered: Spring

PSYCH 4541 Personality and Psychopathology
This course is an advanced seminar in the study of personality disorders. It will cover a range of conceptual and methodological issues involved in scientific efforts to understand ways in which pathological personality features disrupt people's lives. Students will learn about the similarities and distinctions between normal and pathological features of personality as well as the role that personality may play with regard to the causes and treatment of other kinds of mental disorder. A laboratory component of the class will focus on the development of practical skills in conducting research interviews designed to elicit information about personality and social adjustment. PREREQ: Psych 354, and junior or senior standing.
Credit 3 units. A&S IQ: SSC Art: SSC EN: S
Typical periods offered: Fall, Spring

PSYCH 4555 Emotion Regulation
The purpose of this course is to provide an introduction to the field of emotion regulation. We will discuss theoretical and empirical work on emotion regulation from various areas of psychology, including social, personality, developmental, clinical, and neuroscience. Example topics include definitional issues, goals and strategies, personal and interpersonal consequences, sociocultural influences, life-span development, health and psychopathology. PREREQ: Psych 301.
Credit 3 units. A&S IQ: SSC Art: SSC EN: S
Typical periods offered: Spring

PSYCH 4557 Biopsychosocial Aspects of Eating Disorders and Obesity
This seminar examines the epidemiology, etiology, prevention, and treatment of body image, eating disorders, and obesity. An emphasis will be placed on understanding the characteristic symptoms of excessive dieting, body image disturbance, and binge eating, not only as formal psychiatric syndromes, but as a representation of disregulatory processes reflecting social-cultural, psychological, and biological disturbances. Students will also learn about the clinical characteristics, medical sequelae, and physical aspects of eating disorders and obesity. PREREQ: Psych 100B and junior or senior standing, plus 6 units of advanced home-based psychology courses.
Credit 3 units. A&S IQ: SSC Art: SSC EN: S
Typical periods offered: Spring

PSYCH 4591 The Development of Social Cognition
From birth we are surrounded by other social beings, making children's ability to navigate the social world a foundational capacity. This course will explore how children navigate the social world. We will discuss topics such as infants' concept of agency, intentions, children's learning from and about others, trust and skepticism, social groups and intergroup cognition, relationships, and morality. We may also explore what happens when the human ability to reason about the mind and understand behavior breaks down (ASD). PREREQ: Psych 100B and one of the following: Psych 315 or 321 or 360. Open to advanced undergraduate students.
Credit 3 units. A&S IQ: SSC BU: BA EN: S
Typical periods offered: Fall, Spring

PSYCH 4592 Development of Social Cognition (Writing Intensive)
This course explores current hot topicsin social cognitive development. We will study this in children by examining the development of social groups/categories and identity in children, with a focus on language, race, and ethnicity. We will also explore the emergence and development of bias and prejudice and approaches to reducing its development in children. We will explore these issues in the context of innate knowledge and the effects of the environment on children's development. Each week we will cover a topic by reading one book chapter and two journal articles. Class time will be devoted to active discussion of these readings, with lecture and class activities as needed, to complement the readings and set the stage for discussion. This is a writing intensive course, so a second goal is to improve student writing. There will be several writing assignments that will receive extensive feedback from the instructor, and then students will write an improved final version. Students will also give class presentations: one that directly addresses writing and another on a research topic of their choice that is relevant to social cognitive development. Prerequisites: Psych 100B and either Psych 315, Psych 321, or Psych 360.
Credit 3 units. A&S IQ: SSC, WI Art: SSC EN: S
Typical periods offered: Fall, Spring

PSYCH 4594 Psychology of the Good Life
What is the good life, and how can people achieve it? This discussion-based seminar class explores two aspects of the "good life": (1) "good" for oneself (living a personally fulfilled life), and (2) "good" for others (living an ethical life, being a good person). We will consider how psychological science can be used to conceptualize, uncover the causes of, and promote well-being for oneself and for others. There will be a particular focus on the ways in which these two aspects of the good life are in alignment or in conflict with each other. Classes will focus on critically evaluating research and integrating and connecting the weekly readings to students' personal research interests and lives, primarily through student-led discussions.
Credit 3 units. A&S IQ: SSC Art: SSC EN: S
Typical periods offered: Spring

PSYCH 4610 Seminar in Selected Topics in Learning & Memory: Cognitive Illusions
This course will consider illusions of perceiving, attending, remembering and, more broadly, thinking. The reading will be concentrated on three books - Blink, The Invisible Gorilla, and Thinking Fast and Slow - as well as selected journal articles. We will consider how processes that lead us astray in some situations are the same ones that aid us in other situations, which is why these processes exist. Students will write essays and a term paper on one illusion or class of illusions. Prerequisites: Psych 100B and either Psych 360 or Psych 380.
Credit 3 units. BU: BA
Typical periods offered: Spring

PSYCH 4612 False Memory
It is well-accepted that our visual systems can sometimes lead us astray, leading to visual illusions. It can be harder to realize how readily our memories can also lead us astray, resulting in illusory memories or false memories. This course will focus on the many ways in which false memories are exhibited and what we can learn from them about memory more generally. Topics will range from eyewitness memory and flashbulb memories to more everyday conversational false memories. We will also learn about how imagination and remembering interact. Many false memory controversies exist, and we will explore some of them. Finally, we will consider how false memories might be considered an adaptive feature of a flexible cognitive system, which usually serves us well but, in the right circumstances, can also lead us astray. PREREQ: Psych 100B and EITHER Psych 221, OR Psych 360, OR Psych 380.
Credit 3 units. A&S IQ: SSC BU: BA EN: S
Typical periods offered: Spring

PSYCH 4615 The Science of Paying Attention
What processes underlie humans' ability to pay attention? This course will introduce students to theories of attention and cognitive control. Students will develop an understanding of empirical approaches to studying the control of attention, and examine factors that facilitate and impair humans' ability to pay attention. A final section will examine attention and cognitive control challenges that accompany aging and select psychological disorders such as ADHD, and applications of attention and cognitive control research to the classroom, driving, and other contexts. PREREQ: Psych 100B and Psych 301.
Credit 3 units. A&S IQ: SSC Art: SSC EN: S

PSYCH 4620 Psychology of Memory and Cognition
This course will explore the core readings that have shaped the way scientists tackle fundamental aspects of memory and cognition. These include cognitive methods, pattern recognition, attention, working memory, episodic memory, semantic memory, language acquisition and comprehension, decision making, problem solving, and expertise. Each week we will explore at least three classic readings on a given topic along with some more recent papers. The goal is to expose students to this foundational literature, and develop a better understanding of the zeitgeist that set the stage for these papers to change how researchers tackled specific problems. PREREQ: Psych 360 or Psych 380.
Credit 3 units. A&S IQ: SSC Art: SSC EN: S

PSYCH 4631 Introduction to Computational Cognitive Science
How does the mind work? Over the last few decades, cognitive psychologists have become increasingly interested in using computational models. These models are designed to describe cognitive processes and the behavior that is produced by them. This computational approach has several advantages. Computational theories of cognition are more specific than verbal theories. Therefore, they do not only afford precisely quantifying certain aspects of cognition, but they also make it possible to simulate cognitive processes. This course provides an introduction to several leading computational methods for understanding cognition, including model fitting and comparison, reinforcement learning, neural networks and Bayesian modeling. These methods will be applied to a wide range of cognitive phenomena, such as short-term memory, reinforcement learning, decision making, cognitive control, concept learning and visual perception. Prerequisites: Psych 100B and Psych 301/3011.
Credit 3 units. A&S IQ: NSM Art: NSM BU: BA
Typical periods offered: Spring

PSYCH 4651 History and Modern Systems of Psychology
An introduction to the history of psychology. This course begins with a brief consideration of forces leading to the development of psychology in the mid-1800s. It then examines the birth of modern psychology in Germany and the schools of psychology that emerged early in the 20th century. Newer orientations and ideas are considered in the final segment of the course. We also consider the impact of psychology on American public life during the 20th century. Prerequisite: Psych 100B, junior or senior standing, and 6 units of advanced home-based psychology courses.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Spring

PSYCH 4746 Biological Pathways to Psychopathology: From Genes and the Environment to Brain and Behavior

How do subtle disturbances in brain circuits lead to abnormal behavior and psychopathology? This course provides students with a working knowledge of our rapidly evolving understanding of brain circuits that create order in our social, emotional and cognitive worlds, and how disorder within these circuits leads to a broad range of psychopathology including depression, anxiety, phobias, PTSD, OCD, addiction, schizophrenia, psychopathy and violence.

Credit 3 units. A&S IQ: NSM Art: SSC

Typical periods offered: Spring

PSYCH 4765 Inside the Disordered Brain: Biological Bases of the Major Mental Disorders

How do subtle disturbances in brain circuits lead to abnormal behavior and psychopathology? This course provides students with a working knowledge of our rapidly evolving understanding of brain circuits that create order in our social, emotional and cognitive worlds, and how disorder within these circuits leads to a broad range of psychopathology including depression, anxiety, phobias, PTSD, OCD, addiction, schizophrenia, psychopathy and violence. PREREQ: Psych 100B and one of the following: Biological Psychology (Psych 3401), Abnormal Psych (Psych 354), or a basic Biology/Neuroscience course.

Credit 3 units. A&S IQ: NSM Art: NSM

Typical periods offered: Spring

PSYCH 4880 The Cognitive Neuroscience of Film

To understand complex events in real life depends on perception, action, and memory. To understand movies, people probably depend on similar psychological and neural mechanisms. This seminar will use results from psychology and neuroscience to try to better understand the experience of a movie viewer, and will use theory and practice to explore psychological hypotheses about perception. PREREQ: Psych 360, or 3604, or 4604, or Graduate standing in Psychology.

Credit 3 units. A&S IQ: NSM

Typical periods offered: Spring

PSYCH 4940 Behavioral Psychology Readings Group

This weekly journal-style readings course provides the opportunity to read and discuss seminal as well as current writings on the conceptual aspects of behavioral psychology and relevant research. Points of contact among behaviorism, cognitivism, and neuroscience and the natural lines of fracture will be examined. Prerequisites: Psych 100B and one of the following: Psych 361, Psych 360, or a Philosophy course.

Credit 1 unit. A&S IQ: SSC Art: SSC EN: S

Typical periods offered: Spring

PSYCH 4970 Independent Study (Capstone)

In addition to the approved research, an APA-style research paper must be satisfactorily completed to obtain credit. Petition for Supervision of P&BS 444A forms are available from Shelley Kohlman (skohlman@wustl.edu), Somers Family Hall,room 207B. Students will be enrolled only after they have completed both the Petition for Supervision of P&BS 444A, and returned them to the Shelley Kohlman in Somers Family Hall, room 207B. Open only to P&BS majors, and by facuulty research supervisor and departmental approval.

Credit 3 units.

Typical periods offered: Fall, Spring

PSYCH 4971 Undergraduate Teaching

Limited opportunities for outstanding undergraduates to serve as teaching assistants for selected departmental courses. PREREQ: P&BS major only, junior/senior standing and permission of Psych advisor, course instructor and departmental approval. Credit cannot be counted toward fulfulling the requirements for the major or minor in P&BS. Credit/No Credit only. Enrollment by Department Only.

Credit 2 units.

Typical periods offered: Fall, Spring

PSYCH 4980 Study for Honors

Acceptance into the Honors Program is based on superior performance as evidenced by the student's record in undergraduate course work and the written agreement (Petition for Permission to Enroll) of a member of the faculty of the Department (or other approved supervisor) to supervise an Honors project. The student must complete 6 units of Honors work (3 units of Psych 498 and 3 units of Psych 499), submit an acceptable written thesis, and be recommended by the Department. Recommendation for an Honors degree will be based on the evaluation of the written thesis and the student's overall performance as an undergraduate. Students in the Honors Program meet regularly in the Honors Seminar to discuss their research and become acquainted with the work of the other students. Psych 498 is a writing intensive course. Permission of Instructor is required for this course. All students must meet with Dr. Sommers prior to registering. Prerequisite: Psych 301 or 3011.

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

Typical periods offered: Fall

PSYCH 4990 Study for Honors

Acceptance into the Honors program is based on superior performance as evidenced by the student's record in undergraduate course work and the written agreement (Petition for Permission to Enroll) of a member of the faculty of the Department (or other approved supervisor) to supervise an Honors project, as well as the Honors Coordinator, Dr. Mitch Sommers. The student must complete 6 units of Honors work (3 units of Psych 498 and 3 units of Psych 499), submit an acceptable written thesis, and be recommended by the department. Recommendation for an Honors degree will be based on the evaluation of the written thesis and the student's overall performance as an undergraduate. All students must meet with Dr. Sommers prior to registering. Students in the Honors Program will meet regularly in the Honors Seminar to discuss their research and become acquainted with the work of the other students. PREREQ: Psych 498

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

Typical periods offered: Spring

PSYCH 4991 Independent Study for the Major in P&BS: Cognitive Neuroscience (Capstone)

PREREQ: PREREQ: Experimental Psychology 301 or 3011, and acceptance into the P&BS: Cognitive Neuroscience major. Permission of a member of the faculty of the department (or other approved research supervisor) who agrees to supervise the student's work. In addition to the approved research in the area of cognitive neuroscience, an APA-style research paper must be satisfactorily completed to obtain credit. Petition for Supervision of P&BS 444B is available in Somers Family Hall, room 207B. Students will be enrolled only after they have completed the petition and returned it to the Undergraduate Coordinator in Psychology 207B. Open only to P&BS:CN major, by prior faculty research supervisor and departmental approval only.

Credit 3 units. EN: S

Typical periods offered: Fall, Spring

PSYCH 4992 Independent Study for a Specialization in Psychological and Brain Sciences (Capstone)
PREREQ: Experimental Psychology 301 or 3011, and acceptance into a Specialization in Psychological and Brain Sciences. Written permission (Petition for Supervision of P&BS 444C) of a member of the faculty of the department (or other approved research supervisor) who agrees to supervise the student's work is also required. In addition to the approved research for the concentration, an APA-style research paper must be satisfactorily completed to obtain credit. Petition for Supervision of P&BS 444C are available in Somers Family Hall, room 207B. Students will be enrolled only after they have completed both the Petition for a Concentration in P&BS and the Petition for Supervision of P&BS 444C, and returned them to the Undergraduate Coordinator in 207B. Open only to P&BS majors and with prior faulty research supervisor and departmental approval.
Credit 3 units.
Typical periods offered: Fall, Spring

PSYCH 4995 Psychological & Brain Sciences Coursework Completed Abroad
This course is for study abroad credits.
Credit 0.5-12 units.
Typical periods offered: Fall, Spring

PSYCH 4996 Psychological & Brain Sciences Elective
This course is for transfer credits.
Credit 0.5-12 units. EN: H, S
Typical periods offered: Fall, Spring, Summer

Psychological & Brain Sciences Major

Psychological & Brain Sciences Major Program Requirements

- **Total Units Required:** 43-46 units (34 units [at least 25 of which must be at the 3000 level or above] for the major requirements, plus 9-12 units for a specialization; adding a specialization to the base major is not required)
- **Grade Requirement:** For a course to count toward the major; a grade of C– or better must be achieved.

Required Courses

- PSYCH 1000 Introduction to Psychology is a prerequisite for all upper-level courses (3000 level and above). Exemption from Psych 1000 Introduction to Psychology is possible in the following circumstances:
  - Completion of an equivalent course transferred from another institution, if approved by the Director of Undergraduate Studies.
  - An AP Psychology test score of 5, an IB score of 6 or 7, or a British A-Level grade of A.
- PSYCH 3000 Introduction to Psychological Statistics
  - SDS 2020 Elementary Probability and Statistics, SDS 3020 Elementary to Intermediate Probability and Statistics, or DAT 1200 Managerial Statistics I may substitute for PSYCH 3000 Introduction to Psychological Statistics but earn no units of credit toward the major. No AP math course can substitute for PSYCH 3000 Introduction to Psychological Statistics.
- PSYCH 3010 Experimental Psychology or PSYCH 3011 Experimental Psychology (version taken concurrently with PSYCH 3000)

For cases in which an exemption is granted (e.g., PSYCH 1000, Psych 3000), no credits are earned toward the major, so exempt courses must be made up with additional Psychology & Brain Sciences (P&BS) content electives (approved by the major advisor).

Core Requirements

Students must complete at least one course from each of the following five categories:*

Social/Personality:

Code	Title	Units
PSYCH 3050	Health Psychology	3
PSYCH 3150	Introduction to Social Psychology	3
PSYCH 3530	Psychology of Personality	3
PSYCH 3096	Psychological Dynamics of Empathy	3
PSYCH 4099	Evolutionary Human Psychology	3

Mental Health/Affective:

Code	Title	Units
PSYCH 3501	Psychotherapy: Introduction to Practice and Research	3
PSYCH 3540	Psychopathology and Mental Health	3
PSYCH 3645	Understanding Emotions	3
PSYCH 4765	Inside the Disordered Brain: Neural Systems of Behavior and Psychopathology	3
PSYCH 4367	Seminar in Positive Psychology	3

Biological/Neurological Bases of Behavior:

Code	Title	Units
PSYCH 3300	Sensation and Perception	3
PSYCH 3401	Introduction to Biological Psychology	3
PSYCH 3450	Genes, Environment and Human Behavior	3
PSYCH 3604	Cognitive Neuroscience	3
PSYCH 4182	Perception, Thought and Action	3
PSYCH 4765	Inside the Disordered Brain: Neural Systems of Behavior and Psychopathology	3

Behavior and Cognition:

Code	Title	Units
PSYCH 3580	Language Acquisition	3
PSYCH 3600	Cognitive Psychology	3
PSYCH 3610	Psychology of Learning	3
PSYCH 3800	Human Learning and Memory	3
PSYCH 4099	Human Evolutionary Psychology	3
PSYCH 4330	Psychology of Language	3

Lifespan Development:

Code	Title	Units
PSYCH 2190	Infant Mind: Sophomore Seminar (this course can fulfill the Lifespan Development Core, but the credit counts in the "6 units Rule")	3
PSYCH 3210	Developmental Psychology	3
PSYCH 3250	Psychology of Adolescence	3
PSYCH 3260	Introduction to the Psychology of Aging	3
PSYCH 3580	Language Acquisition	3
PSYCH 4270	Social Gerontology	3

* If a course falls into more than one category, it can be used to fulfill only one of those categories (i.e., no double-counting).

Elective Courses

Students must complete an additional 9 units of P&BS coursework. Additional elective courses will be required to make up for PSYCH 1000 and PSYCH 3000 exemptions.

6-Units Rule

No more than 6 units from the following course types may be used to satisfy the minimum requirements for the P&BS major:

- 1000-/2000-level courses (other than PSYCH 1000 Introduction to Psychology)
- PSYCH 3999 Independent Study
- PSYCH 4992 Independent Study for a Specialization
- PSYCH 4980 and PSYCH 4990 Honors Program in Psychology
- Approved School of Continuing & Professional Studies (CAPS) psychology courses
- Approved psychology study abroad courses from a non-psychology study abroad program
- Approved psychology courses from other departments (e.g., EDUC 3040 Educational Psychology, MUSIC 3300 Music Cognition, PACS 2340 Introduction to Speech and Hearing, BEYOND 1003 When I'm Sixty-Four: Preparing Ourselves and Society for a Good Long Life, BIOL 3411 Principles of the Nervous System)
- Approved transfer credits (students transferring from another college should refer to the Transfer Credit section below)

Additional Information

Transfer Credit

If accepted by the College of Arts & Sciences, transfer credits will be evaluated by the Director of Undergraduate Studies in the P&BS department for their applicability toward either major in P&BS.

Senior Honors Program in Psychological & Brain Sciences

The primary goal of the honors program in P&BS is to provide students who have achieved a superior academic record with the opportunity to conduct a comprehensive empirical investigation under the direction of a faculty member.

To be admitted into the honors program, students must meet the following requirements:

- Have overall and P&BS grade point averages of at least 3.65
- Complete both PSYCH 3000 Introduction to Psychological Statistics and PSYCH 3010 Experimental Psychology (or PSYCH 3011)
- Have an approved honors research advisor

Contact:	Shelley Kohlman
Phone:	314-935-5169
Email:	skohlman@wustl.edu
Website:	https://psych.wustl.edu/undergraduate-program

Psychological & Brain Sciences: Cognitive Neuroscience Major

Program Requirements

- **Total Units Required:** 45-49 units (36-37 units plus prerequisites for the major requirements, plus 9-12 units for a specialization; adding a specialization to the base major is not required)
- **Grade Requirement:** For a course to count toward the major, a grade of C– or better must be achieved.

How does the brain think? Cognitive neuroscience refers to how mental functions are linked to the operation of the brain and nervous system. The goal of cognitive neuroscience is to provide an understanding of psychological processes such as attention, memory, thinking, and emotion in terms of physical principles and biological components. At the same time, cognitive neuroscience aims to provide an understanding of the psychological constraints on how the brain functions, computes, and generates behavior. Students who pursue the undergraduate major in Psychological & Brain Sciences: Cognitive Neuroscience (PB&S:CN) will gain a strong foundation in how to study the brain and mind at various levels of analysis, including cellular

biology, brain systems, cognitive and affective function, and neural computation. In addition, they will gain an appreciation of the relation between healthy cognitive and brain function and its breakdown in various disease states and disorders. The PB&S:CN major provides excellent preparation for a career in health and medical professions, scientific research, computer fields, education, and law.

Prerequisites

Students must complete the following courses outside of Psychological & Brain Sciences:

Code	Title	Units
BIOL 2160	Principles of Biology I	3
MATH 1520	Calculus II	3
Total Units		**6**

Note: Each of these prerequisites has its own prerequisites: MATH 1520 requires MATH 1510; for BIOL 2160, taking CHEM 1701 and CHEM 1702 (concurrently) is strongly recommended. These courses are Biology and pre-med prerequisites as well, and they are typically completed during a student's first year. They may alternatively be satisfied through AP credit or any other mechanism approved by the respective department or the College. These prerequisites do not earn credit toward the P&BS:CN major, but they must be completed with a passing grade (C– or above) by the end of the student's third year to remain in good standing for the major.

Required Courses

Code	Title	Units
PSYCH 1000	Introduction to Psychology	3
PSYCH 3000	Introduction to Psychological Statistics	3
PSYCH 3010 Experimental Psychology **or** PSYCH 3011 Experimental Psychology		4
PSYCH 3401 Biological Psychology **or** BIOL 3411 Principles of the Nervous System		3
PSYCH 3600	Cognitive Psychology	3
PSYCH 3604	Cognitive Neuroscience	3
Total Units		**19**

Note: The first three requirements (i.e., PSYCH 1000 Introduction to Psychology, PSYCH 3000 Introduction to Psychological Statistics, and PSYCH 3010/PSYCH 3011 Experimental Psychology [the version taken concurrently with PSYCH 3000]) are the same as those for the regular P&BS major.

PSYCH 1000 Introduction to Psychology is a prerequisite for all upper-level courses (3000 level and above). Exemption from PSYCH 1000 Introduction to Psychology is possible in the following circumstances:

- Completion of an equivalent course transferred from another institution, if approved by the director of undergraduate studies.
- An AP psychology test score of 5, an IB score of 6 or 7, or a British A-Level grade of A.

PSYCH 3000 Introduction to Psychological Statistics:

- SDS 2020 Elementary Probability and Statistics, SDS 3020 Elementary to Intermediate Probability and Statistics, or DAT 1200 Managerial Statistics I may substitute for PSYCH 3000 Introduction to Psychological Statistics but earn no units of credit toward the major. No AP math course can substitute for PSYCH 3000 Introduction to Psychological Statistics.

For cases in which an exemption is granted (e.g., PSYCH 1000, PSYCH 3000), no credits are earned toward the major, so exempt courses must be made up with additional P&BS content electives approved by the major advisor.

Additional Cognitive and Biological Distributions

Students must complete two courses — one each from the Distribution A and B lists:

*Distribution A eligible courses:**

Code	Title	Units
PSYCH 3175	Applied Statistical Analysis with R	3
PSYCH 3210	Developmental Psychology	3
PSYCH 3300	Sensation and Perception	3
PSYCH 3580	Language Acquisition	3
PSYCH 3610	Psychology of Learning	3
PSYCH 3800	Human Learning and Memory	3
PSYCH 3980	Advanced Psychological Statistics: The General Linear Model and Beyond	3
PSYCH 4099	Human Evolutionary Psychology	3
PSYCH 4182	Perception, Thought and Action	3
PSYCH 4330	Psych of Language	3

*Distribution B eligible courses:**

Code	Title	Units
BIOL 3057	Physiological Control Systems	3
BIOL 3151	Endocrinology	3
BIOL 3280	Principles in Human Physiology	3
BIOL 3421	Neuroethology	3
BIOL 3422	Genes, Brains and Behavior	3
DANCE 3170	The Neuroscience of Movement: You Think, So You Can Dance?	3
PHYSICS 3350	Physics of the Brain	3
PSYCH 3175	Applied Statistical Analysis with R	3
PSYCH 3450	Genes, Environment and Human Behavavior	3
PSYCH 3890	Advanced Psychological Statistics: The General Linear Model and Beyond	3

Note: PSYCH 3175 Applied Statistical Analysis With R or PSYCH 3890 Advanced Statistics: The GLM can be allowed to fulfill either Distribution A or B; students must complete at least one non-statistics course for the Additional Cognitive and Biological Distributions requirement.

Computation Requirement

Students must complete one of the following courses:*

Code	Title	Units
CSE 1301	Introduction to Computer Science	3
PSYCH 3175	Applied Statistical Analysis with R	3
PSYCH 4631	Computaional Cognitive Science	3
PSYCH 5007	Statistics and Data Analysis in MATLAB	3

With prior approval, another course involving a significant computational/programming component may be substituted.

Capstone/Depth Requirement

Students must complete three of the following courses:*

Capstone/Depth eligible courses:

Code	Title	Units
ANTHRO 4581	Principles of Human Anatomy and Development	3
BIOL 4030	Biological Clocks	3
BIOL 4040	Laboratory of Neurophysiology	3
PHIL 4200	Philosophy of Neuroscience	3
PNP 4020	The Physiology and Biophysics of Consciousness	2
PSYCH 4182	Perception, Thought and Action	3
PSYCH 4414	Advanced Cognitive Neuroscience	3
PSYCH 4512	Neurobiology of Learning and Memory	3
PSYCH 4631	Computational Cognitive Psychology	3
PSYCH 4746	Genes, Brain and Behavior: Pathways to Psychopathology	3
PSYCH 4765	Inside the Disordered Brain: Neural Systems of Behavior and Psychopathology	3

Additional Capstone/Depth eligible courses:

- PSYCH 3999 (all 3 units must be completed in one semester and in one lab to be considered for approval; taken Credit/No Credit) can be used satisfy up to 3 units of the Capstone/Depth requirement.
- FYP 3901 Ampersand: Research in Mind, Brain Behavior (two consecutive semesters must be completed; 3 units total) can substitute for PSYCH 3999.
- PSYCH 4991 Independent Study for the Major in P&BS: Cognitive Neuroscience (3 units; taken for a letter grade and requiring a final paper) can be used to satisfy up to 6 units of the Capstone/Depth requirement.
- The Honors Program in Psychology (PSYCH 4980 can be used to satisfy up to 3 units total of the Capstone/Depth requirement).

In total, no more than 6 units of the above may be applied toward the Capstone/Depth requirement.

Note: Unless a student explicitly petitions for an exception and is granted written prior approval, only the above Capstone/Depth eligible courses can be counted toward the Capstone/Depth requirement. Contact skohlman@wustl.edu for the petition.

* If a course falls into more than one category, it can be used to fulfill only one of those categories (i.e., no double-counting).

Acceptance Into the Psychological & Brain Sciences: Cognitive Neuroscience Major

Acceptance into the major is contingent upon an application and then approval by the major committee. As part of this application, the student will meet with an appropriate advisor who will carefully review the requirements and oversee the student's progress. A brief, one-page statement from the student about why they feel the cognitive neuroscience major is appropriate for them will be requested as part of the application.

Washington University students will be considered for admission to the P&BS:CN major no sooner than during their third semester (sophomore year). Decisions are based on the student's statement and academic record as well as the interview with the advisor. A minimum GPA of 2.0 is required for admission into the major.

Contact:	Shelley Kohlman
Phone:	314-935-5169
Email:	skohlman@wustl.edu
Website:	https://psych.wustl.edu/undergraduate-program

Psychological & Brain Sciences Major, Cognition in Children Specialization

Psychological & Brain Sciences Major Program Requirements

- **Total Units Required:** 43-46 units (34 units [at least 25 of which must be at the 3000 level or above] for the major requirements, plus 9-12 units for a specialization; adding a specialization to the base major is not required)
- **Grade Requirement:** For a course to count toward the major; a grade of C– or better must be achieved.

Required Courses

- PSYCH 1000 Introduction to Psychology is a prerequisite for all upper-level courses (3000 level and above). Exemption from Psych 1000 Introduction to Psychology is possible in the following circumstances:

- Completion of an equivalent course transferred from another institution, if approved by the Director of Undergraduate Studies.
- An AP Psychology test score of 5, an IB score of 6 or 7, or a British A-Level grade of A.

- PSYCH 3000 Introduction to Psychological Statistics
  - SDS 2020 Elementary Probability and Statistics, SDS 3020 Elementary to Intermediate Probability and Statistics, or DAT 1200 Managerial Statistics I may substitute for PSYCH 3000 Introduction to Psychological Statistics but earn no units of credit toward the major. No AP math course can substitute for PSYCH 3000 Introduction to Psychological Statistics.
- PSYCH 3010 Experimental Psychology or PSYCH 3011 Experimental Psychology (version taken concurrently with PSYCH 3000)

For cases in which an exemption is granted (e.g., PSYCH 1000, Psych 3000), no credits are earned toward the major, so exempt courses must be made up with additional Psychology & Brain Sciences (P&BS) content electives (approved by the major advisor).

Core Requirements

Students must complete at least one course from each of the following five categories:*

Social/Personality:

Code	Title	Units
PSYCH 3050	Health Psychology	3
PSYCH 3150	Introduction to Social Psychology	3
PSYCH 3530	Psychology of Personality	3
PSYCH 3096	Psychological Dynamics of Empathy	3
PSYCH 4099	Evolutionary Human Psychology	3

Mental Health/Affective:

Code	Title	Units
PSYCH 3501	Psychotherapy: Introduction to Practice and Research	3
PSYCH 3540	Psychopathology and Mental Health	3
PSYCH 3645	Understanding Emotions	3
PSYCH 4765	Inside the Disordered Brain: Neural Systems of Behavior and Psychopathology	3
PSYCH 4367	Seminar in Positive Psychology	3

Biological/Neurological Bases of Behavior:

Code	Title	Units
PSYCH 3300	Sensation and Perception	3
PSYCH 3401	Introduction to Biological Psychology	3
PSYCH 3450	Genes, Environment and Human Behavior	3
PSYCH 3604	Cognitive Neuroscience	3
PSYCH 4182	Perception, Thought and Action	3
PSYCH 4765	Inside the Disordered Brain: Neural Systems of Behavior and Psychopathology	3

Behavior and Cognition:

Code	Title	Units
PSYCH 3580	Language Acquisition	3
PSYCH 3600	Cognitive Psychology	3
PSYCH 3610	Psychology of Learning	3
PSYCH 3800	Human Learning and Memory	3
PSYCH 4099	Human Evolutionary Psychology	3
PSYCH 4330	Psychology of Language	3

Lifespan Development:

Code	Title	Units
PSYCH 2190	Infant Mind: Sophomore Seminar (this course can fulfill the Lifespan Development Core, but the credit counts in the "6 units Rule")	3
PSYCH 3210	Developmental Psychology	3
PSYCH 3250	Psychology of Adolescence	3
PSYCH 3260	Introduction to the Psychology of Aging	3
PSYCH 3580	Language Acquisition	3
PSYCH 4270	Social Gerontology	3

* If a course falls into more than one category, it can be used to fulfill only one of those categories (i.e., no double-counting).

Elective Courses

Students must complete an additional 9 units of P&BS coursework. Additional elective courses will be required to make up for PSYCH 1000 and PSYCH 3000 exemptions.

6-Units Rule

No more than 6 units from the following course types may be used to satisfy the minimum requirements for the P&BS major:

- 1000-/2000-level courses (other than PSYCH 1000 Introduction to Psychology)
- PSYCH 3999 Independent Study
- PSYCH 4992 Independent Study for a Specialization
- PSYCH 4980 and PSYCH 4990 Honors Program in Psychology
- Approved School of Continuing & Professional Studies (CAPS) psychology courses
- Approved psychology study abroad courses from a non-psychology study abroad program

- Approved psychology courses from other departments (e.g., EDUC 3040 Educational Psychology, MUSIC 3300 Music Cognition, PACS 2340 Introduction to Speech and Hearing, BEYOND 1003 When I'm Sixty-Four: Preparing Ourselves and Society for a Good Long Life, BIOL 3411 Principles of the Nervous System)
- Approved transfer credits (students transferring from another college should refer to the Transfer Credit section below)

Cognition in Children Specialization

To augment the major in Psychological & Brain Sciences, the department offers the option of a specialization for students who wish to engage more intensively with a specific area within the discipline.

A specialization may be a valuable experience for students planning on graduate study in psychology or related fields or for those who have a particular interest or want to gain expertise in one of the approved specializations. It may provide a useful preparation for the Honors program in Psychology, or it may serve as a substitute for the Honors experience for those students who may not qualify for Honors.

Completion of a specialization entails 12 units:

- Three courses (9 units), at least one of which must be an advanced, 4000-level course; and
- A semester of research in an appropriate, approved lab consisting of PSYCH 4992 Independent Study for a Specialization, which requires the successful completion of an American Psychological Association (APA)–style research paper or an approved Honors project completed through PSYCH 4980 Honors Program in Psychology. In some cases, a relevant internship or practicum may be an appropriate alternative to research experience. (**Note:** Students may be required to complete a preliminary semester [3 units] of PSYCH 3999 Independent Study, depending on the nature of the project intended for PSYCH 4992; the additional independent research is at the discretion of the research mentor and will not be counted toward the completion of the specialization requirements.)

The 3000-level required course may be used to fulfill no more than one of the core categories or distribution requirements of a Psychological & Brain Sciences major (i.e., one course could double-count for the major and the specialization). None of the units for a specialization can be counted for any other major or minor (i.e., there is no double-counting with another major or minor). For those pursuing the Psychological & Brain Sciences: Cognitive Neuroscience major, the Cognitive Neuroscience Specialization is not an option.

Each specialization has a Psychological & Brain Sciences faculty advisor/coordinator who will meet with interested students to help ensure the successful and appropriate completion of the specialization and who serves as the liaison with the Psychological & Brain Sciences Undergraduate Studies Committee. A student may pursue only one specialization. Completing a specialization, however, is not required to complete the base Psychological & Brain Sciences major.

Students should contact Shelley Kohlman (skohlman@wustl.edu) in Somers Family Hall, Room 207B, to arrange a specialization. Forms are available from Shelley, and completed forms must be returned to her in order for a specialization to be considered officially "in progress."

Recognition of the specialization will appear on the student's academic record under *Milestones* once all requirements have been met.

Requirements for the Cognition in Children Specialization

This specialization allows students to acquire deeper knowledge of cognitive and social-cognitive processes that occur during infancy and early childhood. The courses for this specialization consider child development more generally and then explore in more depth the development of cognitive, conceptual, linguistic, and social abilities.

Advisor/coordinator: Professor Lori Markson

Coursework required:

Code	Title	Units
PSYCH 3210	Developmental Psychology	3

Electives (must include two courses, at least one of which is at the 4000 level):

Code	Title	Units
PSYCH 2190	Infant Mind: Sophomore Seminar	3
PSYCH 3580	Language Acquisition	3
PSYCH 4099	Human Evolutionary Psychology	3
PSYCH 4591	Development of Social Cognition	3

Research mentorship: Prior approved research mentorship with a relevant faculty member and successful completion of a research paper (i.e., PSYCH 4992 Independent Study for a Specialization or PSYCH 4980 Honors Program in Psychology)

Relevant faculty: Lori Markson, Joan Luby, Susan Perlman, and Natasha Marrus (other potential faculty mentors may be approved upon request depending on relevance of the research experience).

Additional Information

Transfer Credit

If accepted by the College of Arts & Sciences, transfer credits will be evaluated by the Director of Undergraduate Studies in the P&BS department for their applicability toward either major in P&BS.

Senior Honors Program in Psychological & Brain Sciences

The primary goal of the honors program in P&BS is to provide students who have achieved a superior academic record with the opportunity to conduct a comprehensive empirical investigation under the direction of a faculty member.

To be admitted into the honors program, students must meet the following requirements:

- Have overall and P&BS grade point averages of at least 3.65
- Complete both PSYCH 3000 Introduction to Psychological Statistics and PSYCH 3010 Experimental Psychology (or PSYCH 3011)
- Have an approved honors research advisor

Contact:	Shelley Kohlman
Phone:	314-935-5169
Email:	skohlman@wustl.edu
Website:	https://psych.wustl.edu/undergraduate-program

Psychological & Brain Sciences Major, Cognitive Neuroscience Specialization

Psychological & Brain Sciences Major Program Requirements

- **Total Units Required:** 43-46 units (34 units [at least 25 of which must be at the 3000 level or above] for the major requirements, plus 9-12 units for a specialization; adding a specialization to the base major is not required)
- **Grade Requirement:** For a course to count toward the major; a grade of C– or better must be achieved.

Required Courses

- PSYCH 1000 Introduction to Psychology is a prerequisite for all upper-level courses (3000 level and above). Exemption from Psych 1000 Introduction to Psychology is possible in the following circumstances:
  - Completion of an equivalent course transferred from another institution, if approved by the Director of Undergraduate Studies.
  - An AP Psychology test score of 5, an IB score of 6 or 7, or a British A-Level grade of A.
- PSYCH 3000 Introduction to Psychological Statistics
  - SDS 2020 Elementary Probability and Statistics, SDS 3020 Elementary to Intermediate Probability and Statistics, or DAT 1200 Managerial Statistics I may substitute for PSYCH 3000 Introduction to Psychological Statistics but earn no units of credit toward the major. No AP math course can substitute for PSYCH 3000 Introduction to Psychological Statistics.
- PSYCH 3010 Experimental Psychology or PSYCH 3011 Experimental Psychology (version taken concurrently with PSYCH 3000)

For cases in which an exemption is granted (e.g., PSYCH 1000, Psych 3000), no credits are earned toward the major, so exempt courses must be made up with additional Psychology & Brain Sciences (P&BS) content electives (approved by the major advisor).

Core Requirements

Students must complete at least one course from each of the following five categories:*

Social/Personality:

Code	Title	Units
PSYCH 3050	Health Psychology	3
PSYCH 3150	Introduction to Social Psychology	3
PSYCH 3530	Psychology of Personality	3
PSYCH 3096	Psychological Dynamics of Empathy	3
PSYCH 4099	Evolutionary Human Psychology	3

Mental Health/Affective:

Code	Title	Units
PSYCH 3501	Psychotherapy: Introduction to Practice and Research	3
PSYCH 3540	Psychopathology and Mental Health	3
PSYCH 3645	Understanding Emotions	3
PSYCH 4765	Inside the Disordered Brain: Neural Systems of Behavior and Psychopathology	3
PSYCH 4367	Seminar in Positive Psychology	3

Biological/Neurological Bases of Behavior:

Code	Title	Units
PSYCH 3300	Sensation and Perception	3
PSYCH 3401	Introduction to Biological Psychology	3
PSYCH 3450	Genes, Environment and Human Behavior	3
PSYCH 3604	Cognitive Neuroscience	3
PSYCH 4182	Perception, Thought and Action	3
PSYCH 4765	Inside the Disordered Brain: Neural Systems of Behavior and Psychopathology	3

Behavior and Cognition:

Code	Title	Units
PSYCH 3580	Language Acquisition	3
PSYCH 3600	Cognitive Psychology	3
PSYCH 3610	Psychology of Learning	3
PSYCH 3800	Human Learning and Memory	3
PSYCH 4099	Human Evolutionary Psychology	3
PSYCH 4330	Psychology of Language	3

Lifespan Development:

Code	Title	Units
PSYCH 2190	Infant Mind: Sophomore Seminar (this course can fulfill the Lifespan Development Core, but the credit counts in the "6 units Rule")	3
PSYCH 3210	Developmental Psychology	3
PSYCH 3250	Psychology of Adolescence	3
PSYCH 3260	Introduction to the Psychology of Aging	3
PSYCH 3580	Language Acquisition	3
PSYCH 4270	Social Gerontology	3

* If a course falls into more than one category, it can be used to fulfill only one of those categories (i.e., no double-counting).

Elective Courses

Students must complete an additional 9 units of P&BS coursework. Additional elective courses will be required to make up for PSYCH 1000 and PSYCH 3000 exemptions.

6-Units Rule

No more than 6 units from the following course types may be used to satisfy the minimum requirements for the P&BS major:

- 1000-/2000-level courses (other than PSYCH 1000 Introduction to Psychology)
- PSYCH 3999 Independent Study
- PSYCH 4992 Independent Study for a Specialization
- PSYCH 4980 and PSYCH 4990 Honors Program in Psychology
- Approved School of Continuing & Professional Studies (CAPS) psychology courses
- Approved psychology study abroad courses from a non-psychology study abroad program
- Approved psychology courses from other departments (e.g., EDUC 3040 Educational Psychology, MUSIC 3300 Music Cognition, PACS 2340 Introduction to Speech and Hearing, BEYOND 1003 When I'm Sixty-Four: Preparing Ourselves and Society for a Good Long Life, BIOL 3411 Principles of the Nervous System)
- Approved transfer credits (students transferring from another college should refer to the Transfer Credit section below)

Cognitive Neuroscience Specialization

To augment the major in Psychological & Brain Sciences, the department offers the option of a specialization for students who wish to engage more intensively with a specific area within the discipline.

A specialization may be a valuable experience for students planning on graduate study in psychology or related fields or for those who have a particular interest or want to gain expertise in one of the approved specializations. It may provide a useful preparation for the Honors program in Psychology, or it may serve as a substitute for the Honors experience for those students who may not qualify for Honors.

Completion of a specialization entails 12 units:

- Three courses (9 units), at least one of which must be an advanced, 4000-level course; and
- A semester of research in an appropriate, approved lab consisting of PSYCH 4992 Independent Study for a Specialization, which requires the successful completion of an American Psychological Association (APA)–style research paper or an approved Honors project completed through PSYCH 4980 Honors Program in Psychology. In some cases, a relevant internship or practicum may be an appropriate alternative to research experience. (**Note:** Students may be required to complete a preliminary semester [3 units] of PSYCH 3999 Independent Study, depending on the nature of the project intended for PSYCH 4992; the additional independent research is at the discretion of the research mentor and will not be counted toward the completion of the specialization requirements.)

The 3000-level required course may be used to fulfill no more than one of the core categories or distribution requirements of a Psychological & Brain Sciences major (i.e., one course could double-count for the major and the specialization). None of the units for a specialization can be counted for any other major or minor (i.e., there is no double-counting with another major or minor). For those pursuing the Psychological & Brain Sciences: Cognitive Neuroscience major, the Cognitive Neuroscience Specialization is not an option.

Each specialization has a Psychological & Brain Sciences faculty advisor/coordinator who will meet with interested students to help ensure the successful and appropriate completion of the specialization and who serves as the liaison with the Psychological & Brain Sciences Undergraduate Studies Committee. A student may pursue only one specialization. Completing a specialization, however, is not required to complete the base Psychological & Brain Sciences major.

Students should contact Shelley Kohlman (skohlman@wustl.edu) in Somers Family Hall, Room 207B, to arrange a specialization. Forms are available from Shelley, and completed forms must be returned to her in order for a specialization to be considered officially "in progress."

Recognition of the specialization will appear on the student's academic record under *Milestones* once all requirements have been met.

Requirements for the Cognitive Neuroscience Specialization

This specialization allows students to acquire deeper knowledge of the relationship between the mind and the brain. The courses for the specialization consider the neurobiological basis of psychological function at a more general level and then explore, in greater depth, specialized topics related to how higher cognitive processes (e.g., memory, attention, perception, emotion) emerge from brain function.

Advisor/coordinator: Professor Todd Braver

Coursework required:

Code	Title	Units
PSYCH 3604	Cognitive Neuroscience	3

Electives (must include two courses, at least one of which is at the 4000 level):

Code	Title	Units
PSYCH 3300	Sensation and Perception	3
PSYCH 3401	Introduction to Biological Psychology	3
PSYCH 3450	Genes, Environment and Human Behavior	3
PSYCH 4182	Perception, Thought and Action	3
PSYCH 4412	Advanced Cognitive Neuroscience	3
PSYCH 4631	Introduction to Computational Cognitive Science	3
PSYCH 4746	Biological Pathways to Psychopathology: From Genes and the Environment to Brain and Behavior	3
PSYCH 4765	Inside the Disordered Brain: Neural Systems of Behavior and Psychopathology	3

Research mentorship: Prior approved research mentorship with a relevant faculty member and successful completion of a research paper (i.e., PSYCH 4992 Independent Study for a Specialization or PSYCH 4980 Honors Program in Psychology)

Relevant faculty: Todd Braver, Deanna Barch, Ryan Bogdan, Ian Dobbins, Denise Head, Wouter Kool, Zachariah Reagh, and Jeff Zacks (other potential faculty mentors may be approved)

Additional Information

Transfer Credit

If accepted by the College of Arts & Sciences, transfer credits will be evaluated by the Director of Undergraduate Studies in the P&BS department for their applicability toward either major in P&BS.

Senior Honors Program in Psychological & Brain Sciences

The primary goal of the honors program in P&BS is to provide students who have achieved a superior academic record with the opportunity to conduct a comprehensive empirical investigation under the direction of a faculty member.

To be admitted into the honors program, students must meet the following requirements:

- Have overall and P&BS grade point averages of at least 3.65
- Complete both PSYCH 3000 Introduction to Psychological Statistics and PSYCH 3010 Experimental Psychology (or PSYCH 3011)
- Have an approved honors research advisor

Contact:	Shelley Kohlman
Phone:	314-935-5169
Email:	skohlman@wustl.edu
Website:	https://psych.wustl.edu/undergraduate-program

Psychological & Brain Sciences Major, Experimental Psychopathology Specialization

Psychological & Brain Sciences Major Program Requirements

- **Total Units Required:** 43-46 units (34 units [at least 25 of which must be at the 3000 level or above] for the major requirements, plus 9-12 units for a specialization; adding a specialization to the base major is not required)
- **Grade Requirement:** For a course to count toward the major; a grade of C– or better must be achieved.

Required Courses

- PSYCH 1000 Introduction to Psychology is a prerequisite for all upper-level courses (3000 level and above). Exemption from Psych 1000 Introduction to Psychology is possible in the following circumstances:
  - Completion of an equivalent course transferred from another institution, if approved by the Director of Undergraduate Studies.
  - An AP Psychology test score of 5, an IB score of 6 or 7, or a British A-Level grade of A.
- PSYCH 3000 Introduction to Psychological Statistics
  - SDS 2020 Elementary Probability and Statistics, SDS 3020 Elementary to Intermediate Probability and Statistics, or DAT 1200 Managerial Statistics I may substitute for PSYCH 3000 Introduction to Psychological Statistics but earn no units of credit toward the major. No AP math course can substitute for PSYCH 3000 Introduction to Psychological Statistics.
- PSYCH 3010 Experimental Psychology or PSYCH 3011 Experimental Psychology (version taken concurrently with PSYCH 3000)

For cases in which an exemption is granted (e.g., PSYCH 1000, Psych 3000), no credits are earned toward the major, so exempt courses must be made up with additional Psychology & Brain Sciences (P&BS) content electives (approved by the major advisor).

Core Requirements

Students must complete at least one course from each of the following five categories:*

Social/Personality:

Code	Title	Units
PSYCH 3050	Health Psychology	3
PSYCH 3150	Introduction to Social Psychology	3
PSYCH 3530	Psychology of Personality	3
PSYCH 3096	Psychological Dynamics of Empathy	3
PSYCH 4099	Evolutionary Human Psychology	3

Mental Health/Affective:

Code	Title	Units
PSYCH 3501	Psychotherapy: Introduction to Practice and Research	3
PSYCH 3540	Psychopathology and Mental Health	3
PSYCH 3645	Understanding Emotions	3
PSYCH 4765	Inside the Disordered Brain: Neural Systems of Behavior and Psychopathology	3
PSYCH 4367	Seminar in Positive Psychology	3

Biological/Neurological Bases of Behavior:

Code	Title	Units
PSYCH 3300	Sensation and Perception	3
PSYCH 3401	Introduction to Biological Psychology	3
PSYCH 3450	Genes, Environment and Human Behavior	3
PSYCH 3604	Cognitive Neuroscience	3
PSYCH 4182	Perception, Thought and Action	3
PSYCH 4765	Inside the Disordered Brain: Neural Systems of Behavior and Psychopathology	3

Behavior and Cognition:

Code	Title	Units
PSYCH 3580	Language Acquisition	3
PSYCH 3600	Cognitive Psychology	3
PSYCH 3610	Psychology of Learning	3
PSYCH 3800	Human Learning and Memory	3
PSYCH 4099	Human Evolutionary Psychology	3
PSYCH 4330	Psychology of Language	3

Lifespan Development:

Code	Title	Units
PSYCH 2190	Infant Mind: Sophomore Seminar (this course can fulfill the Lifespan Development Core, but the credit counts in the "6 units Rule")	3
PSYCH 3210	Developmental Psychology	3
PSYCH 3250	Psychology of Adolescence	3
PSYCH 3260	Introduction to the Psychology of Aging	3
PSYCH 3580	Language Acquisition	3
PSYCH 4270	Social Gerontology	3

* If a course falls into more than one category, it can be used to fulfill only one of those categories (i.e., no double-counting).

Elective Courses

Students must complete an additional 9 units of P&BS coursework. Additional elective courses will be required to make up for PSYCH 1000 and PSYCH 3000 exemptions.

6-Units Rule

No more than 6 units from the following course types may be used to satisfy the minimum requirements for the P&BS major:

- 1000-/2000-level courses (other than PSYCH 1000 Introduction to Psychology)
- PSYCH 3999 Independent Study
- PSYCH 4992 Independent Study for a Specialization
- PSYCH 4980 and PSYCH 4990 Honors Program in Psychology
- Approved School of Continuing & Professional Studies (CAPS) psychology courses
- Approved psychology study abroad courses from a non-psychology study abroad program
- Approved psychology courses from other departments (e.g., EDUC 3040 Educational Psychology, MUSIC 3300 Music Cognition, PACS 2340 Introduction to Speech and Hearing, BEYOND 1003 When I'm Sixty-Four: Preparing Ourselves and Society for a Good Long Life, BIOL 3411 Principles of the Nervous System)
- Approved transfer credits (students transferring from another college should refer to the Transfer Credit section below)

Experimental Psychopathology Specialization

To augment the major in Psychological & Brain Sciences, the department offers the option of a specialization for students who wish to engage more intensively with a specific area within the discipline.

A specialization may be a valuable experience for students planning on graduate study in psychology or related fields or for those who have a particular interest or want to gain expertise in one of the approved specializations. It may provide a useful preparation for the Honors program in Psychology, or it may serve as a substitute for the Honors experience for those students who may not qualify for Honors.

Completion of a specialization entails 12 units:

- Three courses (9 units), at least one of which must be an advanced, 4000-level course; and
- A semester of research in an appropriate, approved lab consisting of PSYCH 4992 Independent Study for a Specialization, which requires the successful completion of an American Psychological Association (APA)–style research paper or an approved Honors project completed through PSYCH 4980 Honors Program in Psychology. In some cases, a relevant internship or practicum may be an appropriate alternative to research experience. (**Note:**

Students may be required to complete a preliminary semester [3 units] of PSYCH 3999 Independent Study, depending on the nature of the project intended for PSYCH 4992; the additional independent research is at the discretion of the research mentor and will not be counted toward the completion of the specialization requirements.)

The 3000-level required course may be used to fulfill no more than one of the core categories or distribution requirements of a Psychological & Brain Sciences major (i.e., one course could double-count for the major and the specialization). None of the units for a specialization can be counted for any other major or minor (i.e., there is no double-counting with another major or minor). For those pursuing the Psychological & Brain Sciences: Cognitive Neuroscience major, the Cognitive Neuroscience Specialization is not an option.

Each specialization has a Psychological & Brain Sciences faculty advisor/coordinator who will meet with interested students to help ensure the successful and appropriate completion of the specialization and who serves as the liaison with the Psychological & Brain Sciences Undergraduate Studies Committee. A student may pursue only one specialization. Completing a specialization, however, is not required to complete the base Psychological & Brain Sciences major.

Students should contact Shelley Kohlman (skohlman@wustl.edu) in Somers Family Hall, Room 207B, to arrange a specialization. Forms are available from Shelley, and completed forms must be returned to her in order for a specialization to be considered officially "in progress."

Recognition of the specialization will appear on the student's academic record under *Milestones* once all requirements have been met.

Requirements for the Experimental Psychopathology Specialization

This specialization allows students to acquire more advanced knowledge of the ways in which psychologists study mental disorders. Current research demonstrates the importance of integrating psychological and biological variables to better understand the classification, etiology, and treatment of a wide variety of mental disorders, including schizophrenia, mood disorders, anxiety disorders, substance use disorders, and eating disorders. Students who pursue this specialization will develop a broad-based appreciation for conceptual and methodological issues that are central to research in psychopathology.

Advisor/coordinator: Professor Deanna Barch

Coursework required:

Code	Title	Units
PSYCH 3540	Psychopathology and Mental Health	3

Electives (must include two courses, at least one of which is at the 4000 level):

Code	Title	Units
PSYCH 3450	Genes, Environment, and Human Behavior	3
PSYCH 4557	Biopsychosocial Aspects of Eating Disorders and Obesity	3
PSYCH 4746	Biological Pathways to Psychopathology: From Genes and the Environment to Brain and Behavior	3
PSYCH 4765	Inside the Disordered Brain: Neural Systems of Behavior and Psychopathology	3

Research mentorship: Prior approved research mentorship with a relevant faculty member and successful completion of a research paper (i.e., PSYCH 4992 Independent Study for a Specialization or PSYCH 4980 Honors Program in Psychology)

Relevant faculty: Deanna Barch, Ryan Bogdan, Josh Jackson, Renee Thompson, and Denise Wilfley (other potential faculty mentors may be approved)

Additional Information

Transfer Credit

If accepted by the College of Arts & Sciences, transfer credits will be evaluated by the Director of Undergraduate Studies in the P&BS department for their applicability toward either major in P&BS.

Senior Honors Program in Psychological & Brain Sciences

The primary goal of the honors program in P&BS is to provide students who have achieved a superior academic record with the opportunity to conduct a comprehensive empirical investigation under the direction of a faculty member.

To be admitted into the honors program, students must meet the following requirements:

- Have overall and P&BS grade point averages of at least 3.65
- Complete both PSYCH 3000 Introduction to Psychological Statistics and PSYCH 3010 Experimental Psychology (or PSYCH 3011)
- Have an approved honors research advisor

Contact:	Shelley Kohlman
Phone:	314-935-5169
Email:	skohlman@wustl.edu
Website:	https://psych.wustl.edu/undergraduate-program

Washington University in St. Louis

Psychological & Brain Sciences Major, Lifespan Development Specialization

Psychological & Brain Sciences Major Program Requirements

- **Total Units Required:** 43-46 units (34 units [at least 25 of which must be at the 3000 level or above] for the major requirements, plus 9-12 units for a specialization; adding a specialization to the base major is not required)
- **Grade Requirement:** For a course to count toward the major; a grade of C– or better must be achieved.

Required Courses

- PSYCH 1000 Introduction to Psychology is a prerequisite for all upper-level courses (3000 level and above). Exemption from Psych 1000 Introduction to Psychology is possible in the following circumstances:
  - Completion of an equivalent course transferred from another institution, if approved by the Director of Undergraduate Studies.
  - An AP Psychology test score of 5, an IB score of 6 or 7, or a British A-Level grade of A.
- PSYCH 3000 Introduction to Psychological Statistics
  - SDS 2020 Elementary Probability and Statistics, SDS 3020 Elementary to Intermediate Probability and Statistics, or DAT 1200 Managerial Statistics I may substitute for PSYCH 3000 Introduction to Psychological Statistics but earn no units of credit toward the major. No AP math course can substitute for PSYCH 3000 Introduction to Psychological Statistics.
- PSYCH 3010 Experimental Psychology or PSYCH 3011 Experimental Psychology (version taken concurrently with PSYCH 3000)

For cases in which an exemption is granted (e.g., PSYCH 1000, Psych 3000), no credits are earned toward the major, so exempt courses must be made up with additional Psychology & Brain Sciences (P&BS) content electives (approved by the major advisor).

Core Requirements

Students must complete at least one course from each of the following five categories:*

Social/Personality:

Code	Title	Units
PSYCH 3050	Health Psychology	3
PSYCH 3150	Introduction to Social Psychology	3
PSYCH 3530	Psychology of Personality	3
PSYCH 3096	Psychological Dynamics of Empathy	3
PSYCH 4099	Evolutionary Human Psychology	3

Mental Health/Affective:

Code	Title	Units
PSYCH 3501	Psychotherapy: Introduction to Practice and Research	3
PSYCH 3540	Psychopathology and Mental Health	3
PSYCH 3645	Understanding Emotions	3
PSYCH 4765	Inside the Disordered Brain: Neural Systems of Behavior and Psychopathology	3
PSYCH 4367	Seminar in Positive Psychology	3

Biological/Neurological Bases of Behavior:

Code	Title	Units
PSYCH 3300	Sensation and Perception	3
PSYCH 3401	Introduction to Biological Psychology	3
PSYCH 3450	Genes, Environment and Human Behavior	3
PSYCH 3604	Cognitive Neuroscience	3
PSYCH 4182	Perception, Thought and Action	3
PSYCH 4765	Inside the Disordered Brain: Neural Systems of Behavior and Psychopathology	3

Behavior and Cognition:

Code	Title	Units
PSYCH 3580	Language Acquisition	3
PSYCH 3600	Cognitive Psychology	3
PSYCH 3610	Psychology of Learning	3
PSYCH 3800	Human Learning and Memory	3
PSYCH 4099	Human Evolutionary Psychology	3
PSYCH 4330	Psychology of Language	3

Lifespan Development:

Code	Title	Units
PSYCH 2190	Infant Mind: Sophomore Seminar (this course can fulfill the Lifespan Development Core, but the credit counts in the "6 units Rule")	3
PSYCH 3210	Developmental Psychology	3
PSYCH 3250	Psychology of Adolescence	3
PSYCH 3260	Introduction to the Psychology of Aging	3
PSYCH 3580	Language Acquisition	3
PSYCH 4270	Social Gerontology	3

* If a course falls into more than one category, it can be used to fulfill only one of those categories (i.e., no double-counting).

Elective Courses

Students must complete an additional 9 units of P&BS coursework. Additional elective courses will be required to make up for PSYCH 1000 and PSYCH 3000 exemptions.

6-Units Rule

No more than 6 units from the following course types may be used to satisfy the minimum requirements for the P&BS major:

- 1000-/2000-level courses (other than PSYCH 1000 Introduction to Psychology)
- PSYCH 3999 Independent Study
- PSYCH 4992 Independent Study for a Specialization
- PSYCH 4980 and PSYCH 4990 Honors Program in Psychology
- Approved School of Continuing & Professional Studies (CAPS) psychology courses
- Approved psychology study abroad courses from a non-psychology study abroad program
- Approved psychology courses from other departments (e.g., EDUC 3040 Educational Psychology, MUSIC 3300 Music Cognition, PACS 2340 Introduction to Speech and Hearing, BEYOND 1003 When I'm Sixty-Four: Preparing Ourselves and Society for a Good Long Life, BIOL 3411 Principles of the Nervous System)
- Approved transfer credits (students transferring from another college should refer to the Transfer Credit section below)

Lifespan Development Specialization

To augment the major in Psychological & Brain Sciences, the department offers the option of a specialization for students who wish to engage more intensively with a specific area within the discipline.

A specialization may be a valuable experience for students planning on graduate study in psychology or related fields or for those who have a particular interest or want to gain expertise in one of the approved specializations. It may provide a useful preparation for the Honors program in Psychology, or it may serve as a substitute for the Honors experience for those students who may not qualify for Honors.

Completion of a specialization entails 12 units:

- Three courses (9 units), at least one of which must be an advanced, 4000-level course; and
- A semester of research in an appropriate, approved lab consisting of PSYCH 4992 Independent Study for a Specialization, which requires the successful completion of an American Psychological Association (APA)–style research paper or an approved Honors project completed through PSYCH 4980 Honors Program in Psychology. In some cases, a relevant internship or practicum may be an appropriate alternative to research experience. (**Note:** Students may be required to complete a preliminary semester [3 units] of PSYCH 3999 Independent Study, depending on the nature of the project intended for PSYCH 4992; the additional independent research is at the discretion of the research mentor and will not be counted toward the completion of the specialization requirements.)

The 3000-level required course may be used to fulfill no more than one of the core categories or distribution requirements of a Psychological & Brain Sciences major (i.e., one course could double-count for the major and the specialization). None of the units for a specialization can be counted for any other major or minor (i.e., there is no double-counting with another major or minor). For those pursuing the Psychological & Brain Sciences: Cognitive Neuroscience major, the Cognitive Neuroscience Specialization is not an option.

Each specialization has a Psychological & Brain Sciences faculty advisor/coordinator who will meet with interested students to help ensure the successful and appropriate completion of the specialization and who serves as the liaison with the Psychological & Brain Sciences Undergraduate Studies Committee. A student may pursue only one specialization. Completing a specialization, however, is not required to complete the base Psychological & Brain Sciences major.

Students should contact Shelley Kohlman (skohlman@wustl.edu) in Somers Family Hall, Room 207B, to arrange a specialization. Forms are available from Shelley, and completed forms must be returned to her in order for a specialization to be considered officially "in progress."

Recognition of the specialization will appear on the student's academic record under *Milestones* once all requirements have been met.

Requirements for the Lifespan Development Specialization

Many introductory courses in developmental psychology focus on the changes that occur from birth to adolescence. The specialization in lifespan development provides students with an understanding of the cognitive and physiological changes that occur over the lifespan, with a primary focus on older adulthood. A major goal of the specialization is to provide students with an understanding of the similarities and differences in development at different stages of the lifespan.

Advisor/coordinator: Professor Mitchell Sommers

Coursework required:

Code	Title	Units
PSYCH 3260	Introduction to the Psychology of Aging	3

Electives:

Code	Title	Units
PSYCH 3210	Developmental Psychology	3
PSYCH 4270	Social Gerontology	3
PSYCH 4355	Personality and Development Across the Lifespan	3

Research mentorship or internship experience related to Lifespan Development: Students can complete this aspect of the specialization with either a prior approved research mentorship or an approved internship related to older adults (i.e., PSYCH 2901 Internship in Psychology, PSYCH 4992 Independent Study for a Specialization, or PSYCH 4980 Honors Program in Psychology). Successful completion of a paper is required in all cases.

Relevant faculty for research mentorship: Mitchell Sommers, Brian Carpenter, Sandra Hale, Denise Head, Patrick Hill, Derek Isaacowitz, Josh Jackson, and Lori Markson (other potential faculty mentors may be approved)

Possible internships: Students may complete a prior approved internship related to older adults as well as a paper about the internship experience. Options may include work in an assisted-living facility or another community-based program designed to assist older adults. Other internships are available; consult the Psychological & Brain Sciences department website for information about internship opportunities in psychology.

Additional Information

Transfer Credit

If accepted by the College of Arts & Sciences, transfer credits will be evaluated by the Director of Undergraduate Studies in the P&BS department for their applicability toward either major in P&BS.

Senior Honors Program in Psychological & Brain Sciences

The primary goal of the honors program in P&BS is to provide students who have achieved a superior academic record with the opportunity to conduct a comprehensive empirical investigation under the direction of a faculty member.

To be admitted into the honors program, students must meet the following requirements:

- Have overall and P&BS grade point averages of at least 3.65
- Complete both PSYCH 3000 Introduction to Psychological Statistics and PSYCH 3010 Experimental Psychology (or PSYCH 3011)
- Have an approved honors research advisor

Contact:	Shelley Kohlman
Phone:	314-935-5169
Email:	314-935-5169
Website:	https://psych.wustl.edu/undergraduate-program

Psychological & Brain Sciences Major, Personality and Individual Differences Specialization

Psychological & Brain Sciences Major Program Requirements

- **Total Units Required:** 43-46 units (34 units [at least 25 of which must be at the 3000 level or above] for the major requirements, plus 9-12 units for a specialization; adding a specialization to the base major is not required)
- **Grade Requirement:** For a course to count toward the major; a grade of C– or better must be achieved.

Required Courses

- PSYCH 1000 Introduction to Psychology is a prerequisite for all upper-level courses (3000 level and above). Exemption from Psych 1000 Introduction to Psychology is possible in the following circumstances:
  - Completion of an equivalent course transferred from another institution, if approved by the Director of Undergraduate Studies.
  - An AP Psychology test score of 5, an IB score of 6 or 7, or a British A-Level grade of A.
- PSYCH 3000 Introduction to Psychological Statistics
  - SDS 2020 Elementary Probability and Statistics, SDS 3020 Elementary to Intermediate Probability and Statistics, or DAT 1200 Managerial Statistics I may substitute for PSYCH 3000 Introduction to Psychological Statistics but earn no units of credit toward the major. No AP math course can substitute for PSYCH 3000 Introduction to Psychological Statistics.
- PSYCH 3010 Experimental Psychology or PSYCH 3011 Experimental Psychology (version taken concurrently with PSYCH 3000)

For cases in which an exemption is granted (e.g., PSYCH 1000, Psych 3000), no credits are earned toward the major, so exempt courses must be made up with additional Psychology & Brain Sciences (P&BS) content electives (approved by the major advisor).

Core Requirements

Students must complete at least one course from each of the following five categories:*

Social/Personality:

Code	Title	Units
PSYCH 3050	Health Psychology	3
PSYCH 3150	Introduction to Social Psychology	3
PSYCH 3530	Psychology of Personality	3
PSYCH 3096	Psychological Dynamics of Empathy	3
PSYCH 4099	Evolutionary Human Psychology	3

Mental Health/Affective:

Code	Title	Units
PSYCH 3501	Psychotherapy: Introduction to Practice and Research	3
PSYCH 3540	Psychopathology and Mental Health	3
PSYCH 3645	Understanding Emotions	3
PSYCH 4765	Inside the Disordered Brain: Neural Systems of Behavior and Psychopathology	3
PSYCH 4367	Seminar in Positive Psychology	3

Biological/Neurological Bases of Behavior:

Code	Title	Units
PSYCH 3300	Sensation and Perception	3
PSYCH 3401	Introduction to Biological Psychology	3
PSYCH 3450	Genes, Environment and Human Behavior	3
PSYCH 3604	Cognitive Neuroscience	3
PSYCH 4182	Perception, Thought and Action	3
PSYCH 4765	Inside the Disordered Brain: Neural Systems of Behavior and Psychopathology	3

Behavior and Cognition:

Code	Title	Units
PSYCH 3580	Language Acquisition	3
PSYCH 3600	Cognitive Psychology	3
PSYCH 3610	Psychology of Learning	3
PSYCH 3800	Human Learning and Memory	3
PSYCH 4099	Human Evolutionary Psychology	3
PSYCH 4330	Psychology of Language	3

Lifespan Development:

Code	Title	Units
PSYCH 2190	Infant Mind: Sophomore Seminar (this course can fulfill the Lifespan Development Core, but the credit counts in the "6 units Rule")	3
PSYCH 3210	Developmental Psychology	3
PSYCH 3250	Psychology of Adolescence	3
PSYCH 3260	Introduction to the Psychology of Aging	3
PSYCH 3580	Language Acquisition	3
PSYCH 4270	Social Gerontology	3

* If a course falls into more than one category, it can be used to fulfill only one of those categories (i.e., no double-counting).

Elective Courses

Students must complete an additional 9 units of P&BS coursework. Additional elective courses will be required to make up for PSYCH 1000 and PSYCH 3000 exemptions.

6-Units Rule

No more than 6 units from the following course types may be used to satisfy the minimum requirements for the P&BS major:

- 1000-/2000-level courses (other than PSYCH 1000 Introduction to Psychology)
- PSYCH 3999 Independent Study
- PSYCH 4992 Independent Study for a Specialization
- PSYCH 4980 and PSYCH 4990 Honors Program in Psychology
- Approved School of Continuing & Professional Studies (CAPS) psychology courses
- Approved psychology study abroad courses from a non-psychology study abroad program
- Approved psychology courses from other departments (e.g., EDUC 3040 Educational Psychology, MUSIC 3300 Music Cognition, PACS 2340 Introduction to Speech and Hearing, BEYOND 1003 When I'm Sixty-Four: Preparing Ourselves and Society for a Good Long Life, BIOL 3411 Principles of the Nervous System)
- Approved transfer credits (students transferring from another college should refer to the Transfer Credit section below)

Personality and Individual Differences Specialization

To augment the major in Psychological & Brain Sciences, the department offers the option of a specialization for students who wish to engage more intensively with a specific area within the discipline.

A specialization may be a valuable experience for students planning on graduate study in psychology or related fields or for those who have a particular interest or want to gain expertise in one of the approved specializations. It may provide a useful preparation for the Honors program in Psychology, or it may serve as a substitute for the Honors experience for those students who may not qualify for Honors.

Completion of a specialization entails 12 units:

- Three courses (9 units), at least one of which must be an advanced, 4000-level course; and
- A semester of research in an appropriate, approved lab consisting of PSYCH 4992 Independent Study for a Specialization, which requires the successful completion of an American Psychological Association (APA)–style research paper or an approved Honors project completed through PSYCH 4980 Honors Program in Psychology. In some cases, a relevant internship or practicum may be an appropriate alternative to research experience. (**Note:**

Students may be required to complete a preliminary semester [3 units] of PSYCH 3999 Independent Study, depending on the nature of the project intended for PSYCH 4992; the additional independent research is at the discretion of the research mentor and will not be counted toward the completion of the specialization requirements.)

The 3000-level required course may be used to fulfill no more than one of the core categories or distribution requirements of a Psychological & Brain Sciences major (i.e., one course could double-count for the major and the specialization). None of the units for a specialization can be counted for any other major or minor (i.e., there is no double-counting with another major or minor). For those pursuing the Psychological & Brain Sciences: Cognitive Neuroscience major, the Cognitive Neuroscience Specialization is not an option.

Each specialization has a Psychological & Brain Sciences faculty advisor/coordinator who will meet with interested students to help ensure the successful and appropriate completion of the specialization and who serves as the liaison with the Psychological & Brain Sciences Undergraduate Studies Committee. A student may pursue only one specialization. Completing a specialization, however, is not required to complete the base Psychological & Brain Sciences major.

Students should contact Shelley Kohlman (skohlman@wustl.edu) in Somers Family Hall, Room 207B, to arrange a specialization. Forms are available from Shelley, and completed forms must be returned to her in order for a specialization to be considered officially "in progress."

Recognition of the specialization will appear on the student's academic record under *Milestones* once all requirements have been met.

Requirements for the Personality and Individual Differences Specialization

This specialization allows students to acquire deeper knowledge of how and why individuals differ from one another and the ways in which individual (e.g., personality) and group (e.g., gender) differences influence behavior, emotion, experience, identity, and psychopathology. The core course for the specialization (PSYCH 3530 Psychology of Personality) considers personality more generally. The seminars explore, in depth, specific aspects of personality and individual differences, including biological bases of individual differences (i.e., genetics), the interpersonal processes associated with personality and personality judgment, individual differences in self and identity, group differences, and personality pathology.

Advisor/coordinator: Professor Tammy English

Coursework required:

Code	Title	Units
PSYCH 3530	Psychology of Personality	3

Electives (must include two courses, at least one of which is at the 4000 level):

Code	Title	Units
PSYCH 3450	Genes, Environment, and Human Behavior	3
PSYCH 3645	Understanding Emotions	3
PSYCH 4130	Contemporary Topics in Social Psychology (with prior approval only)	3
PSYCH 4355	Personality Development Across the Lifespan	3
PSYCH 4367	Seminar in Positive Psychology	3
PSYCH 4555	Emotion Regulation	3
PSYCH 4593	Psychology of the Good Life	3

Research mentorship: Prior approved research mentorship with a relevant faculty member and successful completion of a research paper (i.e., PSYCH 4992 Independent Study for a Specialization or PSYCH 4980 Honors Program in Psychology)

Relevant faculty: Tammy English, Patrick Hill, Derek Isaacowitz, Josh Jackson, Jesse Sun, Renee Thompson, and Emily Willroth (other potential faculty mentors may be approved)

Additional Information

Transfer Credit

If accepted by the College of Arts & Sciences, transfer credits will be evaluated by the Director of Undergraduate Studies in the P&BS department for their applicability toward either major in P&BS.

Senior Honors Program in Psychological & Brain Sciences

The primary goal of the honors program in P&BS is to provide students who have achieved a superior academic record with the opportunity to conduct a comprehensive empirical investigation under the direction of a faculty member.

To be admitted into the honors program, students must meet the following requirements:

- Have overall and P&BS grade point averages of at least 3.65
- Complete both PSYCH 3000 Introduction to Psychological Statistics and PSYCH 3010 Experimental Psychology (or PSYCH 3011)
- Have an approved honors research advisor

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Phone:	314-935-5169
Email:	skohlman@wustl.edu
Website:	https://psych.wustl.edu/undergraduate-program

Psychological & Brain Sciences: Cognitive Neuroscience Major, Cognition in Children Specialization

Program Requirements

- **Total Units Required:** 45-49 units (36-37 units plus prerequisites for the major requirements, plus 9-12 units for a specialization; adding a specialization to the base major is not required)
- **Grade Requirement:** For a course to count toward the major, a grade of C– or better must be achieved.

How does the brain think? Cognitive neuroscience refers to how mental functions are linked to the operation of the brain and nervous system. The goal of cognitive neuroscience is to provide an understanding of psychological processes such as attention, memory, thinking, and emotion in terms of physical principles and biological components. At the same time, cognitive neuroscience aims to provide an understanding of the psychological constraints on how the brain functions, computes, and generates behavior. Students who pursue the undergraduate major in Psychological & Brain Sciences: Cognitive Neuroscience (PB&S:CN) will gain a strong foundation in how to study the brain and mind at various levels of analysis, including cellular biology, brain systems, cognitive and affective function, and neural computation. In addition, they will gain an appreciation of the relation between healthy cognitive and brain function and its breakdown in various disease states and disorders. The PB&S:CN major provides excellent preparation for a career in health and medical professions, scientific research, computer fields, education, and law.

Prerequisites

Students must complete the following courses outside of Psychological & Brain Sciences:

Code	Title	Units
BIOL 2160	Principles of Biology I	3
MATH 1520	Calculus II	3
Total Units		**6**

Note: Each of these prerequisites has its own prerequisites: MATH 1520 requires MATH 1510; for BIOL 2160, taking CHEM 1701 and CHEM 1702 (concurrently) is strongly recommended. These courses are Biology and pre-med prerequisites as well, and they are typically completed during a student's first year. They may alternatively be satisfied through AP credit or any other mechanism approved by the respective department or the College. These prerequisites do not earn credit toward the P&BS:CN major, but they must be completed with a passing grade (C– or above) by the end of the student's third year to remain in good standing for the major.

Required Courses

Code	Title	Units
PSYCH 1000	Introduction to Psychology	3
PSYCH 3000	Introduction to Psychological Statistics	3
PSYCH 3010 Experimental Psychology **or** PSYCH 3011 Experimental Psychology		4
PSYCH 3401 Biological Psychology **or** BIOL 3411 Principles of the Nervous System		3
PSYCH 3600	Cognitive Psychology	3
PSYCH 3604	Cognitive Neuroscience	3
Total Units		**19**

Note: The first three requirements (i.e., PSYCH 1000 Introduction to Psychology, PSYCH 3000 Introduction to Psychological Statistics, and PSYCH 3010/PSYCH 3011 Experimental Psychology [the version taken concurrently with PSYCH 3000]) are the same as those for the regular P&BS major.

PSYCH 1000 Introduction to Psychology is a prerequisite for all upper-level courses (3000 level and above). Exemption from PSYCH 1000 Introduction to Psychology is possible in the following circumstances:

- Completion of an equivalent course transferred from another institution, if approved by the director of undergraduate studies.
- An AP psychology test score of 5, an IB score of 6 or 7, or a British A-Level grade of A.

PSYCH 3000 Introduction to Psychological Statistics:

- SDS 2020 Elementary Probability and Statistics, SDS 3020 Elementary to Intermediate Probability and Statistics, or DAT 1200 Managerial Statistics I may substitute for PSYCH 3000 Introduction to Psychological Statistics but earn no units of credit toward the major. No AP math course can substitute for PSYCH 3000 Introduction to Psychological Statistics.

For cases in which an exemption is granted (e.g., PSYCH 1000, PSYCH 3000), no credits are earned toward the major, so exempt courses must be made up with additional P&BS content electives approved by the major advisor.

Additional Cognitive and Biological Distributions

Students must complete two courses — one each from the Distribution A and B lists:

*Distribution A eligible courses:**

Code	Title	Units
PSYCH 3175	Applied Statistical Analysis with R	3
PSYCH 3210	Developmental Psychology	3
PSYCH 3300	Sensation and Perception	3
PSYCH 3580	Language Acquisition	3
PSYCH 3610	Psychology of Learning	3
PSYCH 3800	Human Learning and Memory	3
PSYCH 3980	Advanced Psychological Statistics: The General Linear Model and Beyond	3
PSYCH 4099	Human Evolutionary Psychology	3
PSYCH 4182	Perception, Thought and Action	3
PSYCH 4330	Psych of Language	3

*Distribution B eligible courses:**

Code	Title	Units
BIOL 3057	Physiological Control Systems	3
BIOL 3151	Endocrinology	3
BIOL 3280	Principles in Human Physiology	3
BIOL 3421	Neuroethology	3
BIOL 3422	Genes, Brains and Behavior	3
DANCE 3170	The Neuroscience of Movement: You Think, So You Can Dance?	3
PHYSICS 3350	Physics of the Brain	3
PSYCH 3175	Applied Statistical Analysis with R	3
PSYCH 3450	Genes, Environment and Human Behavavior	3
PSYCH 3890	Advanced Psychological Statistics: The General Linear Model and Beyond	3

Note: PSYCH 3175 Applied Statistical Analysis With R or PSYCH 3890 Advanced Statistics: The GLM can be allowed to fulfill either Distribution A or B; students must complete at least one non-statistics course for the Additional Cognitive and Biological Distributions requirement.

Computation Requirement

Students must complete one of the following courses:*

Code	Title	Units
CSE 1301	Introduction to Computer Science	3
PSYCH 3175	Applied Statistical Analysis with R	3
PSYCH 4631	Computaional Cognitive Science	3
PSYCH 5007	Statistics and Data Analysis in MATLAB	3

With prior approval, another course involving a significant computational/programming component may be substituted.

Capstone/Depth Requirement

Students must complete three of the following courses:*

Capstone/Depth eligible courses:

Code	Title	Units
ANTHRO 4581	Principles of Human Anatomy and Development	3
BIOL 4030	Biological Clocks	3
BIOL 4040	Laboratory of Neurophysiology	3
PHIL 4200	Philosophy of Neuroscience	3
PNP 4020	The Physiology and Biophysics of Consciousness	2
PSYCH 4182	Perception, Thought and Action	3
PSYCH 4414	Advanced Cognitive Neuroscience	3
PSYCH 4512	Neurobiology of Learning and Memory	3
PSYCH 4631	Computational Cognitive Psychology	3
PSYCH 4746	Genes, Brain and Behavior: Pathways to Psychopathology	3
PSYCH 4765	Inside the Disordered Brain: Neural Systems of Behavior and Psychopathology	3

Additional Capstone/Depth eligible courses:

- PSYCH 3999 (all 3 units must be completed in one semester and in one lab to be considered for approval; taken Credit/No Credit) can be used satisfy up to 3 units of the Capstone/Depth requirement.
- FYP 3901 Ampersand: Research in Mind, Brain Behavior (two consecutive semesters must be completed; 3 units total) can substitute for PSYCH 3999.
- PSYCH 4991 Independent Study for the Major in P&BS: Cognitive Neuroscience (3 units; taken for a letter grade and requiring a final paper) can be used to satisfy up to 6 units of the Capstone/Depth requirement.
- The Honors Program in Psychology (PSYCH 4980 can be used to satisfy up to 3 units total of the Capstone/Depth requirement).

In total, no more than 6 units of the above may be applied toward the Capstone/Depth requirement.

Note: Unless a student explicitly petitions for an exception and is granted written prior approval, only the above Capstone/Depth eligible courses can be counted toward the Capstone/Depth requirement. Contact skohlman@wustl.edu for the petition.

* If a course falls into more than one category, it can be used to fulfill only one of those categories (i.e., no double-counting).

Acceptance Into the Psychological & Brain Sciences: Cognitive Neuroscience Major

Acceptance into the major is contingent upon an application and then approval by the major committee. As part of this application, the student will meet with an appropriate advisor who will carefully review the requirements and oversee the student's progress. A brief, one-page statement from the student about why they feel the cognitive neuroscience major is appropriate for them will be requested as part of the application.

Washington University students will be considered for admission to the P&BS:CN major no sooner than during their third semester (sophomore year). Decisions are based on the student's statement and academic record as well as the interview with the advisor. A minimum GPA of 2.0 is required for admission into the major.

Cognition in Children Specialization

To augment the major in Psychological & Brain Sciences, the department offers the option of a specialization for students who wish to engage more intensively with a specific area within the discipline.

A specialization may be a valuable experience for students planning on graduate study in psychology or related fields or for those who have a particular interest or want to gain expertise in one of the approved specializations. It may provide a useful preparation for the Honors program in Psychology, or it may serve as a substitute for the Honors experience for those students who may not qualify for Honors.

Completion of a specialization entails 12 units:

- Three courses (9 units), at least one of which must be an advanced, 4000-level course; and
- A semester of research in an appropriate, approved lab consisting of PSYCH 4992 Independent Study for a Specialization, which requires the successful completion of an American Psychological Association (APA)–style research paper or an approved Honors project completed through PSYCH 4980 Honors Program in Psychology. In some cases, a relevant internship or practicum may be an appropriate alternative to research experience. (**Note:** Students may be required to complete a preliminary semester [3 units] of PSYCH 3999 Independent Study, depending on the nature of the project intended for PSYCH 4992; the additional independent research is at the discretion of the research mentor and will not be counted toward the completion of the specialization requirements.)

The 3000-level required course may be used to fulfill no more than one of the core categories or distribution requirements of a Psychological & Brain Sciences major (i.e., one course could double-count for the major and the specialization). None of the units for a specialization can be counted for any other major or minor (i.e., there is no double-counting with another major or minor). For those pursuing the Psychological & Brain Sciences: Cognitive Neuroscience major, the Cognitive Neuroscience Specialization is not an option.

Each specialization has a Psychological & Brain Sciences faculty advisor/coordinator who will meet with interested students to help ensure the successful and appropriate completion of the specialization and who serves as the liaison with the Psychological & Brain Sciences Undergraduate Studies Committee. A student may pursue only one specialization. Completing a specialization, however, is not required to complete the base Psychological & Brain Sciences major.

Students should contact Shelley Kohlman (skohlman@wustl.edu) in Somers Family Hall, Room 207B, to arrange a specialization. Forms are available from Shelley, and completed forms must be returned to her in order for a specialization to be considered officially "in progress."

Recognition of the specialization will appear on the student's academic record under *Milestones* once all requirements have been met.

Requirements for the Cognition in Children Specialization

This specialization allows students to acquire deeper knowledge of cognitive and social-cognitive processes that occur during infancy and early childhood. The courses for this specialization consider child development more generally and then explore in more depth the development of cognitive, conceptual, linguistic, and social abilities.

Advisor/coordinator: Professor Lori Markson

Coursework required:

Code	Title	Units
PSYCH 3210	Developmental Psychology	3

Electives (must include two courses, at least one of which is at the 4000 level):

Code	Title	Units
PSYCH 2190	Infant Mind: Sophomore Seminar	3
PSYCH 3580	Language Acquisition	3
PSYCH 4099	Human Evolutionary Psychology	3
PSYCH 4591	Development of Social Cognition	3

Research mentorship: Prior approved research mentorship with a relevant faculty member and successful completion of a research paper (i.e., PSYCH 4992 Independent Study for a Specialization or PSYCH 4980 Honors Program in Psychology)

Relevant faculty: Lori Markson, Susan Perlman, Natasha Marrus, and Joan Luby (other potential faculty mentors may be approved upon request depending on relevance of the research experience)

Additional Information

Transfer Credit

If accepted by the College of Arts & Sciences, transfer credits will be evaluated by the Director of Undergraduate Studies in the P&BS department for their applicability toward either major in P&BS.

Senior Honors Program in Psychological & Brain Sciences

The primary goal of the honors program in P&BS is to provide students who have achieved a superior academic record with the opportunity to conduct a comprehensive empirical investigation under the direction of a faculty member.

To be admitted into the honors program, students must meet the following requirements:

- Have overall and P&BS grade point averages of at least 3.65
- Complete both PSYCH 3000 Introduction to Psychological Statistics and PSYCH 3010 Experimental Psychology (or PSYCH 3011)
- Have an approved honors research advisor

Contact:	Shelley Kohlman
Phone:	314-935-5169
Email:	skohlman@wustl.edu
Website:	https://psych.wustl.edu/undergraduate-program

Psychological & Brain Sciences: Cognitive Neuroscience Major, Experimental Psychopathology Specialization

Program Requirements

- **Total Units Required:** 45-49 units (36-37 units plus prerequisites for the major requirements, plus 9-12 units for a specialization; adding a specialization to the base major is not required)
- **Grade Requirement:** For a course to count toward the major, a grade of C– or better must be achieved.

How does the brain think? Cognitive neuroscience refers to how mental functions are linked to the operation of the brain and nervous system. The goal of cognitive neuroscience is to provide an understanding of psychological processes such as attention, memory, thinking, and emotion in terms of physical principles and biological components. At the same time, cognitive neuroscience aims to provide an understanding of the psychological constraints on how the brain functions, computes, and generates behavior. Students who pursue the undergraduate major in Psychological & Brain Sciences: Cognitive Neuroscience (PB&S:CN) will gain a strong foundation in how to study the brain and mind at various levels of analysis, including cellular biology, brain systems, cognitive and affective function, and neural computation. In addition, they will gain an appreciation of the relation between healthy cognitive and brain function and its breakdown in various disease states and disorders. The PB&S:CN major provides excellent preparation for a career in health and medical professions, scientific research, computer fields, education, and law.

Prerequisites

Students must complete the following courses outside of Psychological & Brain Sciences:

Code	Title	Units
BIOL 2160	Principles of Biology I	3
MATH 1520	Calculus II	3
Total Units		**6**

Note: Each of these prerequisites has its own prerequisites: MATH 1520 requires MATH 1510; for BIOL 2160, taking CHEM 1701 and CHEM 1702 (concurrently) is strongly recommended. These courses are Biology and pre-med prerequisites as well, and they are typically completed during a student's first year. They may alternatively be satisfied through AP credit or any other mechanism approved by the respective department or the College. These prerequisites do not earn credit toward the P&BS:CN major, but they must be completed with a passing grade (C– or above) by the end of the student's third year to remain in good standing for the major.

Required Courses

Code	Title	Units
PSYCH 1000	Introduction to Psychology	3
PSYCH 3000	Introduction to Psychological Statistics	3
PSYCH 3010 Experimental Psychology **or** PSYCH 3011 Experimental Psychology		4
PSYCH 3401 Biological Psychology **or** BIOL 3411 Principles of the Nervous System		3
PSYCH 3600	Cognitive Psychology	3
PSYCH 3604	Cognitive Neuroscience	3
Total Units		**19**

Note: The first three requirements (i.e., PSYCH 1000 Introduction to Psychology, PSYCH 3000 Introduction to Psychological Statistics, and PSYCH 3010/PSYCH 3011 Experimental Psychology [the version taken concurrently with PSYCH 3000]) are the same as those for the regular P&BS major.

PSYCH 1000 Introduction to Psychology is a prerequisite for all upper-level courses (3000 level and above). Exemption from PSYCH 1000 Introduction to Psychology is possible in the following circumstances:

- Completion of an equivalent course transferred from another institution, if approved by the director of undergraduate studies.
- An AP psychology test score of 5, an IB score of 6 or 7, or a British A-Level grade of A.

PSYCH 3000 Introduction to Psychological Statistics:

- SDS 2020 Elementary Probability and Statistics, SDS 3020 Elementary to Intermediate Probability and Statistics, or DAT 1200 Managerial Statistics I may substitute for PSYCH 3000 Introduction to Psychological Statistics but earn no units of credit toward the major. No AP math course can substitute for PSYCH 3000 Introduction to Psychological Statistics.

For cases in which an exemption is granted (e.g., PSYCH 1000, PSYCH 3000), no credits are earned toward the major, so exempt courses must be made up with additional P&BS content electives approved by the major advisor.

Additional Cognitive and Biological Distributions

Students must complete two courses — one each from the Distribution A and B lists:

*Distribution A eligible courses:**

Code	Title	Units
PSYCH 3175	Applied Statistical Analysis with R	3
PSYCH 3210	Developmental Psychology	3
PSYCH 3300	Sensation and Perception	3
PSYCH 3580	Language Acquisition	3
PSYCH 3610	Psychology of Learning	3
PSYCH 3800	Human Learning and Memory	3
PSYCH 3980	Advanced Psychological Statistics: The General Linear Model and Beyond	3
PSYCH 4099	Human Evolutionary Psychology	3
PSYCH 4182	Perception, Thought and Action	3
PSYCH 4330	Psych of Language	3

*Distribution B eligible courses:**

Code	Title	Units
BIOL 3057	Physiological Control Systems	3
BIOL 3151	Endocrinology	3
BIOL 3280	Principles in Human Physiology	3
BIOL 3421	Neuroethology	3
BIOL 3422	Genes, Brains and Behavior	3
DANCE 3170	The Neuroscience of Movement: You Think, So You Can Dance?	3
PHYSICS 3350	Physics of the Brain	3
PSYCH 3175	Applied Statistical Analysis with R	3
PSYCH 3450	Genes, Environment and Human Behavavior	3
PSYCH 3890	Advanced Psychological Statistics: The General Linear Model and Beyond	3

Note: PSYCH 3175 Applied Statistical Analysis With R or PSYCH 3890 Advanced Statistics: The GLM can be allowed to fulfill either Distribution A or B; students must complete at least one non-statistics course for the Additional Cognitive and Biological Distributions requirement.

Computation Requirement

Students must complete one of the following courses:*

Code	Title	Units
CSE 1301	Introduction to Computer Science	3
PSYCH 3175	Applied Statistical Analysis with R	3
PSYCH 4631	Computaional Cognitive Science	3
PSYCH 5007	Statistics and Data Analysis in MATLAB	3

With prior approval, another course involving a significant computational/programming component may be substituted.

Capstone/Depth Requirement

Students must complete three of the following courses:*

Capstone/Depth eligible courses:

Code	Title	Units
ANTHRO 4581	Principles of Human Anatomy and Development	3
BIOL 4030	Biological Clocks	3
BIOL 4040	Laboratory of Neurophysiology	3
PHIL 4200	Philosophy of Neuroscience	3
PNP 4020	The Physiology and Biophysics of Consciousness	2
PSYCH 4182	Perception, Thought and Action	3
PSYCH 4414	Advanced Cognitive Neuroscience	3
PSYCH 4512	Neurobiology of Learning and Memory	3
PSYCH 4631	Computational Cognitive Psychology	3
PSYCH 4746	Genes, Brain and Behavior: Pathways to Psychopathology	3
PSYCH 4765	Inside the Disordered Brain: Neural Systems of Behavior and Psychopathology	3

Additional Capstone/Depth eligible courses:

- PSYCH 3999 (all 3 units must be completed in one semester and in one lab to be considered for approval; taken Credit/No Credit) can be used satisfy up to 3 units of the Capstone/Depth requirement.
- FYP 3901 Ampersand: Research in Mind, Brain Behavior (two consecutive semesters must be completed; 3 units total) can substitute for PSYCH 3999.
- PSYCH 4991 Independent Study for the Major in P&BS: Cognitive Neuroscience (3 units; taken for a letter grade and requiring a final paper) can be used to satisfy up to 6 units of the Capstone/Depth requirement.
- The Honors Program in Psychology (PSYCH 4980 can be used to satisfy up to 3 units total of the Capstone/Depth requirement).

In total, no more than 6 units of the above may be applied toward the Capstone/Depth requirement.

Note: Unless a student explicitly petitions for an exception and is granted written prior approval, only the above Capstone/Depth eligible courses can be counted toward the Capstone/Depth requirement. Contact skohlman@wustl.edu for the petition.

* If a course falls into more than one category, it can be used to fulfill only one of those categories (i.e., no double-counting).

Acceptance Into the Psychological & Brain Sciences: Cognitive Neuroscience Major

Acceptance into the major is contingent upon an application and then approval by the major committee. As part of this application, the student will meet with an appropriate advisor who will carefully review the requirements and oversee the student's progress. A brief, one-page statement from the student about why they feel the cognitive neuroscience major is appropriate for them will be requested as part of the application.

Washington University students will be considered for admission to the P&BS:CN major no sooner than during their third semester (sophomore year). Decisions are based on the student's statement and academic record as well as the interview with the advisor. A minimum GPA of 2.0 is required for admission into the major.

Experimental Psychopathology Specialization

To augment the major in Psychological & Brain Sciences, the department offers the option of a specialization for students who wish to engage more intensively with a specific area within the discipline.

A specialization may be a valuable experience for students planning on graduate study in psychology or related fields or for those who have a particular interest or want to gain expertise in one of the approved specializations. It may provide a useful preparation for the Honors program in Psychology, or it may serve as a substitute for the Honors experience for those students who may not qualify for Honors.

Completion of a specialization entails 12 units:

- Three courses (9 units), at least one of which must be an advanced, 4000-level course; and
- A semester of research in an appropriate, approved lab consisting of PSYCH 4992 Independent Study for a Specialization, which requires the successful completion of an American Psychological Association (APA)–style research paper or an approved Honors project completed through PSYCH 4980 Honors Program in Psychology. In some cases, a relevant internship or practicum may be an appropriate alternative to research experience. (**Note:** Students may be required to complete a preliminary semester [3 units] of PSYCH 3999 Independent Study, depending on the nature of the project intended for PSYCH 4992; the additional independent research is at the discretion of the research mentor and will not be counted toward the completion of the specialization requirements.)

The 3000-level required course may be used to fulfill no more than one of the core categories or distribution requirements of a Psychological & Brain Sciences major (i.e., one course could double-count for the major and the specialization). None of the units for a specialization can be counted for any other major or minor (i.e., there is no double-counting with another major or minor). For those pursuing the Psychological & Brain Sciences: Cognitive Neuroscience major, the Cognitive Neuroscience Specialization is not an option.

Each specialization has a Psychological & Brain Sciences faculty advisor/coordinator who will meet with interested students to help ensure the successful and appropriate completion of the specialization and who serves as the liaison with the Psychological & Brain Sciences Undergraduate Studies Committee. A student may pursue only one specialization. Completing a specialization, however, is not required to complete the base Psychological & Brain Sciences major.

Students should contact Shelley Kohlman (skohlman@wustl.edu) in Somers Family Hall, Room 207B, to arrange a specialization. Forms are available from Shelley, and completed forms must be returned to her in order for a specialization to be considered officially "in progress."

Recognition of the specialization will appear on the student's academic record under *Milestones* once all requirements have been met.

Requirements for the Experimental Psychopathology Specialization

This specialization allows students to acquire more advanced knowledge of the ways in which psychologists study mental disorders. Current research demonstrates the importance of integrating psychological and biological variables to better understand the classification, etiology, and treatment of a wide variety of mental disorders, including schizophrenia, mood disorders, anxiety disorders, substance use disorders, and eating disorders. Students who pursue this specialization will develop a broad-based appreciation for conceptual and methodological issues that are central to research in psychopathology.

Advisor/coordinator: Professor Deanna Barch

Coursework required:

Code	Title	Units
PSYCH 3540	Psychopathology and Mental Health	3

Electives (must include two courses, at least one of which is at the 4000 level):

Code	Title	Units
PSYCH 3450	Genes, Environment, and Human Behavior	3
PSYCH 4557	Biopsychosocial Aspects of Eating Disorders and Obesity	3
PSYCH 4746	Biological Pathways to Psychopathology: From Genes and the Environment to Brain and Behavior	3
PSYCH 4765	Inside the Disordered Brain: Neural Systems of Behavior and Psychopathology	3

Research mentorship: Prior approved research mentorship with a relevant faculty member and successful completion of a research paper (i.e., PSYCH 4992 Independent Study for a Specialization or PSYCH 4980 Honors Program in Psychology)

Relevant faculty: Deanna Barch, Ryan Bogdan, Josh Jackson, Renee Thompson, and Denise Wilfley (other potential faculty mentors may be approved)

Additional Information

Transfer Credit

If accepted by the College of Arts & Sciences, transfer credits will be evaluated by the Director of Undergraduate Studies in the P&BS department for their applicability toward either major in P&BS.

Senior Honors Program in Psychological & Brain Sciences

The primary goal of the honors program in P&BS is to provide students who have achieved a superior academic record with the opportunity to conduct a comprehensive empirical investigation under the direction of a faculty member.

To be admitted into the honors program, students must meet the following requirements:

- Have overall and P&BS grade point averages of at least 3.65
- Complete both PSYCH 3000 Introduction to Psychological Statistics and PSYCH 3010 Experimental Psychology (or PSYCH 3011)
- Have an approved honors research advisor

Contact:	Shelley Kohlman
Phone:	314-935-5169
Email:	skohlman@wustl.edu
Website:	https://psych.wustl.edu/undergraduate-program

Psychological & Brain Sciences: Cognitive Neuroscience Major, Lifespan Development Specialization

Program Requirements

- **Total Units Required:** 45-49 units (36-37 units plus prerequisites for the major requirements, plus 9-12 units for a specialization; adding a specialization to the base major is not required)
- **Grade Requirement:** For a course to count toward the major, a grade of C– or better must be achieved.

How does the brain think? Cognitive neuroscience refers to how mental functions are linked to the operation of the brain and nervous system. The goal of cognitive neuroscience is to provide an understanding of psychological processes such as attention, memory, thinking, and emotion in terms of physical principles and biological components. At the same time, cognitive neuroscience aims to provide an understanding of the psychological constraints on how the brain functions, computes, and generates behavior. Students who pursue the undergraduate major in Psychological & Brain Sciences: Cognitive Neuroscience (PB&S:CN) will gain a strong foundation in how to study the brain and mind at various levels of analysis, including cellular biology, brain systems, cognitive and affective function, and neural computation. In addition, they will gain an appreciation of the relation between healthy cognitive and brain function and its breakdown in various disease states and disorders. The PB&S:CN major provides excellent preparation for a career in health and medical professions, scientific research, computer fields, education, and law.

Prerequisites

Students must complete the following courses outside of Psychological & Brain Sciences:

Code	Title	Units
BIOL 2160	Principles of Biology I	3
MATH 1520	Calculus II	3
Total Units		**6**

Note: Each of these prerequisites has its own prerequisites: MATH 1520 requires MATH 1510; for BIOL 2160, taking CHEM 1701 and CHEM 1702 (concurrently) is strongly recommended. These courses are Biology and pre-med prerequisites as well, and they are typically completed during a student's first year. They may alternatively be satisfied through AP credit or any other mechanism approved by the respective department or the College. These prerequisites do not earn credit toward the P&BS:CN major, but they must be completed with a passing grade (C– or above) by the end of the student's third year to remain in good standing for the major.

Required Courses

Code	Title	Units
PSYCH 1000	Introduction to Psychology	3
PSYCH 3000	Introduction to Psychological Statistics	3
PSYCH 3010 Experimental Psychology **or** PSYCH 3011 Experimental Psychology		4
PSYCH 3401 Biological Psychology **or** BIOL 3411 Principles of the Nervous System		3
PSYCH 3600	Cognitive Psychology	3
PSYCH 3604	Cognitive Neuroscience	3
Total Units		**19**

Note: The first three requirements (i.e., PSYCH 1000 Introduction to Psychology, PSYCH 3000 Introduction to Psychological Statistics, and PSYCH 3010/PSYCH 3011 Experimental Psychology [the version taken concurrently with PSYCH 3000]) are the same as those for the regular P&BS major.

PSYCH 1000 Introduction to Psychology is a prerequisite for all upper-level courses (3000 level and above). Exemption from PSYCH 1000 Introduction to Psychology is possible in the following circumstances:

- Completion of an equivalent course transferred from another institution, if approved by the director of undergraduate studies.
- An AP psychology test score of 5, an IB score of 6 or 7, or a British A-Level grade of A.

PSYCH 3000 Introduction to Psychological Statistics:

- SDS 2020 Elementary Probability and Statistics, SDS 3020 Elementary to Intermediate Probability and Statistics, or DAT 1200 Managerial Statistics I may substitute for PSYCH 3000 Introduction to Psychological Statistics but earn no units of credit toward the major. No AP math course can substitute for PSYCH 3000 Introduction to Psychological Statistics.

For cases in which an exemption is granted (e.g., PSYCH 1000, PSYCH 3000), no credits are earned toward the major, so exempt courses must be made up with additional P&BS content electives approved by the major advisor.

Additional Cognitive and Biological Distributions

Students must complete two courses — one each from the Distribution A and B lists:

*Distribution A eligible courses:**

Code	Title	Units
PSYCH 3175	Applied Statistical Analysis with R	3
PSYCH 3210	Developmental Psychology	3
PSYCH 3300	Sensation and Perception	3
PSYCH 3580	Language Acquisition	3
PSYCH 3610	Psychology of Learning	3
PSYCH 3800	Human Learning and Memory	3
PSYCH 3980	Advanced Psychological Statistics: The General Linear Model and Beyond	3
PSYCH 4099	Human Evolutionary Psychology	3
PSYCH 4182	Perception, Thought and Action	3
PSYCH 4330	Psych of Language	3

*Distribution B eligible courses:**

Code	Title	Units
BIOL 3057	Physiological Control Systems	3
BIOL 3151	Endocrinology	3
BIOL 3280	Principles in Human Physiology	3
BIOL 3421	Neuroethology	3
BIOL 3422	Genes, Brains and Behavior	3
DANCE 3170	The Neuroscience of Movement: You Think, So You Can Dance?	3
PHYSICS 3350	Physics of the Brain	3
PSYCH 3175	Applied Statistical Analysis with R	3
PSYCH 3450	Genes, Environment and Human Behavavior	3
PSYCH 3890	Advanced Psychological Statistics: The General Linear Model and Beyond	3

Note: PSYCH 3175 Applied Statistical Analysis With R or PSYCH 3890 Advanced Statistics: The GLM can be allowed to fulfill either Distribution A or B; students must complete at least one non-statistics course for the Additional Cognitive and Biological Distributions requirement.

Computation Requirement

Students must complete one of the following courses:*

Code	Title	Units
CSE 1301	Introduction to Computer Science	3
PSYCH 3175	Applied Statistical Analysis with R	3
PSYCH 4631	Computaional Cognitive Science	3
PSYCH 5007	Statistics and Data Analysis in MATLAB	3

With prior approval, another course involving a significant computational/programming component may be substituted.

Capstone/Depth Requirement

Students must complete three of the following courses:*

Capstone/Depth eligible courses:

Code	Title	Units
ANTHRO 4581	Principles of Human Anatomy and Development	3
BIOL 4030	Biological Clocks	3
BIOL 4040	Laboratory of Neurophysiology	3
PHIL 4200	Philosophy of Neuroscience	3
PNP 4020	The Physiology and Biophysics of Consciousness	2
PSYCH 4182	Perception, Thought and Action	3
PSYCH 4414	Advanced Cognitive Neuroscience	3
PSYCH 4512	Neurobiology of Learning and Memory	3
PSYCH 4631	Computational Cognitive Psychology	3
PSYCH 4746	Genes, Brain and Behavior: Pathways to Psychopathology	3
PSYCH 4765	Inside the Disordered Brain: Neural Systems of Behavior and Psychopathology	3

Additional Capstone/Depth eligible courses:

- PSYCH 3999 (all 3 units must be completed in one semester and in one lab to be considered for approval; taken Credit/No Credit) can be used satisfy up to 3 units of the Capstone/Depth requirement.
- FYP 3901 Ampersand: Research in Mind, Brain Behavior (two consecutive semesters must be completed; 3 units total) can substitute for PSYCH 3999.
- PSYCH 4991 Independent Study for the Major in P&BS: Cognitive Neuroscience (3 units; taken for a letter grade and requiring a final paper) can be used to satisfy up to 6 units of the Capstone/Depth requirement.
- The Honors Program in Psychology (PSYCH 4980 can be used to satisfy up to 3 units total of the Capstone/Depth requirement).

In total, no more than 6 units of the above may be applied toward the Capstone/Depth requirement.

Note: Unless a student explicitly petitions for an exception and is granted written prior approval, only the above Capstone/Depth eligible courses can be counted toward the Capstone/Depth requirement. Contact skohlman@wustl.edu for the petition.

* If a course falls into more than one category, it can be used to fulfill only one of those categories (i.e., no double-counting).

Acceptance Into the Psychological & Brain Sciences: Cognitive Neuroscience Major

Acceptance into the major is contingent upon an application and then approval by the major committee. As part of this application, the student will meet with an appropriate advisor who will carefully review the requirements and oversee the student's progress. A brief, one-page statement from the student about why they feel the cognitive neuroscience major is appropriate for them will be requested as part of the application.

Washington University students will be considered for admission to the P&BS:CN major no sooner than during their third semester (sophomore year). Decisions are based on the student's statement and academic record as well as the interview with the advisor. A minimum GPA of 2.0 is required for admission into the major.

Lifespan Development Specialization

To augment the major in Psychological & Brain Sciences, the department offers the option of a specialization for students who wish to engage more intensively with a specific area within the discipline.

A specialization may be a valuable experience for students planning on graduate study in psychology or related fields or for those who have a particular interest or want to gain expertise in one of the approved specializations. It may provide a useful preparation for the Honors program in Psychology, or it may serve as a substitute for the Honors experience for those students who may not qualify for Honors.

Completion of a specialization entails 12 units:

- Three courses (9 units), at least one of which must be an advanced, 4000-level course; and
- A semester of research in an appropriate, approved lab consisting of PSYCH 4992 Independent Study for a Specialization, which requires the successful completion of an American Psychological Association (APA)–style research paper or an approved Honors project completed through PSYCH 4980 Honors Program in Psychology. In some cases, a relevant internship or practicum may be an appropriate alternative to research experience. (**Note:** Students may be required to complete a preliminary semester [3 units] of PSYCH 3999 Independent Study, depending on the nature of the project intended for PSYCH 4992; the additional independent research is at the discretion of the research mentor and will not be counted toward the completion of the specialization requirements.)

The 3000-level required course may be used to fulfill no more than one of the core categories or distribution requirements of a Psychological & Brain Sciences major (i.e., one course could double-count for the major and the specialization). None of the units for a specialization can be counted for any other major or minor (i.e., there is no double-counting with another major or minor). For those pursuing the Psychological & Brain Sciences: Cognitive Neuroscience major, the Cognitive Neuroscience Specialization is not an option.

Each specialization has a Psychological & Brain Sciences faculty advisor/coordinator who will meet with interested students to help ensure the successful and appropriate completion of the specialization and who serves as the liaison with the Psychological & Brain Sciences Undergraduate Studies Committee. A student may pursue only one specialization. Completing a specialization, however, is not required to complete the base Psychological & Brain Sciences major.

Students should contact Shelley Kohlman (skohlman@wustl.edu) in Somers Family Hall, Room 207B, to arrange a specialization. Forms are available from Shelley, and completed forms must be returned to her in order for a specialization to be considered officially "in progress."

Recognition of the specialization will appear on the student's academic record under *Milestones* once all requirements have been met.

Requirements for the Lifespan Development Specialization

Many introductory courses in developmental psychology focus on the changes that occur from birth to adolescence. The specialization in lifespan development provides students with an understanding of the cognitive and physiological changes that occur over the lifespan, with a primary focus on older adulthood. A major goal of the specialization is to provide students with an understanding of the similarities and differences in development at different stages of the lifespan.

Advisor/coordinator: Professor Mitchell Sommers

Coursework required:

Code	Title	Units
PSYCH 3260	Introduction to the Psychology of Aging	3

Electives:

Code	Title	Units
PSYCH 3210	Developmental Psychology	3
PSYCH 4270	Social Gerontology	3
PSYCH 4355	Personality and Development Across the Lifespan	3

Research mentorship or internship experience related to Lifespan Development: Students can complete this aspect of the specialization with either a prior approved research mentorship or an approved internship related to older adults (i.e., PSYCH 2901 Internship in Psychology, PSYCH 4992 Independent Study for a Specialization, or PSYCH 4980 Honors Program in Psychology). Successful completion of a paper is required in all cases.

Relevant faculty for research mentorship: Mitchell Sommers, Brian Carpenter, Sandra Hale, Denise Head, Patrick Hill, Derek Isaacowitz, Josh Jackson, and Lori Markson (other potential faculty mentors may be approved)

Possible internships: Prior approved internship related to older adults and successful completion of a paper. Options may include work in an assisted-living facility or another community-based program designed to assist older adults. Other internships are available; consult the P&BS website for internship opportunities in psychology.

Additional Information

Transfer Credit

If accepted by the College of Arts & Sciences, transfer credits will be evaluated by the Director of Undergraduate Studies in the P&BS department for their applicability toward either major in P&BS.

Senior Honors Program in Psychological & Brain Sciences

The primary goal of the honors program in P&BS is to provide students who have achieved a superior academic record with the opportunity to conduct a comprehensive empirical investigation under the direction of a faculty member.

To be admitted into the honors program, students must meet the following requirements:

- Have overall and P&BS grade point averages of at least 3.65
- Complete both PSYCH 3000 Introduction to Psychological Statistics and PSYCH 3010 Experimental Psychology (or PSYCH 3011)
- Have an approved honors research advisor

Contact:	Shelley Kohlman
Phone:	314-935-5169
Email:	skohlman@wustl.edu
Website:	https://psych.wustl.edu/undergraduate-program

Psychological & Brain Sciences: Cognitive Neuroscience Major, Personality and Individual Differences Specialization

Program Requirements

- **Total Units Required:** 45-49 units (36-37 units plus prerequisites for the major requirements, plus 9-12 units for a specialization; adding a specialization to the base major is not required)
- **Grade Requirement:** For a course to count toward the major, a grade of C– or better must be achieved.

How does the brain think? Cognitive neuroscience refers to how mental functions are linked to the operation of the brain and nervous system. The goal of cognitive neuroscience is to provide an understanding of psychological processes such as attention, memory, thinking, and emotion in terms of physical principles and biological components. At the same time, cognitive neuroscience aims to provide an understanding of the psychological constraints on how the brain functions, computes, and generates behavior. Students who pursue the undergraduate major in Psychological & Brain Sciences: Cognitive Neuroscience (PB&S:CN) will gain a strong foundation in how to study the brain and mind at various levels of analysis, including cellular biology, brain systems, cognitive and affective function, and neural computation. In addition, they will gain an appreciation of the relation between healthy cognitive and brain function and its breakdown in various disease states and disorders. The PB&S:CN major provides excellent preparation for a career in health and medical professions, scientific research, computer fields, education, and law.

Prerequisites

Students must complete the following courses outside of Psychological & Brain Sciences:

Code	Title	Units
BIOL 2160	Principles of Biology I	3
MATH 1520	Calculus II	3
Total Units		**6**

Note: Each of these prerequisites has its own prerequisites: MATH 1520 requires MATH 1510; for BIOL 2160, taking CHEM 1701 and CHEM 1702 (concurrently) is strongly recommended. These courses are Biology and pre-med prerequisites as well, and they are typically completed during a student's first year. They may alternatively be satisfied through AP credit or any other mechanism approved by the respective department

or the College. These prerequisites do not earn credit toward the P&BS:CN major, but they must be completed with a passing grade (C– or above) by the end of the student's third year to remain in good standing for the major.

Required Courses

Code	Title	Units
PSYCH 1000	Introduction to Psychology	3
PSYCH 3000	Introduction to Psychological Statistics	3
PSYCH 3010 Experimental Psychology **or** PSYCH 3011 Experimental Psychology		4
PSYCH 3401 Biological Psychology **or** BIOL 3411 Principles of the Nervous System		3
PSYCH 3600	Cognitive Psychology	3
PSYCH 3604	Cognitive Neuroscience	3
Total Units		**19**

Note: The first three requirements (i.e., PSYCH 1000 Introduction to Psychology, PSYCH 3000 Introduction to Psychological Statistics, and PSYCH 3010/PSYCH 3011 Experimental Psychology [the version taken concurrently with PSYCH 3000]) are the same as those for the regular P&BS major.

PSYCH 1000 Introduction to Psychology is a prerequisite for all upper-level courses (3000 level and above). Exemption from PSYCH 1000 Introduction to Psychology is possible in the following circumstances:

- Completion of an equivalent course transferred from another institution, if approved by the director of undergraduate studies.
- An AP psychology test score of 5, an IB score of 6 or 7, or a British A-Level grade of A.

PSYCH 3000 Introduction to Psychological Statistics:

- SDS 2020 Elementary Probability and Statistics, SDS 3020 Elementary to Intermediate Probability and Statistics, or DAT 1200 Managerial Statistics I may substitute for PSYCH 3000 Introduction to Psychological Statistics but earn no units of credit toward the major. No AP math course can substitute for PSYCH 3000 Introduction to Psychological Statistics.

For cases in which an exemption is granted (e.g., PSYCH 1000, PSYCH 3000), no credits are earned toward the major, so exempt courses must be made up with additional P&BS content electives approved by the major advisor.

Additional Cognitive and Biological Distributions

Students must complete two courses — one each from the Distribution A and B lists:

*Distribution A eligible courses:**

Code	Title	Units
PSYCH 3175	Applied Statistical Analysis with R	3
PSYCH 3210	Developmental Psychology	3
PSYCH 3300	Sensation and Perception	3
PSYCH 3580	Language Acquisition	3
PSYCH 3610	Psychology of Learning	3
PSYCH 3800	Human Learning and Memory	3
PSYCH 3980	Advanced Psychological Statistics: The General Linear Model and Beyond	3
PSYCH 4099	Human Evolutionary Psychology	3
PSYCH 4182	Perception, Thought and Action	3
PSYCH 4330	Psych of Language	3

*Distribution B eligible courses:**

Code	Title	Units
BIOL 3057	Physiological Control Systems	3
BIOL 3151	Endocrinology	3
BIOL 3280	Principles in Human Physiology	3
BIOL 3421	Neuroethology	3
BIOL 3422	Genes, Brains and Behavior	3
DANCE 3170	The Neuroscience of Movement: You Think, So You Can Dance?	3
PHYSICS 3350	Physics of the Brain	3
PSYCH 3175	Applied Statistical Analysis with R	3
PSYCH 3450	Genes, Environment and Human Behavavior	3
PSYCH 3890	Advanced Psychological Statistics: The General Linear Model and Beyond	3

Note: PSYCH 3175 Applied Statistical Analysis With R or PSYCH 3890 Advanced Statistics: The GLM can be allowed to fulfill either Distribution A or B; students must complete at least one non-statistics course for the Additional Cognitive and Biological Distributions requirement.

Computation Requirement

Students must complete one of the following courses:*

Code	Title	Units
CSE 1301	Introduction to Computer Science	3
PSYCH 3175	Applied Statistical Analysis with R	3
PSYCH 4631	Computaional Cognitive Science	3
PSYCH 5007	Statistics and Data Analysis in MATLAB	3

With prior approval, another course involving a significant computational/programming component may be substituted.

Capstone/Depth Requirement

Students must complete three of the following courses:*

Capstone/Depth eligible courses:

Code	Title	Units
ANTHRO 4581	Principles of Human Anatomy and Development	3
BIOL 4030	Biological Clocks	3
BIOL 4040	Laboratory of Neurophysiology	3
PHIL 4200	Philosophy of Neuroscience	3
PNP 4020	The Physiology and Biophysics of Consciousness	2
PSYCH 4182	Perception, Thought and Action	3
PSYCH 4414	Advanced Cognitive Neuroscience	3
PSYCH 4512	Neurobiology of Learning and Memory	3
PSYCH 4631	Computational Cognitive Psychology	3
PSYCH 4746	Genes, Brain and Behavior: Pathways to Psychopathology	3
PSYCH 4765	Inside the Disordered Brain: Neural Systems of Behavior and Psychopathology	3

Additional Capstone/Depth eligible courses:

- PSYCH 3999 (all 3 units must be completed in one semester and in one lab to be considered for approval; taken Credit/No Credit) can be used satisfy up to 3 units of the Capstone/Depth requirement.
- FYP 3901 Ampersand: Research in Mind, Brain Behavior (two consecutive semesters must be completed; 3 units total) can substitute for PSYCH 3999.
- PSYCH 4991 Independent Study for the Major in P&BS: Cognitive Neuroscience (3 units; taken for a letter grade and requiring a final paper) can be used to satisfy up to 6 units of the Capstone/Depth requirement.
- The Honors Program in Psychology (PSYCH 4980 can be used to satisfy up to 3 units total of the Capstone/Depth requirement).

In total, no more than 6 units of the above may be applied toward the Capstone/Depth requirement.

Note: Unless a student explicitly petitions for an exception and is granted written prior approval, only the above Capstone/Depth eligible courses can be counted toward the Capstone/Depth requirement. Contact skohlman@wustl.edu for the petition.

* If a course falls into more than one category, it can be used to fulfill only one of those categories (i.e., no double-counting).

Acceptance Into the Psychological & Brain Sciences: Cognitive Neuroscience Major

Acceptance into the major is contingent upon an application and then approval by the major committee. As part of this application, the student will meet with an appropriate advisor who will carefully review the requirements and oversee the student's progress. A brief, one-page statement from the student about why they feel the cognitive neuroscience major is appropriate for them will be requested as part of the application.

Washington University students will be considered for admission to the P&BS:CN major no sooner than during their third semester (sophomore year). Decisions are based on the student's statement and academic record as well as the interview with the advisor. A minimum GPA of 2.0 is required for admission into the major.

Personality and Individual Differences Specialization

To augment the major in Psychological & Brain Sciences, the department offers the option of a specialization for students who wish to engage more intensively with a specific area within the discipline.

A specialization may be a valuable experience for students planning on graduate study in psychology or related fields or for those who have a particular interest or want to gain expertise in one of the approved specializations. It may provide a useful preparation for the Honors program in Psychology, or it may serve as a substitute for the Honors experience for those students who may not qualify for Honors.

Completion of a specialization entails 12 units:

- Three courses (9 units), at least one of which must be an advanced, 4000-level course; and
- A semester of research in an appropriate, approved lab consisting of PSYCH 4992 Independent Study for a Specialization, which requires the successful completion of an American Psychological Association (APA)–style research paper or an approved Honors project completed through PSYCH 4980 Honors Program in Psychology. In some cases, a relevant internship or practicum may be an appropriate alternative to research experience. (**Note:** Students may be required to complete a preliminary semester [3 units] of PSYCH 3999 Independent Study, depending on the nature of the project intended for PSYCH 4992; the additional independent research is at the discretion of the research mentor and will not be counted toward the completion of the specialization requirements.)

The 3000-level required course may be used to fulfill no more than one of the core categories or distribution requirements of a Psychological & Brain Sciences major (i.e., one course could double-count for the major and the specialization). None of the units for a specialization can be counted for any other major or minor (i.e., there is no double-counting with another major or minor). For those pursuing the Psychological & Brain Sciences: Cognitive Neuroscience major, the Cognitive Neuroscience Specialization is not an option.

Each specialization has a Psychological & Brain Sciences faculty advisor/coordinator who will meet with interested students to help ensure the successful and appropriate completion of the specialization and who serves as the liaison with the Psychological & Brain Sciences Undergraduate Studies Committee. A student may pursue only one specialization. Completing a specialization, however, is not required to complete the base Psychological & Brain Sciences major.

Students should contact Shelley Kohlman (skohlman@wustl.edu) in Somers Family Hall, Room 207B, to arrange a specialization. Forms are available from Shelley, and completed forms must be returned to her in order for a specialization to be considered officially "in progress."

Recognition of the specialization will appear on the student's academic record under *Milestones* once all requirements have been met.

Requirements for the Personality and Individual Differences Specialization

This specialization allows students to acquire deeper knowledge of how and why individuals differ from one another and the ways in which individual (e.g., personality) and group (e.g., gender) differences influence behavior, emotion, experience, identity, and psychopathology. The core course for the specialization (PSYCH 3530 Psychology of Personality) considers personality more generally. The seminars explore, in depth, specific aspects of personality and individual differences, including biological bases of individual differences (i.e., genetics), the interpersonal processes associated with personality and personality judgment, individual differences in self and identity, group differences, and personality pathology.

Advisor/coordinator: Professor Tammy English

Coursework required:

Code	Title	Units
PSYCH 3530	Psychology of Personality	3

Electives (must include two courses, at least one of which is at the 4000 level):

Code	Title	Units
PSYCH 3450	Genes, Environment, and Human Behavior	3
PSYCH 3645	Understanding Emotions	3
PSYCH 4130	Contemporary Topics in Social Psychology (with prior approval only)	3
PSYCH 4355	Personality Development Across the Lifespan	3
PSYCH 4367	Seminar in Positive Psychology	3
PSYCH 4555	Emotion Regulation	3
PSYCH 4593	Psychology of the Good Life	3

Research mentorship: Prior approved research mentorship with a relevant faculty member and successful completion of a research paper (i.e., PSYCH 4992 Independent Study for a Specialization or PSYCH 4980 Honors Program in Psychology)

Relevant faculty: Tammy English, Patrick Hill, Derek Isaacowitz, Josh Jackson, Jesse Sun, Renee Thompson, and Emily Willroth (other potential faculty mentors may be approved)

Additional Information

Transfer Credit

If accepted by the College of Arts & Sciences, transfer credits will be evaluated by the Director of Undergraduate Studies in the P&BS department for their applicability toward either major in P&BS.

Senior Honors Program in Psychological & Brain Sciences

The primary goal of the honors program in P&BS is to provide students who have achieved a superior academic record with the opportunity to conduct a comprehensive empirical investigation under the direction of a faculty member.

To be admitted into the honors program, students must meet the following requirements:

- Have overall and P&BS grade point averages of at least 3.65
- Complete both PSYCH 3000 Introduction to Psychological Statistics and PSYCH 3010 Experimental Psychology (or PSYCH 3011)
- Have an approved honors research advisor

Contact:	Shelley Kohlman
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Psychological & Brain Sciences Minor

Program Requirements

- **Total Units Required:** 15 units
- **Grade Requirement:** For a course to count toward the major, a grade of C- or better must be achieved.

For those students who have a broad or general interest in Psychological & Brain Sciences (P&BS), we recommend taking several courses from the five core areas of psychology: Social/Personality; Mental Health/Affective; Biological/Neurological Bases of Behavior; Behavior and Cognition; and Lifespan Development.

For those students who want to focus in a more specific area, courses can reflect the area of interest. For example, a student interested in the helping professions or counseling may wish to select from such courses as PSYCH 3530 Psychology of Personality, PSYCH 3540 Psychopathology and Mental Health, PSYCH 3610 Psychology of Learning, and PSYCH 3210 Developmental Psychology. A student wishing to focus on experimental psychology/neuroscientific bases of behavior may select from such courses as PSYCH 3401 Introduction to Biological Psychology, PSYCH 3610 Psychology of Learning, PSYCH 3300 Sensation and Perception, PSYCH 3600 Cognitive Psychology, and PSYCH 3604 Cognitive Neuroscience and may also consider doing independent study (PSYCH 3999).

Required Course

Code	Title	Units
PSYCH 1000	Introduction to Psychology	3

Elective Courses

Four additional courses (i.e., a minimum of 12 units of additional course work) in P&BS, all of which must be at the 3000 level or above. An additional elective course will be required to make up for the PSYCH 1000 exemption.

Additional Information

Students may receive exemption from the PSYCH 1000 Introduction to Psychology requirement only if they have an AP psychology score of 5, an IB score of 6 or 7, or a British A-Level grade of A. For exemption, no credit will be given; therefore, five applicable courses must be completed.

No more than 3 units of an approved psychology course from other departments (i.e., EDUC 3040 Educational Psychology, MUSIC 3300 Music Cognition, BIOL 3411 Principles of the Nervous System), an approved psychology course taken in the School of Continuing & Professional Studies, an approved psychology course taken at another institution (including transfer from a study abroad program), or an independent study-type course (e.g., PSYCH 3999) may count toward the minor.

Transfer Credit

If accepted by the College of Arts & Sciences, transfer credits will be evaluated by the Director of Undergraduate Studies in the P&BS department for their applicability toward the minor in P&BS. Transfer students must complete at least 9 advanced units of home-based P&BS courses at Washington University.

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Public Health & Society

Public health is an essential and expansive field of study, dedicated to practice and research focused on protecting and improving the health and well-being of populations worldwide. Integral to this field is its presence in undergraduate education, where it serves as both a broad academic discipline and a practical guide for addressing health challenges on multiple levels — locally, nationally, and globally. Public health scholarship focuses on the myriad ways in which the health of communities can be protected and improved. This involves a multi-faceted approach that not only incorporates direct health interventions but also advocates for policies, conducts research, and educates the public.

In the undergraduate **Program in Public Health & Society**, students are immersed in a well-integrated, interdisciplinary curriculum that bridges public health with a broad spectrum of foundational and theoretical issues in humanistic, biological, ecological, sociocultural, and historical perspectives on health and society. Core program courses are co-taught by Arts & Sciences faculty alongside Public Health faculty. This approach provides students access to and experience from people working across diverse communities in courses that blend theory and research with relevant practice. By examining these diverse viewpoints, students gain a comprehensive understanding of the factors that influence public health. The curriculum is designed to cultivate critical reading skills, effective communication abilities, and broad-based thinking to navigate the complexities of public health within its varied social contexts, spanning the past, present, and future.

The **Program in Public Health & Society** emphasizes ethical training in public health science, highlighting the social determinants of health. Through this comprehensive and multidimensional education, students are prepared not only to identify and address public health challenges but also to lead initiatives that promote health for all. Graduates of the program are equipped to contribute thoughtfully and effectively to a wide variety of fields, advocating for and implementing solutions that improve the overall health and well-being of populations around the world.

Contact:	Kirsten Jacobsen
Email:	kjacobsen@wustl.edu
Website:	https://publichealthandsociety.wustl.edu/

Faculty

Co-Chairs

Tristram R. Kidder
Edward S. and Tedi Macias Professor
PhD, Harvard University

Lindsay Stark
Professor
DrPH, Columbia University

Director of Undergraduate Studies

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Edward S. and Tedi Macias Professor
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Program Faculty

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PhD, Northwestern University
MPH, Northwestern University

Chen Reis
Professor of Practice
PhD, University of of New South Wales
JD, Columbia University School of Law
MPH, Johns Hopkins University

Jill Richardson
Lecturer
PhD, University of Wisconsin–Madison

Rose Sommerhauser
Lecturer
PhD, Southern Illinois University, Carbondale

Majors

- Public Health & Society Major (p. 873)

Minors

- Public Health & Society Minor (p. 877)

Courses

PUBHLTHSOC 1000 Foundations in Public Health
This course examines the foundations in public health using an equity and social justice approach emphasizing the interconnectedness of population and individual health. The course will cover the history and impact of public health, including the importance of health equity, social justice, and human rights, as well as the essential role of ethics in public health. The course will expose students to various public health professionals working on inter-professional teams to explore careers in public health, we will invite public health and community health experts from the St. Louis region as well as national and international guest speakers.
Credit 3 units. A&S IQ: SSC EN: S
Typical periods offered: Fall

PUBHLTHSOC 1010 Topics in Public Health & Society
Topics in Public Health & Society, the topics will change each semester.
Credit 3 units. A&S IQ: SSC
Typical periods offered: Fall

PUBHLTHSOC 1011 Environmental Justice as Public Health
Environmental justice has become a pervasive conversation topic as the effects of climate change become more and more prominent in daily life. Yet environmental justice has a longer history, one that is closely related to the global health developments. In this course, we will explore what environmental justice means, how it functions as a form of public health and health activism more broadly, and why the future of public health so heavily depends on it. Through these questions, students will further learn about how issues of environment and health are deeply intertwined with social, racial, and gendered inequities. As we will explore together, this relationship has led to conflicting political and economic priorities as well as the deliberate placement of environmental hazards next to or within working-class, Black and Brown, and other marginalized communities.
Credit 3 units. A&S IQ: SSC, SC
Typical periods offered: Fall

PUBHLTHSOC 2000 Introduction to Public and Global Health
Welcome to Intro to Public and Global Health, a course designed to provide a comprehensive introduction to the multifaceted dimensions of public health both within the United States and internationally. Throughout this course, students will embark on a journey to understand how health has been defined within the global context, exploring the historical evolution of public and global health disciplines as well as contemporary issues within the field. Delving into the ethical landscape of global health research, programming, and policy, students will articulate human rights issues and examine approaches ensuring ethical interventions. The course will shed light on the intricate interplay of social determinants of health, unraveling their impact on well-being and the emergence of health inequities. By examining both successes and failures in global health interventions, students will gain a nuanced understanding of the challenges inherent in the field. Furthermore, the course will foster a comparative analysis of the organization, structure, and function of diverse healthcare systems across international settings. Finally, with a focus on morbidity and mortality, students will explore major causes, trends, and measures of infectious and chronic disease, as well as some underappreciated and emerging issues, providing a holistic perspective on the critical issues shaping the landscape of public and global health today. We will engage with class topics through a range of mediums, including book chapters, scientific papers, media pieces, podcasts, guest lectures from leaders in the field, and TED talks. It may be a big class, but students will have the opportunity to voice their opinions on key class topics during small, weekly discussion groups. Get ready to be captivated, challenged, and inspired - because global health has never been this thrilling!
Credit 3 units. A&S IQ: SSC, SC
Typical periods offered: Spring

PUBHLTHSOC 2999 Undergraduate Teaching Assistant
Open to advanced undergraduates who have successfully completed the course for which they will request to be an undergraduate teaching assistant. Usual duties of teaching assistant in laboratory or other selected courses (e.g. instructor assistance, office hours, holding review sessions, some grading.) Prerequisite: Permission of instructor.
Credit 3 units.
Typical periods offered: Fall, Spring

PUBHLTHSOC 3000 Public Health Theories, Models, and Frameworks
This course will provide an overview of social and behavioral science and humanistic theories and frameworks that are currently used to: 1) understand health related behaviors; and 2) guide development of interventions and policies designed to promote positive health behavior including those that prevent, reduce or eliminate major public health problems. We will also explore the history of these theories and frameworks and the cultural and artistic approaches to change health and health related behaviors. We will use an ecological framework to examine theories at multiple levels of the culture and social ecology from individual to policy level, focusing on applications that will impact health at the population level.

Credit 3 units. A&S IQ: SSC
Typical periods offered: Spring

PUBHLTHSOC 3010 Topics in Public Health & Society
Topics in Public Health & Society, the topics will change each semester.
Credit 3 units. A&S IQ: SSC
Typical periods offered: Fall, Spring

PUBHLTHSOC 3100 Research Methods in Understanding Health and Society
Research is the key to building evidence in public health. This course will provide an overview of public health research methods and the sequential research process. Core research concepts to be presented and applied include developing research questions, literature reviews, research ethics, study designs, data collection, quantitative and qualitative research methods understanding research data, and research dissemination.
Credit 3 units. A&S IQ: SSC
Typical periods offered: Fall, Spring

PUBHLTHSOC 3280 Infectious Disease and Society
This course explores the evolving relationship between humans and non-human microbiota. Beginning with the modern era, we will study infectious diseases and the critical contexts in which they occur (e.g. ecological, political, social, and cultural). Case studies will include antibiotic-resistant "superbugs," H1N1 influenza, SARS coronavirus, HIV/AIDS, and global cholera epidemics. Through the study of global infectious disease outbreaks and threats, we will address larger societal questions about knowledge, the power of metaphor, the role of institutions, and the health of populations.
Credit 3 units. A&S IQ: SSC
Typical periods offered: Fall

PUBHLTHSOC 4010 Topics in Public Health & Society
Topics in Public Health & Society, the topics will change each semester.
Credit 3 units. A&S IQ: SSC
Typical periods offered: Fall, Spring

PUBHLTHSOC 4011 Water and Health in the Colonial and Postcolonial World
Water supplies are becoming scarcer globally due to climate change. We use clean water- fresh and salt - in a variety of ways that provide comfort, stability, and health, making it one of the most valuable commodities on Earth. While countries in Global North are beginning to see more frequent and lengthier droughts, those in the Latin America, Africa, and South Asia have long struggled over how to distribute and use their clean water supplies. This class will examine how colonialism and its far-reaching effects have created an environment of scarce water supplies in many areas of the world. Water access is difficult to achieve, but for much of the Global South, the colonial period helped craft the problems we see today. This class will ask what colonial and postcolonial technologies' construction and use teach us about equitable clean water distribution, how social and cultural identities influence water supplies and use, and why water has been such an important element- and commodity- in our world , especially where Europeans settled and marginalized local populations.
Credit 3 units. A&S IQ: SSC, SC, WI
Typical periods offered: Spring

PUBHLTHSOC 4020 Topics in Public Health & Society
Topics Course, varies semester by semster
Credit 3 units. A&S IQ: SSC
Typical periods offered: Fall, Spring

Public Health & Society Major

Program Requirements

- **Total Units Required:** 34 units
- **Grade Requirement:** C

Required Courses

Code	Title	Units
PUBHLTHSOC 1000	Foundations in Public Health: Ethics, Policy and Power	3
PUBHLTHSOC 2000	Introduction to Public and Global Health	3
PUBHLTHSOC 3000	Public Health Theories, Models, and Frameworks	3
PUBHLTHSOC 3100	Research Methods in Understanding Health and Society	3

APEX: Advanced Practical Experience in Public Health

Code	Title	Units
PUBHLTHSOC 4000	APEX: Advanced Practical Experience in Public Health Seminar	1
or PUBHLTHSOC 4002	APEX: Advanced Practical Experience in Public Health Study Abroad Seminar	
PUBHLTHSOC 4001	APEX: Advanced Practical Experience in Public Health Internship	3

Elective Courses

Students complete 18 credits of elective courses (6 courses) from the lists below. At least two courses (6 credits) must be from the "Social, Cultural, and Historical Analysis of Health, Illness, and Wellness" category. At least 15 elective credits must be at the advanced (3000/4000) level, and 6 of these credits must be at the 4000 level.

Social, Cultural, and Historical Analysis of Health, Illness, and Wellness (SCH) Electives

Code	Title	Units
AFAS 1175	Confronting the Past: Transformative Justice in STL and Beyond	3
AFAS 3304	Race and Global Health Inequities: Social Determinants and Intersectionality	3
AMCS 3755	Disability, Quality of Life & Community	3
ANTHRO 3151	Evolution of the Human Diet	3

ANTHRO 3105	Topics in Anthropology: Anthropology of Drugs	3
ANTHRO 3201	Gender, Culture, and Madness	3
ANTHRO 3280	Anthropology of Infectious Diseases	3
ANTHRO 3310	Health, Healing and Ethics: Introduction to Medical Anthropology	3
ANTHRO 3361	The American Melting Pot: Migration in the United States	3
ANTHRO 3602	Environmental Inequality: Toxicity, Health, and Justice	3
ANTHRO 3612	Population and Society	3
ANTHRO 3621	Anthropology of Human Birth	3
ANTHRO 3875	Pharmaceutical Personhood	3
ANTHRO 3885	Global Mental Health	3
ANTHRO 4003	Interrogating Health, Race, and Inequalities: Public Health, Mecial Anthropology, and History	3
ANTHRO 4110	Pushing Daisies: The Anthropology of Death and Dying	3
ANTHRO 4134	The AIDS Epidemic: Inequalities, Ethnography, and Ethics	3
ANTHRO 4250	Aging in Cross-Cultural Perspective	3
ANTHRO 4610	Queer Medicine: Theories, Methods, Provocations	3
BIOL 2444	The Language of Cancer	3
CLASSICS 3800	Ancient Greek and Roman Medicine	3
CLASSICS 4701	Ancient Greek and Roman Gynecology	3
ECON 3320	Health Economics	3
ELIT 3504	Literature and Medicine	3
ENGR 4506	Engineers in the Community (Engineering, Ethics, Leadership and Conflict Management)	3
ENST 3310	Beyond the Evidence	3
ENST 3540	Environmental Justice	3
GENST 2750	Images of Disability in Film and Literature	3
GENST 3750	Disability, Quality of Life & Community	3
GLOBAL 3006	Global Health and Language	3
HISTORY 1151	Health and Disease in World History	3
HISTORY 3017	Humors, Pox and Plague: Medieval and Early Modern Medicine	3
HISTORY 3715	Unruly Populations: Biopolitics in 20th-Century Europe	3
HISTORY 4057	Advanced Seminar: Medicine, Disease and Empire	3
HISTORY 4889	Advanced Seminar: History of the Body	3
ITAL 4080	Disease, Madness and Death Italian Style	3
LATAM 3160	Cultures of Health in Latin America	3
MEC 3550	Health Insurance in the US	3
MEC 3630	Olin Grand Rounds: The Business and Practice of Medicine	3
MEDH 3000	What is Medical Humanities?	3
PHIL 2060	Biomedical Ethics	3
PHIL 3000	Philosophy of Medicine	3
PHTPS 6005	Eliminating Health Disparities*	3
PHTPS 6011	Gender, Poverty, and Global Health*	3
PSYCH 3150	Introduction to Social Psychology	3
POLSCI 4271	Topics in Politics: Trust and Public Health	3
PSYCH 4270	Social Gerontology	3
PUBHLTHSOC 1011	FYS: Environmental Justice as Public Health	3
PUBHLTHSOC 3010	Topics in Public Health & Society: Climate for All	3
PUBHLTHSOC 3280	Infectious Disease and Society	3
PUBHLTHSOC 4011	Water and Health in the Colonial and Postcolonial World	3
PUBHLTHSOC 4012	Global Hunger, Malnutrition and Obesity	3
SOC 2520	Inequality By Design	3
SOC 3210	Fundamentals of Population of Dynamics	3
SOC 4511	Sick Society: Social Determinants of Health and Health Disparities in the United States	3
WGSS 3055	Making Sex and Gender: Understanding the History of the Body	3
WGSS 3081	From Hysteria to Hysterectomy; Women's Health Care in America	3
WGSS 3135	The Racial and Sexual Politics of Public Health	3
WGSS 3155	Gender, Health, and Society	3
WGSS 3215	Bodies Out of Bounds: Feminist and Queer Disability Studies	3
WGSS 3500	Trans Studies	3
WGSS 3622	Women, Health, and Media	3
WGSS 4115	Gender, Religion, Medicine and Science	3
WRITING 3004	Writing and Medicine	3

The remaining four courses (12 credits) must be from the complete electives list:

Complete Electives List

Code	Title	Units
AFAS 1175	Confronting the Past: Transformative Justice in STL and Beyond	3
AFAS 3304	Race and Global Health Inequities: Social Determinants and Intersectionality	
ANTHRO 3070	Human Variation	3
ANTHRO 3151	Evolution of the Human Diet	3
ANTHRO 3201	Gender, Culture, and Madness	3
ANTHRO 3240	Human Growth and Development	3
ANTHRO 3275	Introduction to GIS for Anthropologists	3

ANTHRO 3280	Anthropology of Infectious Disease	3
ANTHRO 3310	Health, Healing and Ethics: Intro to Medical Anthropology	3
ANTHRO 3361	The American Melting Pot: Migration in the United States	3
ANTHRO 3602	Environmental Inequality: Toxicity, Health, and Justice	3
ANTHRO 3610	Culture and Environment	3
ANTHRO 3612	Population and Society	3
ANTHRO 3618	Urban Ecological Anthropology	3
ANTHRO 3621	Anthropology of Human Birth	3
ANTHRO 3875	Pharmaceutical Personhood	3
ANTHRO 3876	Darwin and Doctors	3
ANTHRO 3880	Multispecies World	3
ANTHRO 3885	Global Mental Health: Medical Pluralism Cross-Cultural Care	3
ANTHRO 4003	Interrogating Health, Race, and Inequalities: Public Health, Medical Anthropology, and History	3
ANTHRO 4005	The Evolutionary and Health Impacts of Human Parasite Infection	3
ANTHRO 4110	Pushing Daisies: The Anthropology of Death and Dying	3
ANTHRO 4123	Argumentation Through Ethnography	3
ANTHRO 4134	The AIDS Epidemic	3
ANTHRO 4194	Primate Eco Immunology	3
ANTHRO 4202	Anthropological Genetics	3
ANTHRO 4215	Anthropology of Food	3
ANTHRO 4250	Aging in Cross-Cultural Perspective	3
ANTHRO 4285	Environmental Archaeology	3
ANTHRO 4312	Environmental Interactions and Human Health	3
ANTHRO 4323	Life at the Extremes	3
ANTHRO 4452	In the Field	3
ANTHRO 4481	Writing Culture	3
ANTHRO 4581	Principles of Human Anatomy and Development	3
ANTHRO 4590	Human Osteology	3
ANTHRO 4591	Human Functional Morphology	3
ANTHRO 4595	Developmental Plasticity and Human Health	3
ANTHRO 4598	Biomarkers	3
ANTHRO 4610	Queer Medicine: Theories, Methods, Provocations	3
ANTHRO 4803	Advanced GIS Modeling and Landscape Analysis	3
BIOL 1210	Ampersand: The Science of Biotechnology	3
BIOL 1442	Ampersand: The Biology of Cancer	4
BIOL 1443	Ampersand: The Biology of Cancer 2	4
BIOL 2111	Nutrition	3
BIOL 2444	The Language of Cancer	3
BIOL 3151	Endocrinology	3
BIOL 3172	Biology for Climate Change Solutions	3
BIOL 3240	Human Genetics	3
BIOL 3280	Principles of Human Physiology	4
BIOL 3422	Genes, Brains, Behavior	3
BIOL 3481	Parasitology	3
BIOL 4027	Viruses and the Diseases they Cause	3
BIOL 4195	Disease Ecology	4
BIOL 4240	Immunology	4
BIOL 4242	Virology	3
BIOL 4310	Biology of Aging	3
BIOL 4492	Infectious Diseases: History, Pathology, and Prevention	3
BIOL 4715	Basic Cancer Biology	3
BIOL 4716	Advanced Cancer Biology	3
CLASSICS 3800	Ancient Greek and Roman Medicine	3
CLASSICS 4701	Ancient Greek and Roman Gynecology	3
ECON 3320	Health Economics	3
ECON 3350	Environmental Policy	3
ELIT 3504	Literature and Medicine	3
ENGR 4506	Engineers in the Community (Engineering, Ethics, Leadership and Conflict Management)	3
ENST 3060	Community Based Conservation: Madagascar Sustainability Initiative	3
ENST 3310	Beyond the Evidence	3
ENST 3540	Environmental Justice	3
ENST 3710	Applications in GIS	3
ENST 4710	Advanced GIS	3
ENST 4995	Foundations of Research: Building a Literature Review	3
ENST 5730	Introduction to Spatial Epidemiology	3
FRENCH 2140	Medical French	3
FRENCH 3015	Advanced Medical French	3
GENST 2750	Images of Disability in Film and Literature	3
GENST 3750	Disability, Quality of Life & Community Responsibility	3
GLOBAL 3006	Global Health and Language	3
HISTORY 1151	Health and Disease in World History	3
HISTORY 3017	Humors Pox and Plague	3
HISTORY 3715	Unruly Populations: Biopolitics in 20th Century Europe	3
HISTORY 4057	Advanced Seminar: Medicine, Disease and Empire	3
HISTORY 4889	Advanced Seminar: History of the Body	3
ITAL 4080	Disease, Madness and Death Italian Style	3
LATAM 3160	Cultures of Health in Latin America	3
MEC 3210	Health Economics and Policy	3

MEC 3220	Healthcare Management	3
MEC 3550	Health Insurance in the US	1.5
MEC 3630	Olin Grand Rounds: The Business and Practice of Medicine	3
MEDH 3000	What is Medical Humanities?	3
PHCC 6002	Global Health	3
PHCC 6004	Health Economics	3
PHCC 6007	Fundamentals of Mental Health for Public Health	3
PHEL 6003	Translating Epidemiology into Policy	3
PHFN 5000	Epidemiology	3
PHFN 5001	Biostatistics	3
PHFN 5002	Environmental Health	3
PHIL 2060	Biomedical Ethics	3
PHIL 3000	Philosophy of Medicine	3
POLSCI 2400	Data Science for Politics	3
PSYCH 3000	Introduction to Psychological Statistics	3
PSYCH 3050	Health Psychology	3
PSYCH 3150	Introduction to Social Psychology	3
PSYCH 3210	Developmental Psychology	3
PSYCH 3250	Psychology of Adolescence	3
PSYCH 3260	Introduction to Psychology of Aging	3
PSYCH 3450	Genes, Environment and Human Behavior	3
PSYCH 3540	Psychopathology and Mental Health	3
PSYCH 3866	Community Psychology	3
PSYCH 3890	Advanced Psychological Statistics: The General Linear Model and Beyond	3
PSYCH 4175	Applied Statistical Analysis with R	3
PSYCH 4270	Social Gerontology	3
PSYCH 4557	Biopsychosocial Aspects of Eating Disorders and Obesity	3
PSYCH 4765	Inside the Disordered Brain	3
PUBHLTHSOC 1010	Topics in Public Health & Society	3
PUBHLTHSOC 1011	Environmental Justice as Public Health	3
PUBHLTHSOC 3010	Topics in Public Health & Society	3
PUBHLTHSOC 3020	Topics in Public Health & Society	3
PUBHLTHSOC 3100	Research Methods in Understanding Health and Society	3
PUBHLTHSOC 3280	Infectious Disease and Society	3
PUBHLTHSOC 4010	Topics in Public Health & Society	3
PUBHLTHSOC 4011	Water and Health in the Colonial and Postcolonial World	3
PUBHLTHSOC 4012	Global Hunger, Malnutrition and Obesity	3
PUBHLTHSOC 4020	Topics in Public Health & Society	3
PUBHLTHSOC 4120	Public Health and Medicine: Health Decision Making	3
SDS 3030	Statistics for Data Science	3
SDS 3110	Biostatistics	3
SDS 3111	Applied Linear Modeling	3
SDS 4030	Statistics for Data Science II	3
SDS 4130	Linear Statistical Models	3
SDS 4140	Advanced Linear Statistical Models	3
SOC 2520	Inequality By Design	3
SOC 3030	Introduction to Research Methods	3
SOC 3040	Statistics for Sociology	3
SOC 3210	Fundamentals of Population of Dynamics	3
SOC 3511	Sick Society: Social Determinants of Health and Health Disparities in the United States	3
SPAN 3530	Medical Spanish	3
WGSS 3055	Making Sex and Gender	3
WGSS 3081	From Hysteria to Hysterectomy	3
WGSS 3135	The Racial and Sexual Politics of Public Health	3
WGSS 3155	Gender, Health, and Society	3
WGSS 3215	Bodies Out of Bounds: Feminist and Queer Disability Studies	3
WGSS 3500	Trans Studies	3
WGSS 3622	Women, Health, and Media	3
WGSS 4115	Gender, Religion, Medicine and Science	3
WRITING 3004	Writing and Medicine	3

Additionally, 15 elective credits must be at the advanced level (3000/4000), 6 units of which must be at the 4000 level.

Note: Graduate-level elective courses at the Brown School and School of Public Health have limited seat capacity. Instructor permission is required, and graduate students have priority.

Additional Information

- All courses must be letter-graded and completed with a grade of C or better.
- PUBHLTHSOC 1000, PUBHLTHSOC 2000, and PUBHLTHSOC 3000 have no prerequisites and need not be taken sequentially.
- PUBHLTHSOC 3100 has a prerequisite or corequisite of PUBHLTHSOC 2000.
- PUBHLTHSOC APEX courses may only be taken by PH&S majors, and the following rules apply:
  - Successful completion of PUBHLTHSOC 2000 and PUBHLTHSOC 3000 is required prior to enrolling in PUBHLTHSOC 4000, PUBHLTHSOC 4001, or PUBHLTHSOC 4002.
  - It is strongly recommended that PUBHLTHSOC 3100 be completed prior to enrolling in PUBHLTHSOC 4000, PUBHLTHSOC 4001, or PUBHLTHSOC 4002.
  - PUBHLTHSOC 4000 and PUBHLTHSOC 4001 must be taken concurrently.

- Students choosing to complete an approved study abroad program for the practicum portion of their APEX course will enroll in a supervised research course at the home institution or through SIT or equivalent; 3 credits from that supervised course will be transferred back as the practicum portion of the APEX course and counted as equivalent to PUBHLTHSOC 4001.
- Study abroad students will enroll in the 1-credit seminar portion of the APEX course (PUBHLTHSOC 4002) in the semester following their practicum.

Study Abroad

Two preapproved courses (6 credits) from an approved study abroad program may be counted toward the elective credit requirements for the major (neither course may double-count for APEX).

Transfer Credit

Two approved courses (6 credits) from another institution may be counted as transfer credit toward the elective credit requirements for the major.

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Email:	kjacobsen@wustl.edu
Website:	https://publichealthandsociety.wustl.edu/

Public Health & Society Minor

Program Requirements

- **Total Units Required:** 18
- **Grade Requirement:** All courses must be letter-graded and completed with a grade of C or higher.

Required Courses

Code	Title	Units
PUBHLTHSOC 1000	Foundations in Public Health	3
PUBHLTHSOC 2000	Introduction to Public and Global Health	3
PUBHLTHSOC 3000	Public Health Theories, Models, and Frameworks	3
Total Units		**9**

Elective Courses

Students pursuing a Public Health & Society minor must complete 3 elective courses, totaling 9 credits.

At least one elective course (3 credits) must be selected from the "Social, Cultural and Historical Analysis" category:

Social, Cultural, and Historical Analysis of Health, Illness, and Wellness (SCH) Electives

Code	Title	Units
AFAS 1175	Confronting the Past: Transformative Justice in STL and Beyond	3
AFAS 3304	Race and Global Health Inequities: Social Determinants and Intersectionality	3
AMCS 3755	Disability, Quality of Life & Community	3
ANTHRO 3151	Evolution of the Human Diet	3
ANTHRO 3105	Topics in Anthropology: Anthropology of Drugs	3
ANTHRO 3201	Gender, Culture, and Madness	3
ANTHRO 3280	Anthropology of Infectious Diseases	3
ANTHRO 3310	Health, Healing and Ethics: Introduction to Medical Anthropology	3
ANTHRO 3361	The American Melting Pot: Migration in the United States	3
ANTHRO 3602	Environmental Inequality: Toxicity, Health, and Justice	3
ANTHRO 3612	Population and Society	3
ANTHRO 3621	Anthropology of Human Birth	3
ANTHRO 3875	Pharmaceutical Personhood	3
ANTHRO 3885	Global Mental Health	3
ANTHRO 4003	Interrogating Health, Race, and Inequalities: Public Health, Mecial Anthropology, and History	3
ANTHRO 4110	Pushing Daisies: The Anthropology of Death and Dying	3
ANTHRO 4134	The AIDS Epidemic: Inequalities, Ethnography, and Ethics	3
ANTHRO 4250	Aging in Cross-Cultural Perspective	3
ANTHRO 4610	Queer Medicine: Theories, Methods, Provocations	3
BIOL 2444	The Language of Cancer	3
CLASSICS 3800	Ancient Greek and Roman Medicine	3
CLASSICS 4701	Ancient Greek and Roman Gynecology	3
ECON 3320	Health Economics	3
ELIT 3504	Literature and Medicine	3
ENGR 4506	Engineers in the Community (Engineering, Ethics, Leadership and Conflict Management)	3
ENST 3310	Beyond the Evidence	3
ENST 3540	Environmental Justice	3
GENST 2750	Images of Disability in Film and Literature	3
GENST 3750	Disability, Quality of Life & Community	3
GLOBAL 3006	Global Health and Language	3
HISTORY 1151	Health and Disease in World History	3

HISTORY 3017	Humors, Pox and Plague: Medieval and Early Modern Medicine	3
HISTORY 3715	Unruly Populations: Biopolitics in 20th-Century Europe	3
HISTORY 4057	Advanced Seminar: Medicine, Disease and Empire	3
HISTORY 4889	Advanced Seminar: History of the Body	3
ITAL 4080	Disease, Madness and Death Italian Style	3
LATAM 3160	Cultures of Health in Latin America	3
MEC 3550	Health Insurance in the US	3
MEC 3630	Olin Grand Rounds: The Business and Practice of Medicine	3
MEDH 3000	What is Medical Humanities?	3
PHIL 2060	Biomedical Ethics	3
PHIL 3000	Philosophy of Medicine	3
PHTPS 6005	Eliminating Health Disparities*	3
PHTPS 6011	Gender, Poverty, and Global Health*	3
PSYCH 3150	Introduction to Social Psychology	3
POLSCI 4271	Topics in Politics: Trust and Public Health	3
PSYCH 4270	Social Gerontology	3
PUBHLTHSOC 1011	FYS: Environmental Justice as Public Health	3
PUBHLTHSOC 3010	Topics in Public Health & Society: Climate for All	3
PUBHLTHSOC 3280	Infectious Disease and Society	3
PUBHLTHSOC 4011	Water and Health in the Colonial and Postcolonial World	3
PUBHLTHSOC 4012	Global Hunger, Malnutrition and Obesity	3
SOC 2520	Inequality By Design	3
SOC 3210	Fundamentals of Population of Dynamics	3
SOC 4511	Sick Society: Social Determinants of Health and Health Disparities in the United States	3
WGSS 3055	Making Sex and Gender: Understanding the History of the Body	3
WGSS 3081	From Hysteria to Hysterectomy; Women's Health Care in America	3
WGSS 3135	The Racial and Sexual Politics of Public Health	3
WGSS 3155	Gender, Health, and Society	3
WGSS 3215	Bodies Out of Bounds: Feminist and Queer Disability Studies	3
WGSS 3500	Trans Studies	3
WGSS 3622	Women, Health, and Media	3
WGSS 4115	Gender, Religion, Medicine and Science	3
WRITING 3004	Writing and Medicine	3

The remaining two electives (6 credits) must be selected from the complete electives list:

Complete Electives List

Code	Title	Units
AFAS 1175	Confronting the Past: Transformative Justice in STL and Beyond	3
AFAS 3304	Race and Global Health Inequities: Social Determinants and Intersectionality	
ANTHRO 3070	Human Variation	3
ANTHRO 3151	Evolution of the Human Diet	3
ANTHRO 3201	Gender, Culture, and Madness	3
ANTHRO 3240	Human Growth and Development	3
ANTHRO 3275	Introduction to GIS for Anthropologists	3
ANTHRO 3280	Anthropology of Infectious Disease	3
ANTHRO 3310	Health, Healing and Ethics: Intro to Medical Anthropology	3
ANTHRO 3361	The American Melting Pot: Migration in the United States	3
ANTHRO 3602	Environmental Inequality: Toxicity, Health, and Justice	3
ANTHRO 3610	Culture and Environment	3
ANTHRO 3612	Population and Society	3
ANTHRO 3618	Urban Ecological Anthropology	3
ANTHRO 3621	Anthropology of Human Birth	3
ANTHRO 3875	Pharmaceutical Personhood	3
ANTHRO 3876	Darwin and Doctors	3
ANTHRO 3880	Multispecies World	3
ANTHRO 3885	Global Mental Health: Medical Pluralism Cross-Cultural Care	3
ANTHRO 4003	Interrogating Health, Race, and Inequalities: Public Health, Medical Anthropology, and History	3
ANTHRO 4005	The Evolutionary and Health Impacts of Human Parasite Infection	3
ANTHRO 4110	Pushing Daisies: The Anthropology of Death and Dying	3
ANTHRO 4123	Argumentation Through Ethnography	3
ANTHRO 4134	The AIDS Epidemic	3
ANTHRO 4194	Primate Eco Immunology	3
ANTHRO 4202	Anthropological Genetics	3
ANTHRO 4215	Anthropology of Food	3
ANTHRO 4250	Aging in Cross-Cultural Perspective	3
ANTHRO 4285	Environmental Archaeology	3
ANTHRO 4312	Environmental Interactions and Human Health	3
ANTHRO 4323	Life at the Extremes	3
ANTHRO 4452	In the Field	3
ANTHRO 4481	Writing Culture	3
ANTHRO 4581	Principles of Human Anatomy and Development	3

ANTHRO 4590	Human Osteology	3
ANTHRO 4591	Human Functional Morphology	3
ANTHRO 4595	Developmental Plasticity and Human Health	3
ANTHRO 4598	Biomarkers	3
ANTHRO 4610	Queer Medicine: Theories, Methods, Provocations	3
ANTHRO 4803	Advanced GIS Modeling and Landscape Analysis	3
BIOL 1210	Ampersand: The Science of Biotechnology	3
BIOL 1442	Ampersand: The Biology of Cancer	4
BIOL 1443	Ampersand: The Biology of Cancer 2	4
BIOL 2111	Nutrition	3
BIOL 2444	The Language of Cancer	3
BIOL 3151	Endocrinology	3
BIOL 3172	Biology for Climate Change Solutions	3
BIOL 3240	Human Genetics	3
BIOL 3280	Principles of Human Physiology	4
BIOL 3422	Genes, Brains, Behavior	3
BIOL 3481	Parasitology	3
BIOL 4027	Viruses and the Diseases they Cause	3
BIOL 4195	Disease Ecology	4
BIOL 4240	Immunology	4
BIOL 4242	Virology	3
BIOL 4310	Biology of Aging	3
BIOL 4492	Infectious Diseases: History, Pathology, and Prevention	3
BIOL 4715	Basic Cancer Biology	3
BIOL 4716	Advanced Cancer Biology	3
CLASSICS 3800	Ancient Greek and Roman Medicine	3
CLASSICS 4701	Ancient Greek and Roman Gynecology	3
ECON 3320	Health Economics	3
ECON 3350	Environmental Policy	3
ELIT 3504	Literature and Medicine	3
ENGR 4506	Engineers in the Community (Engineering, Ethics, Leadership and Conflict Management)	3
ENST 3060	Community Based Conservation: Madagascar Sustainability Initiative	3
ENST 3310	Beyond the Evidence	3
ENST 3540	Environmental Justice	3
ENST 3710	Applications in GIS	3
ENST 4710	Advanced GIS	3
ENST 4995	Foundations of Research: Building a Literature Review	3
ENST 5730	Introduction to Spatial Epidemiology	3
FRENCH 2140	Medical French	3
FRENCH 3015	Advanced Medical French	3
GENST 2750	Images of Disability in Film and Literature	3
GENST 3750	Disability, Quality of Life & Community Responsibility	3
GLOBAL 3006	Global Health and Language	3
HISTORY 1151	Health and Disease in World History	3
HISTORY 3017	Humors Pox and Plague	3
HISTORY 3715	Unruly Populations: Biopolitics in 20th Century Europe	3
HISTORY 4057	Advanced Seminar: Medicine, Disease and Empire	3
HISTORY 4889	Advanced Seminar: History of the Body	3
ITAL 4080	Disease, Madness and Death Italian Style	3
LATAM 3160	Cultures of Health in Latin America	3
MEC 3210	Health Economics and Policy	3
MEC 3220	Healthcare Management	3
MEC 3550	Health Insurance in the US	1.5
MEC 3630	Olin Grand Rounds: The Business and Practice of Medicine	3
MEDH 3000	What is Medical Humanities?	3
PHCC 6002	Global Health	3
PHCC 6004	Health Economics	3
PHCC 6007	Fundamentals of Mental Health for Public Health	3
PHEL 6003	Translating Epidemiology into Policy	3
PHFN 5000	Epidemiology	3
PHFN 5001	Biostatistics	3
PHFN 5002	Environmental Health	3
PHIL 2060	Biomedical Ethics	3
PHIL 3000	Philosophy of Medicine	3
POLSCI 2400	Data Science for Politics	3
PSYCH 3000	Introduction to Psychological Statistics	3
PSYCH 3050	Health Psychology	3
PSYCH 3150	Introduction to Social Psychology	3
PSYCH 3210	Developmental Psychology	3
PSYCH 3250	Psychology of Adolescence	3
PSYCH 3260	Introduction to Psychology of Aging	3
PSYCH 3450	Genes, Environment and Human Behavior	3
PSYCH 3540	Psychopathology and Mental Health	3
PSYCH 3866	Community Psychology	3
PSYCH 3890	Advanced Psychological Statistics: The General Linear Model and Beyond	3
PSYCH 4175	Applied Statistical Analysis with R	3
PSYCH 4270	Social Gerontology	3
PSYCH 4557	Biopsychosocial Aspects of Eating Disorders and Obesity	3
PSYCH 4765	Inside the Disordered Brain	3
PUBHLTHSOC 1010	Topics in Public Health & Society	3
PUBHLTHSOC 1011	Environmental Justice as Public Health	3
PUBHLTHSOC 3010	Topics in Public Health & Society	3
PUBHLTHSOC 3020	Topics in Public Health & Society	3

PUBHLTHSOC 3100	Research Methods in Understanding Health and Society	3
PUBHLTHSOC 3280	Infectious Disease and Society	3
PUBHLTHSOC 4010	Topics in Public Health & Society	3
PUBHLTHSOC 4011	Water and Health in the Colonial and Postcolonial World	3
PUBHLTHSOC 4012	Global Hunger, Malnutrition and Obesity	3
PUBHLTHSOC 4020	Topics in Public Health & Society	3
PUBHLTHSOC 4120	Public Health and Medicine: Health Decision Making	3
SDS 3030	Statistics for Data Science	3
SDS 3110	Biostatistics	3
SDS 3111	Applied Linear Modeling	3
SDS 4030	Statistics for Data Science II	3
SDS 4130	Linear Statistical Models	3
SDS 4140	Advanced Linear Statistical Models	3
SOC 2520	Inequality By Design	3
SOC 3030	Introduction to Research Methods	3
SOC 3040	Statistics for Sociology	3
SOC 3210	Fundamentals of Population of Dynamics	3
SOC 3511	Sick Society: Social Determinants of Health and Health Disparities in the United States	3
SPAN 3530	Medical Spanish	3
WGSS 3055	Making Sex and Gender	3
WGSS 3081	From Hysteria to Hysterectomy	3
WGSS 3135	The Racial and Sexual Politics of Public Health	3
WGSS 3155	Gender, Health, and Society	3
WGSS 3215	Bodies Out of Bounds: Feminist and Queer Disability Studies	3
WGSS 3500	Trans Studies	3
WGSS 3622	Women, Health, and Media	3
WGSS 4115	Gender, Religion, Medicine and Science	3
WRITING 3004	Writing and Medicine	3

Note: Graduate-level elective courses at the Brown School and School of Public Health have limited seat capacity. Instructor permission is required, and graduate students have priority.

Additional Information

At least 6 elective credits must be taken at the 3000 level or above.

Study Abroad

One preapproved course (3 credits) from an approved study abroad program may be counted toward the elective credit requirements for the minor.

Transfer Credit

One approved course (3 credits) from another institution may be counted as transfer credit toward the elective credit requirements for the minor.

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Religion and Politics

The John C. Danforth Center on Religion and Politics serves as an open venue for fostering rigorous scholarship and informing broad academic and public communities about the intersections of religion and U.S. politics.

The Center's programs include the following:

- Public lectures, conferences, and symposia relating to issues at the many intersections of religion and U.S. public life
- New courses on American religion and politics that can contribute to an interdisciplinary undergraduate minor in religion and politics for Washington University students
- American Religion, Politics, and Culture Colloquium for scholars and students to discuss cutting-edge research
- *Arc: Religion, Politics, Et Cetera*, is an online journal covering American religion, politics, and culture. It is a project of the John C. Danforth Center on Religion and Politics at Washington University in St. Louis.

The Center offers a minor in religion and politics that provides an opportunity for sustained exploration of the ways in which religion and politics have intersected in American culture, in both historical and contemporary terms. As part of the minor, students may examine any number of issues, including church-state relations, religion's role in shaping gender and sexuality debates, religion and electoral politics, public conflicts over the nexus of religion and science, and religion's entwining with reform movements (from abolition to environmentalism). The Center's interdisciplinary minor attracts students from many disciplines, including natural sciences, social sciences, and humanities; whether pre-med, pre-law, or pursuing futures in education, business, or the arts, they report that their studies are enriched by our curriculum.

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Faculty

Director

Abram Van Engen
Stanley Elkin Professor in the Humanities
PhD, Northwestern University

Vice Director

Mark Valeri
Reverend Priscilla Wood Neaves Distinguished Professor of Religion and Politics
PhD, Princeton University

Director of Undergraduate Studies

Leigh Eric Schmidt
Edward C. Mallinckrodt Distinguished University Professor
PhD, Princeton University

Center Faculty

Tazeen Ali
Assistant Professor
PhD, Boston University

Anna F. Bialek
Assistant Professor
PhD, Brown University

Ryan Burge
Professor of Practice
PhD, Southern Illinois University

R. Marie Griffith
John C. Danforth Distinguished Professor in the Humanities
PhD, Harvard University

Elena Kravchenko
Senior Lecturer in Religious Studies
PhD, University of Texas at Austin

Mark Oppenheimer
Professor of Practice and Executive Editor Arc: Religion, Politics, Et Cetera
PhD, Yale University

Postdoctoral Research Associates

Chanhee Heo
PhD, Stanford University

Jesse Lee
PhD, Florida State University

Laura Simpson
PhD, Villanova University

Zara Surratt
PhD, University of North Carolina at Chapel Hill

Associate Director

Debra Kennard
MA, Washington University in St. Louis

Majors

The Center on Religion and Politics does not currently offer any major programs.

Minors

- Religion and Politics Minor (p. 892)

Courses

RELPOL 1996 Religion & Politics Elective
This course is used for transcribing 1000-level RELPOL elective units.
Credit 3 units.
Typical periods offered: Fall, Spring, Summer

RELPOL 2000 Religion and American Society
This course explores religious life in the United States in the twentieth and twenty-first centuries. Comprehensive coverage of such a diverse landscape is not our goal. Rather, we will focus on some of the basic social categories that organize our society and that make religion a social phenomenon. How do religious belief and practice relate to race, class, or gender? How do we understand the role of religion in relation to region and space? How can we understand the many different stories that Americans tell about their own country as a special-even sacred-place? Major themes include religion and race; nation, land, and migration; religion, class, and money; evangelicalism and the religious right; business, class, and prosperity; religion and gender; religious nationalism; and the enduring challenges of religious multiplicity in the U.S.
Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM BU: ETH, HUM EN: H
Typical periods offered: Fall, Spring

RELPOL 2010 Religion and Politics in American History
In a famous 2004 article, historian Jon Butler once remarked that US history textbooks and survey courses tend to pay significant attention to religion during the Colonial Era and early Republic, yet after the Civil War religion more often appears as a jack-in-the-box that pops up in historical accounts somewhat randomly and without much elaboration or analysis. To address the gaps in historical understandings that these absences may create, this course will provide a survey of the ways theological ideas and religiously-motivated social movements have shaped US politics and civic life from the Civil War to the present. With a particular emphasis placed on how religion intersects with other social categories such as race, gender, and class, it will examine the complex role that religious beliefs, practices, and identities have played in major political events and debates from the 1860s to today. In doing so, it will also inquire into what it means to study religion as a historical phenomenon, the theoretical and methodological tools that best assist in this work, and the historiographic implications of better attending to religion in historical analyses. No prior coursework in US history or religious studies is required.
Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM BU: BA, HUM EN: H

Typical periods offered: Spring

RELPOL 2020 Islamophobia & U.S. Politics

The presence of Muslim minorities in the West is increasingly divisive as political leaders appeal to voters' fear of the 'Other' to promote Islamophobic agendas that reshape immigration and asylum policies and redefine Western identity as Christian. Politicians further exploit the rise of extremist groups like ISIS to justify anti-Muslim rhetoric and critique multiculturalism, claiming that Islam and the West are inherently antithetical. In this course we examine the phenomenon of Islamophobia as a form of anti-Muslim racism that parallels hostility towards other religious and racial minorities in the US. We explore how while the post-9/11 context gave way to an increase in incidents of anti-Muslim violence, contemporary manifestations of Islamophobia are deeply rooted in state level anti-black racism from the early twentieth century, as well as in anti-Muslim attitudes that date back to the colonial period. By examining academic literature, political speeches, and news media sources, we situate Islamophobia within its historical context and also analyze how US anxieties about Islam and Muslims are not only gendered and racialized, but also exist across the political spectrum.

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

Typical periods offered: Fall

RELPOL 2040 Love and Reason

Love often seems dramatically unreasonable, and reason can seem coldly rational in a way that excludes any emotion, passion, or affiliation even akin to love. The supposed opposition between love and reason has been used by Christian and secular thinkers throughout modernity to organize ways of knowing and judging, and to criticize claims of faith, belief, and desire. But are love and reason really so distinct? What does it mean to say so, and why might someone make this claim? Can love be reasoned, and even reasonable? Can reason be aided by love, and even driven by it? How might different answers to these questions affect our understanding of other possibly unreasoned categories like faith, belief, and piety? This course offers an introduction to modern Christian thought and Western philosophy through these questions and themes.

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

Typical periods offered: Spring

RELPOL 2050 Muslims in the Media and Popular Culture

In the post 9/11 context of the United States, Muslims have been a constant presence in news media, typically cast in a negative light as political others who are backwards, threatening, and inherently prone to violence. This pattern has long been replicated in films in which Muslims serve as static and dehumanized perpetrators of violence and/or as symbols of a backwards and depraved culture, antithetical to U.S. values and interests. In recent years, however, Muslims have become increasingly visible in the entertainment industry as protagonists and producers of their own media, including G. Willow Wilson's Ms. Marvel, Hulu's Ramy, and Netflix's Man Like Mobeen. This course explores a selection of recent media projects created by Muslim writers, actors, musicians, and comedians. We will be pairing films, television shows, music, and comics with scholarship on Islam and religion in the media to analyze Muslim representation and storytelling in contemporary popular culture. We will evaluate these works on their own terms, noting the ways in which gender and racial hierarchies dictate who gets to represent American Muslims while also assessing how these new media both disrupt and further reify Muslims' construction as religious and political outsiders.

Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM BU: BA, ETH, HUM

Typical periods offered: Spring

RELPOL 2070 Puritans, Native Americans, and Revolutionaries: Empire and Encounter in Early America

This course concerns the history of colonial America from early English settlement and encounters among English and Native Americans to revolution against Great Britain. The making of colonial America involved encounters and exchanges among various people groups-Puritans, Indigenous communities, German Moravians, English liberal thinkers with different ideas about politics-with different political convictions. This course explores those encounters, with a focus especially on Puritan and evangelical missions to Native Americans, southern plantation society and race-based slavery, English notions of religious liberty, and how ideas of political liberty, including rationales for American Independence, conflicted with, criticized, or stood as contradictions to English treatment of Indigenous and African peoples. We will read primary texts that illumine new perspectives on these issues. There is no defining argument or ideological point to the course but, rather, a series of observations of how different social, political, and intellectual variables made for shifting understandings of what religious ideas mattered to public life in America and how those ideas ought to shape civil affairs. As we examine these understandings, we will pay attention especially to Anglo-Indigenous interactions, the rise of a national self-consciousness that invested America with great historical purpose, the development of different responses to racial difference in America, and the disestablishment of religion from national political power (encoded in the First Amendment to the Constitution).

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

Typical periods offered: Fall, Spring

RELPOL 2080 African-American Religions

This course is an introduction to African-American religions. This course attends to change wrought in indigenous African religions by enslavement, the adoption of Christianity (and severe critiques of it) by slaves themselves, the building of African-American denominations, the rise of new black religious movements, and the role of religion in contemporary African-American life. At every stage of the course, religion is discussed with reference to key political developments in broader African-American history African diasporic history. The course proceeds in three parts. The course begins with a brief introduction to key themes and problems in the study of African-American religions. For example, is there such thing as a black church, and how does the study of African-American religion differ from the study of other religious groups or traditions? The second part, the bulk of the course, moves chronologically and situates African and African-American religions in their shifting cultural and political contexts from the beginning of the European slave trade to the present. We will discuss African-Americans' practice of several religious traditions: creole African religions, Islam, Protestant and Catholic Christianity, and new religious movements. The final part of the course focuses on several key issues and debates that are informed by the study of African-American religions and that have important connections with contemporary American life.

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

Typical periods offered: Fall, Spring

RELPOL 2100 The Good Life Between Religion and Politics

What constitutes a life well lived? Where do we turn for the answers to that question? And do we ask it in the plural, "we," or as individuals? This course considers the way religious and political thought has shaped considerations of the classical ethical question of how we should live, and the way that ethics has often served to connect religion and politics in thought and practice. Do we need a religious basis to answer ethical questions, or can we determine how to live without religious sources of authority? On what basis, and with what capacities,

can we imagine new answers to ethical questions-in community or on our own? Taking a philosophical approach through both classic and modern texts, we will consider of a range of answers to the question of how we should live, and a range of strategies for imagining the inquiry. This course satisfies the introductory course requirement for the minor in religion and politics.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH, HUM
Typical periods offered: Fall

RELPOL 2110 Religion in the African American Experience: A Historical Survey
This course introduces students to important themes in the history of African American, and thus in American, religious history, among them slavery, emancipation, urbanization, migration, consumer culture, sexuality, politics, and media technologies. Primary attention is given to Afro-Protestantism in North America and the cultural, social, and religious practices and traditions of these black communities. However, students will also be introduced to specific expressions of religious diversity and varying religious traditions and practices in African American communities.
Credit 3 units. A&S IQ: HUM, SC BU: ETH, HUM EN: H
Typical periods offered: Spring

RELPOL 2140 Religions of St. Louis: Communities of Faith and Practical Action Across the Region
The St. Louis region is home to a diverse array of global religious communities. This course directly introduces students to some of that diversity by revolving around fieldtrips to living institutions and meetings with religious leaders across traditions. In any given semester, our visits may include organizations that identify as Catholic, Pentecostal, evangelical, Jewish (Orthodox, Conservative, Reform, or Reconstructionist), Muslim, Hindu, Buddhist, Vedantist, Scientological, progressive Baptist, or secular humanist, among others. We will also visit the International Institute of St. Louis and study the politics of immigration and refugee resettlement that have helped shape the city and its religious as well as political multiplicity. Through our visits and conversation, the variety within each religious community will also become apparent, as we encounter adherents across the political spectrum, embodying different ethnicities, and committed to different degrees of orthodoxy or traditional belief and practice. Students should emerge from the course with a fresh sense of the cultural and religious vitality of the St. Louis metropolitan area, illustrative of the United States as a whole. *All required site visits will take place during the regular class time.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH, HUM EN: H
Typical periods offered: Fall

RELPOL 2150 Islam in America
This course explores various Muslim discourses and practices in America with a special focus on the intersections of race, gender, and religion. In this course, students will first study the history of Islam and Muslims in America in light of the narratives of enslaved West African Muslims and some of the early narratives of immigrant Muslims. Students will then explore some later historical narratives that represent the impact of religious and racial structures on identity formations, such as the formation of the Nation of Islam, and transnational religious connections in Cold War America. Students will also examine the construction of Muslim identities and institutions in light of some of the US structures and discourses about Islam and Muslims, with regard to the racialization of Muslims, and in connection to the broader Americas. Students will also use popular culture as a site to observe the intersection of race, religion, and gender in Muslim practices.
Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM BU: BA, ETH, HUM EN: H
Typical periods offered: Fall, Spring

RELPOL 2300 Jews and Jewishness in Black American Thought
The history of what has been called Black-Jewish relations in the United States has a rich and contested history. The stories told about this relationship feature solidarity, controversy, and betrayal. This course will look at this history by attending to the role of Jews and Jewishness in Black thought. How has Jewishness featured in the self-understanding of Black thinkers? Have Jews been regarded as allies or adversaries, role models or competitors? What role have Jewish texts or narrative paradigms played in Black religion and Black politics? What have Black writers made of the Jewish project of national liberation i.e. Zionism? The course will likely include readings from W.E.B. Du Bois, Marcus Garvey, James Baldwin, and Malcolm X among others.
Credit 3 units. A&S IQ: HUM, SC BU: BA, HUM EN: H
Typical periods offered: Fall

RELPOL 2310 Jewish Political Thought
The question of Jewish belonging in the Christian West has played a defining role in the formation of the modern state, and the afterlives of the Jewish question in Europe, America, and Israel continue to have significant influence on how political life is understood and evaluated. This course begins with classical Jewish sources on politics--including the nature of authority, national belonging, and territory--and then moves to a consideration of several crucial modern Jewish thinkers likely including Spinoza, Marx, and Arendt. The course will consistently consider topical contemporary questions about liberal democracy, totalitarianism, nationalism, Zionism, race, and secularism.
Credit 3 units. A&S IQ: HUM BU: BA, HUM EN: H
Typical periods offered: Spring

RELPOL 2320 Perfoming Religion, Ritualizing Gender
What's the difference between a wink and a blink? What the difference between graduation, a sacrament, and the electric slide? We make fine-grained distinctions every day in our own enactment and interpretation of these different kinds of practices. This class will introduce you to key academic approaches to ritual, practice, and performance, and will ask whether these distinctions are important or arbitrary. Ritual studies (based in religious studies) also happens to center around the very same questions that gave birth to gender and queer studies (is gender a performance?), thus a parallel examination of ritual and performance studies necessarily brings religious identity into conversation with broader questions of identity (gender, race, class).
Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM BU: BA, HUM EN: H
Typical periods offered: Spring

RELPOL 2330 Religion and Music in American Culture
In this course, students will examine public discourse on popular music as a way of understanding questions of religious identity and community formation. Through case studies ranging from the Pueblo Indian dance controversy of the 1920s to post-9/11 disputes about the Islamic call to prayer, students will consider how debates over what counts as sacred or secular music reveal disputes over notions of religious authority and authenticity in American culture.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA, HUM
Typical periods offered: Spring

RELPOL 2340 Religion, Environmentalism, and Politics
This course explores the intersections of anthropology, theology, economic interests, and activism. We will draw on a range of sources including social-scientific theories about religion and ritual, discussions of disenchantment and re-enchantment, and indigenous claims to land. These theoretical frameworks will provide context for discussing contemporary religious responses to ecological disaster, including both environmentalist and anti-environmentalist movements.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: BA, HUM EN: H
Typical periods offered: Spring

RELPOL 2341 American Religion and the Politics of Sincerity
In the United States, most people assume that to be religious one should be sincere. You should really believe what you say you believe; don't fake it. Since the mid-twentieth century, courts have used the sincerity test for religious claimants, evaluating whether they truly believe, not whether their beliefs are true. In the twenty-first century, state legislators have passed laws protecting citizens' sincerely held religious belief. This course explores these issues of religion, sincerity, and authenticity in American politics and culture. It is not a chronological survey but, rather, a topically organized introduction to some key questions and issues. We will pay particular attention to how racial, gender, national, and religious identities intersect to inform American ideas about sincerity, authenticity, and realness. These discussions connect directly to how the law has treated religious believers and the matter of sincerely held religious belief. Finally, we will consider how sincerity might help us think about the problems of deliberative democracy and the public sphere in our supposedly post-truth era.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH, HUM EN: H
Typical periods offered: Spring

RELPOL 2350 Religion, Health, and Wellness in Modern America
Religion, Health, and Wellness in Modern America will examine changing conceptions of health and wellness in America from the late nineteenth-century to the present. With media, artifacts, and literature drawn from the histories of medicine, religion, and capitalism, this class will cover the proliferation of alternative health regimens, the rise of the medical establishment, claims of divine healing, and the impact of market forces on wellness cultures. Course topics include the raced and gendered dynamics of care, socioeconomic status, technological innovation and media, the role of nature, health activism and radical self-care, and New Age spirituality and mental health. Special attention will be paid to how the politics of the body and its regulation intersect with religious and consumer practices in the modern wellness industry
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA, HUM EN: H
Typical periods offered: Fall, Spring

RELPOL 2360 What's Opera Doc? Music, Taste, and American Identity
This course introduces students to the different approaches and methodologies within the American Culture Studies field, including those represented by literature, history, sociology, and political science; at the same time, will learn key concepts within the field that will inform their future work. These are presented in a semester-specific topic of focus; please see Course Listings for a description of the current offering. The course is ideal for AMCS majors and minors, but others are welcome. This course fulfills the Introductory Course requirement for AMCS majors and minors.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Spring

RELPOL 2370 Zionism
Zionism is often thought of as a commitment to the principle that the Jewish People, as a distinct people, has a right to self-determination in its own historical land of the biblical Palestine. Yet the history of the term and the set of ideologies show a much more complex understanding. In this course we trace the emergence of a number of different Zionisms that would lead to the creation of the modern state of Israel. And we explore how the political principles at the core of these ideologies have fared in the 65 years since the founding of the modern Jewish state. The course is at its heart applied political theory: a case study of the way that ideas emerge from historical events, take on a life of their own, and then shape real outcomes in the world. The readings will weave together history, philosophy, literature and government.
Credit 3 units. A&S IQ: LCD, SSC Art: SSC BU: BA EN: S
Typical periods offered: Spring

RELPOL 2420 Religious Dissent and Reform in American Life
This course explores American religious and political history with particular attention to themes of dissent and reform. From Anne Hutchinson's challenges to the Puritan establishment in the Massachusetts Bay Colony, to evangelical abolition movements in the nineteenth century, to arguments for a black Jesus and civil rights in the 1960s, American religion is full of trailblazers that push political boundaries and contest religious orthodoxies. This course attends to themes of gender, race, class, and economic power to contextualize movements and give students tools to understand the arrival of new movements and the cultural and political power of religious ideas. This course pays particular attention to the role of religious dissenters in movements for social and political change, how religious beliefs and practices have been mobilized (often against co-religionists) to protest the economic status quo, empower women, promote civil rights, and end war. We also examine how many of these movements were themselves disrupted or complicated through further dissension and division.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA, HUM EN: H
Typical periods offered: Spring

RELPOL 2430 The Politics of Religion, Crime, and Punishment in the United States
This course traces the relationship between religion and the politics of crime and punishment in the United States from the Revolutionary Era to the Trump Administration. We ask how religious movements and religious ideas shaped the establishment of penitentiaries, the structures of modern policing, and the prisoners' rights movement. We also explore how religion shaped the priorities of the FBI, contemporary movements for prison reform, and the contours of American debates about immigration and the War on Terror. The course highlights the unintended consequences of efforts to reform and rehabilitate and emphasizes religion's interconnections to race and citizenship. Students will leave the course with an understanding of how American religious traditions and movements from Quakers and followers of the Social Gospel to the Nation of Islam and evangelical Christianity have continually reshaped the politics of crime punishment in America.
Credit 3 units. A&S IQ: HUM BU: HUM EN: H
Typical periods offered: Fall

RELPOL 2520 Catholicism Confronts Modernity: A Global History From the French Revolution to Pope Francis
This course explores how the Catholic Church confronted the challenges of modernity-from liberal democracy and human rights; to capitalism and modern science; to fascism and communism. We will examine also how Catholicism itself has shaped modern politics and culture. The course will draw from the experience of Catholics in different countries (with no pretense of being exhaustive) over the past two centuries. We will begin with the French Revolution

and the first culture wars between Catholics and liberals and end with the ambivalent legacies of Vatican II. We will appreciate how US Catholicism cannot be fully understood without reference to this global context.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Spring

RELPOL 2700 Native American Religions and Politics
This course introduces students to American Indian religions and politics. We will think of American Indian religiosity as tied together with a strong sense of place and a long history of oppression. To do so, we will employ an interdisciplinary approach, reading historical, ethnographic, legal, and literary texts about Native American experiences of contact, conquest, genocide, and struggles for religious freedom and land rights. We will discuss political and legal controversies around a 1920s ceremonial Pueblo dance and the relationship between the Ghost Dance and the Red Power Movement; a US Supreme Court case about the ceremonial use of peyote in the Native American Church and an ethnography of Native American Alcoholics Anonymous. We will watch documentary films about various relationships between White Christian Americans and American Indians and ask how Native American experiences and accounts can help us to better understand (and also to criticize) Western religiosity, history, ecology, and politics.
Credit 3 units. A&S IQ: HUM, LCD BU: BA, HUM EN: H
Typical periods offered: Spring

RELPOL 2996 Religion & Politics Elective
This course is for transfer credits.
Credit 0 units.
Typical periods offered: Fall, Spring

RELPOL 3010 American Religion, Law, and Sexual Politics
Following philosopher Michel Foucault's vital insight that sexuality is a major transfer point in the relations of power, this course will explore the complex ways in which theological ideas and religious movements have shaped legal doctrines relating to sex, gender, and sexuality in the United States from roughly the turn of the twentieth century to the present. It will examine how and why religious groups have mobilized within the legal arena at various points in US history, the devotional commitments that influence their activism, the constitutional claims and counterclaims that have emerged over time as a result of legal contestation, and the lived impact of various judicial decisions. To do so, the course will be structured thematically around three overlapping constitutional domains: (1) equal protection rights for women and sexual minorities, (2) substantive due process commitments to privacy and bodily autonomy, and (3) free speech principles related to sexual self-expression. The impact of religious advocacy on contemporary controversies such as drag show bans, restrictions on reproductive healthcare, religious exemptions to LGBT non-discrimination laws, pornography regulation, gender-affirming care access, and more will all be covered. By applying the theories and methods of critical religious studies, this course also takes questions of American religion and sexual politics as a starting point for introducing undergraduate students to legal studies more generally. Through classroom conversations and course texts, students will become familiar with the structure of the American legal system, different methods of constitutional interpretation, theoretical concerns that shape legal thinking, and critical reading skills that may be used to approach legal texts such as judicial opinions. Students from all academic backgrounds interested in gaining increased literacy in American law are encouraged to enroll-no prior exposure is required.
Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM BU: ETH, HUM EN: H
Typical periods offered: Fall, Spring

RELPOL 3020 Christian Thought and Politics in the Modern World
This course introduces students to Christian thought in the modern period and its relation to notions of social justice and political action. It takes these issues chronologically, beginning with the Protestant Reformation and challenges to Catholic monarchies, through Puritanism and revolution, evangelicalism and anti-slavery, nineteenth-century liberalism and social reform, twentieth century issues of the Cold War and civil rights, to twentieth century concerns with race and environmentalism. Throughout the course, we will read texts that relate theological claims (about, for example, the nature of God, Christ, and redemption) to social and political matters. The course will end with attention to Christian belief and contemporary political crises.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH, HUM EN: H
Typical periods offered: Fall, Spring

RELPOL 3030 Between Malcolm X & Martin Luther King Jr.: Religion & the Politics of Freedom
Malcolm X (El Hajj Malik El Shabazz) and Martin Luther King, Jr. are both icons of the twentieth-century civil rights and black freedom movements. Often characterized as polar opposites—one advocating armed self-defense and the other non-violence against all provocation—they continue to be important religious, political, and intellectual models for how we imagine the past as well as for current issues concerning religion, race, politics and freedom struggles in the United States and globally. This course focuses on their political and spiritual lives. We will examine their personal biographies, speeches, and legacies as a way to better understand how the intersections of religion, race, and politics came to bare upon the freedom struggles of people of color in the US and abroad.
Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM BU: BA, HUM EN: H
Typical periods offered: Spring

RELPOL 3050 Topics in Religion and Politics
How have Jewish women shaped American politics and culture? How much of our modern world do we owe to what Jewish women have created? And how have these women transformed Judaism itself? This course examines the writings, ideas, and lives of Jewish-American women. From explicitly religious organizations like Hadassah and the National Council of Jewish Women, to more secular Jews who subtly incorporated religion into their style and their ethics, we will consider Jewish-American women in all of their fascinating variety. Students will gain a thorough picture of Jewish-American women's social impact from the ground up. Our reading will extend from colonial community builders like Bilhah Franks, to early feminists like Rosa Sonneschein, to revolutionaries like Emma Goldman and reformers like Lillian Wald; from the philosopher Hannah Arendt to the labor leader Rose Schneiderman and the novelist Ayn Rand; from America's first woman rabbi, Sally Priesand, to modern-day leaders and celebrities like Ruth Bader Ginsberg, Judy Blume, Adrienne Rich, and Dianne Feinstein. Students will have the opportunity to conduct self-directed research as well as to try out creative projects and collaborative reflection. This course will teach students to thoughtfully analyze texts in historical context, to conduct sensitive conversations with generosity and curiosity, and to broaden their pantheon of American cultural giants. As we explore multiple genres, decades, and perspectives, students will build a rich and collaborative understanding of the vibrant Jewish-American women's intellectual tradition.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall

RELPOL 3060 Virtues, Vices, Values: Regulating Morality in Modern America

This course takes morality and the question of what's right seriously as a lens through which to understand and assess modern American history. Morality is, of course, a devilishly flexible rhetoric, a language invoked to tell people how to act and how to be good, or, conversely, to criticize and to shame. When the state or a community wants its citizens or members to be good, it crafts laws and creates customs to encourage or inhibit behaviors. Yet good is a contested concept, especially in a diverse, multiracial society. Thus this class examines a) how state and non-state actors, including religious leaders, have attempted to regulate the lived experiences of Americans and b) the conflicts that emerge over what, exactly, is correct, or right, or good for individuals, society, and the state. To what degree does calling something moral or immoral articulate or obstruct policy solutions? What do political coalitions oriented around values accomplish? Is it possible to hew to moral frames and remain inclusive and tolerant? Topics may include marriage, abortion, immigration, alcohol, incarceration, disease, money, and medical care.

Credit 3 units. A&S IQ: HUM BU: ETH, HUM EN: H

Typical periods offered: Fall

RELPOL 3070 Islam, Gender, Sexuality

In this course, we examine discourses of gender and sexuality across historical period and geographical region. We analyze encounters with Western imperialism, investigating how gender informs social, political, religious, and family life in Islamic cultures. Our course materials include histories, ethnographies, graphic novels, and films, and we examine how these sources approach the study of Islam, gender, and sexuality through the lens of various topics: from women in the earliest years of Islam in 7th century Arabia to revolutionary Iran and American Muslim women in the 21st century. Throughout the course, we examine how notions of gender and sexuality have changed over time and played various roles in the political and social life of Muslim nations, societies, and communities. By the end of the course, students will be able to critically assess scholarly and non-scholarly (media) discussions of gender in Islam.

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

Typical periods offered: Fall

RELPOL 3080 Gender and Power in Religious Thought

Gender has often been posed as the fundamental distinction of the human condition, creating the original opportunity for relation across that distinction. In some strands of religious thought, this distinction comes second to the creation of the world distinct from the divine. Religious and secular thinkers have turned to ordinary experiences of interpersonal relations for insight into these purportedly more fundamental relations and the connection between them. This seminar examines the role of interpersonal relationships in recent religious, ethical, and political thought, with particular attention to the way they bring gender and sexual desire more centrally into view. NOTE: Students should have some training in theory or philosophy, and are welcome from any department or discipline. Experience in religious thought (in any religious tradition), ethics, or gender theory will be helpful, but is not required.Anyone interested in taking the course with concerns about their preparation should contact the instructor with a brief description of their interest and related coursework and research.

Credit 3 units. A&S IQ: HUM, SC BU: BA, ETH, HUM EN: H

Typical periods offered: Spring

RELPOL 3090 Mormon History in Global Context

The focus of this seminar is Mormonism, meaning, primarily, the Church of Jesus Christ of Latter-day Saints, which is the largest Mormon body. Mormons in the United States have gone from being one of the most intensely persecuted religious groups in the country's history to the fourth largest religious body in the U.S., with a reputation for patriotism and conservative family values. Because of its vigorous missionary program, the LDS Church now has more members outside the U.S. than inside. This seminar will introduce the basic practices and beliefs, and explore issues regarding economics, race, gender, and sexuality within the faith. These issues include: How did conflicts over Mormonism during the 19th century, especially the conflict over polygamy, help define the limits of religious tolerance in this country? How have LDS teachings about gender and race, or controversies about whether or not Mormons are Christian, positioned and repositioned Mormons within U.S. society? What does the LDS faith look like in other parts of the world, and how does its identification with U.S. prosperity and politics shape its growth in other places?

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

Typical periods offered: Fall, Spring

RELPOL 3105 American Holidays: Civic and Religious Celebrations in American Culture

This seminar examines a variety of religious holidays and civic rituals in American history and culture. Topics include: public conflicts over Christmas, African-American emancipation celebrations, the Fourth of July, Thanksgiving, Roman Catholic street festivals dedicated to the Virgin Mary, modern renderings of Hanukkah, as well as the memorialization of the Union and the Confederacy. Various interpretive approaches are explored, and the intent is to broach a wide range of questions about history and tradition, gender and race, public memory and consumer culture, religion and nationalism, through this topical focus on holidays and holy days.

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

Typical periods offered: Fall

RELPOL 3110 Pilgrims and Seekers: American Spirituality From Transcendentalism to the Present

This seminar focuses on the formation of spirituality in American culture from the Transcendentalist world of Ralph Waldo Emerson on through more recent expressions of the spiritual-but-not-religious sensibility. How did spirituality come to be seen as something positively distinct from organized religion? What are the main contours of spiritual seeking in American culture, especially among those who claim no specific religious affiliation? The course also explores the social, political, and cultural consequences of this turn to the spiritual over the religious: for example, the consecration of liberal individualism, the relationship of religious exploration to both environmentalism and consumerism, the politics of cultural appropriation, the negotiation of religious pluralism, and the pursuit of the spiritual in art.

Credit 3 units. A&S IQ: HUM BU: ETH, HUM EN: H

Typical periods offered: Fall

RELPOL 3130 Religion and Race in the United States

Race and ethnicity are central to how religious pluralism is worked out in America. How do the categories of race and religion intersect to produce concepts of a normative American identity? In this course, we examine the construct of race across various American congregational communities in order to understand debates on American identity and belonging. We also explore the idea of an American civil religion, and we engage with the boundaries of inclusion and exclusion of particular religious groups within this category based upon racialized criteria.

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

Typical periods offered: Spring

RELPOL 3140 Religion and the Modern Civil Rights Movement,1954-1968

The modern Civil Rights Movement is a landmark event in the nation's political, civic, cultural, and social history. In many contexts, this movement for and against civil and legal equality took on a religious ethos, with activists, opponents, and observers believing that the net result of the marches, demonstrations, and legislative rulings would redeem and/or destroy The Soul of the Nation. This seminar examines the modern Civil Rights Movement and its strategies and goals, with an emphasis on the prominent religious ideologies and activities that were visible and utilized in the modern movement. The course pays particular attention to the Protestant, Catholic, Jewish, and Islamic traditions, figures, and communities that were indifferent, combative, instrumental, and/or supportive of Civil Rights legislation throughout the mid-twentieth century.

Credit 3 units. A&S IQ: HUM, SC BU: BA, HUM EN: H

Typical periods offered: Fall

RELPOL 3150 Religion and the Origins of Capitalism

This course examines the relationship between religion and the development of a capitalist economy in Europe, England, and America from 1550 to 1800. It relies on intellectual, social, and economic histories. We cover major thinkers from the early mercantilist thinkers such as William Petty to Adam Smith.

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

Typical periods offered: Fall, Spring

RELPOL 3180 The Abuse Crisis in Modern Christianity

For over a quarter-century, journalists have broken story after story about sexually abusive clergy in the U.S., many of them serial abusers of children and adolescents. While most accounts have focused on Catholic priests, many have also emerged of abusive evangelical and other Protestant ministers. The stories have illuminated how church bureaucrats have consistently protected abusers and subverted the efforts of victims and their families to seek recompense, accountability, and justice. These protections have often succeeded because of churches' political connections to law enforcement and legislators who have helped hide perpetrators and stymie survivors. Together we will analyze this cautionary tale about religion and politics by contextualizing it within the broader history of Christianity in the United States and beyond. Is this a case simply of a few bad apples or of institutional corruption? How has the church's response been shaped by fear of scandal, antipathy toward secularism, and theological teachings on gender and homosexuality? How does sexual abuse fit into the history of the church as a hierarchical institution? What challenges has the crisis posed to people of faith who are committed to the church, and can trust be repaired? Readings include legal case studies, internal church correspondence, victims' statements and criminal justice reports, documentary films and memoirs, and both journalistic and scholarly analysis of the clergy sex abuse crisis in the U.S. church. We will also hear directly from a variety of visting guests. WARNING: Many of our readings contain difficult accounts of abuse as well as the subsequent trauma most victims suffer. If this subject matter is triggering for you and you'd like to speak with me about whether or not to take it, I'll be glad to help you think through it.

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

Typical periods offered: Spring

RELPOL 3190 Solidarity and Silence: Religious Strategies in the Political Sphere

Although political action is often considered a problem of making oneself heard, religious practices of silence, self-effacement, and withdrawal from certain worldly struggles have guided many significant political and social movements, particularly forms of non-violent resistance. This course considers the role of religious thought and practice in such movements in the twentieth century. The history of these movements presents an apparent paradox: how can political action emerge from the supposedly private realm of religion in the modern era, particularly its most individualistic formations in contemplative and mystical practices? Does the historical role of these practices in the political sphere complicate their portrayal in some scholarship as private, individual, and depoliticizing? With these questions animating our investigations, we will consider the work of authors and activists including Leo Tolstoy, Mahatma Gandhi, Dietrich Bonhoeffer, Martin Luther King, Jr., Simone Weil, and William Barber, as well as the history of movements associated with their work. Toward the end of the semester, we will turn to contemporary movements against economic inequality, intimate violence, racially motivated violence, and discrimination toward transgender persons to discuss the use of religious strategies or religiously-derived strategies in current political and social activism.

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

Typical periods offered: Fall, Spring

RELPOL 3200 Religion and Politics in 20th Century U.S. History

This course provides both a chronological and thematic overview of the history of religion, political culture, and society in twentieth century America. While moving sequentially through key transformations running from the beginning to end of the century, we will also pause each week to examine particular episodes and themes that illuminate substantive and symbolic societal turns. Specifically, this course will encourage us to think more deeply about the ways religious ideas, institutions, and individuals intersect with and weave through broad political developments like populism and progressivism, corporate and labor activism, the rise and decline of New Deal liberalism, war and American empire building, the power shift to the Sunbelt, urban and suburban power struggles, social movements of the Left and the Right, the politics of family, education, and community, civil rights and ethnic identity, conservatism and globalization. The overarching goal of this course is to place religion at the center of political development in the twentieth century, and at the center of our understanding of this recent past. Here religion will not (as is often done by political historians) be cordoned off as an agent of change worthy of consideration only under exceptional circumstances and in rare moments, but rather be considered as a consistent, powerful player that always brings competing passions and interests, drama and controversy to the political realm. This primary agenda will be accompanied by a couple of others. In addition to absorbing the historical facts and figures of religion and politics in the twentieth century (on which students will be tested), students will also be encouraged to encounter and critique different styles of historical writing, from biographies and autobiographies to traditional monographs, articles and essays to editorials. What makes good writing? Good history writing? What are the challenges inherent to writing effective religious and political history? This set of issues will be important for us to consider, because they lead to yet a final set of questions: how does one actually go about researching history? Writing it? In addition to taking time for extensive reading in this subject area, students will also be expected to complete a major term paper based on both primary and secondary sources. Students will begin this project early in the semester and, while in consultation with members of their peer group and me, see it through to its conclusion by the last week of class.

Credit 3 units. A&S IQ: HUM BU: ETH, HUM EN: H

Typical periods offered: Spring

RELPOL 3205 American Non-Christian Churches
This course explores the history and significance of how American law and culture have defined "religion" and "church," which demonstrates the Christian-centric biases in legal definition and administration. This course will analyze the significance of this legal definition by studying various non-Christian churches in America, representing a variety of non-Christian traditions. This course will explore different historic religious traditions (e.g. Buddhist Churches of America, Native American Church, etc.), new religious movements (e.g. Church of Scientology, Church of Satan, Church of Wicca, etc.) and satirical religious (e.g. Church of the Flying Spaghetti Monster, Neo-American Church, etc.) Students will be challenged to consider how state and society define, legislate, and regulate religious minorities in America, as well as minority strategies of religious assimilation, negotiation, and contestation. Students will consider the cultural and legal positioning of various religious organizations in how they present themselves in their institutional legal documentation, religious texts, and social presence. Additionally, students will consider the legal limits of religious legitimatization and liberty by studying significant legal cases that define proper, authentic, and/or sincere religiosity.
Credit 3 units. A&S IQ: HUM, SC BU: HUM
Typical periods offered: Fall, Spring

RELPOL 3230 Jews and Jewishness in Black American Thought
The history of what has been called Black-Jewish relations in the United States has a rich and contested history. The stories told feature solidarity, controversy, and betrayal. This course will look at that history by attending to the role of Jews and Judaism in Black thought. How has Jewishness featured in the self-understanding of Black writers? Have Jews been regarded as allies or adversaries, role models or competitors? What role have Jewish texts or narrative paradigms played in Black religion? What have Black writers made of the Jewish project of national liberation?
Credit 3 units. A&S IQ: HUM BU: HUM EN: H
Typical periods offered: Fall

RELPOL 3300 The FBI and Religion
This seminar examines the relationship between the Federal Bureau of Investigation (FBI) and religion (i.e., faith communities, clerics, and religious professionals) as a way to study and understand 20th-century religion and politics. The course will investigate the history of the FBI as well as the various ways in which the FBI and religious groups have interacted. The course will pay particular attention to what the professor calls the four interrelated modes of FBI-religious engagement: counter-intelligence and surveillance, coordination and cooperation, censorship and publicity, and consultation.
Credit 3 units. A&S IQ: HUM BU: BA, ETH, HUM EN: H
Typical periods offered: Fall

RELPOL 3310 Conscience and Religion in American Politics
Conscience is as American as apple pie and baseball, but its meaning and implications are deeply contested in American religion and politics. What is conscience? To what extent is conscience laden with theological -- and, more specifically, Christian -- commitments? What role should conscience, whether religious or ethical, play in political life? By considering what conscience means and what vision of politics it implies, we will reflect on what it means to be American: how religion should relate to politics, how individuals should engage with democratic laws and norms, and how religious and political dissenters might oppose American politics. We will focus on key moments in the history of American religion and politics through the lens of conscience, from the Interwar Period, the perceived threat of communism during the Cold War, the Civil Rights Movement, and the Vietnam War to the culture wars on abortion, marriage equality, LBGTQ rights, and the death penalty. This course draws on interdisciplinary sources from religious studies, political theory, law, and history in 20th- and 21st-century American politics.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA, ETH, HUM EN: H
Typical periods offered: Fall

RELPOL 3320 Global Circuits: Religion, Race, Empire
This seminar explores how American entanglements of race and religion shape and are part of larger global processes. Over the course of the semester, we will investigate these entanglements through conceptual, historical, and ethnographic questions and insights on the remapping of religious traditions and communal experiences onto imperial terrain. We will examine this through a range of problem spaces including: colonial rule, missions, and racial hierarchies; migration and its relationship to religion; the racialization of religion; diaspora and empire; and persecution and power.
Credit 3 units. A&S IQ: LCD, SSC Art: SSC BU: BA, ETH
Typical periods offered: Spring

RELPOL 3330 God in the Courtroom
The U.S. Constitution holds a promise to secure freedom of religion through its First Amendment. Its two religion clauses declare unconstitutional any prohibition on the free exercise of religion and laws respecting the establishment of religion. The consequence is that, whenever a group demands to be recognized as religious and to be granted the right to exercise its religion, a court, a legislature, or an administrative official must determine whether the religious practice in question is legally religious. This means that law plays a uniquely important role in defining religion in the United States. In this seminar, we will explore the relation between law and religion in America. We will study the religion clauses in the First Amendment to the United States Constitution, the histories of their interpretations by American courts in landmark cases, and the ways that religious studies scholars have understood and critiqued these cases.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH, HUM EN: H
Typical periods offered: Spring

RELPOL 3340 Jesus, Jazz, and Gin: The 1920s and the History of Our Current Times
This course is a historical survey of the dynamic relationship between religion and politics during the 1920s. The 1920s were a tipping point for a great deal of the fundamental issues that shaped the twentieth century in the U.S. This course seeks to investigate how religious activism, evangelism, discourse, practice, and reinvention contributed to and was shaped by such change.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA, HUM EN: H
Typical periods offered: Spring

RELPOL 3345 The Politics of Play and Protest: Religion and Sports in America
Play is an essential component of human life. Yet, while the word play evokes leisure and frivolity, it can be serious work. Cultural values, spiritual truths, and social politics arise from play, particularly when they are codified in sports. From raucous games of Chunkey in pre-Columbian North America to Tim Tebow's gameday prayers, sports have long been used as instruments of social cohesion and as a way to connect a people to their gods. This course will examine the close relationship between religion and sport in modern American history and will push students beyond the sports-as-religion paradigm to consider sport as a medium of exchange between the overlapping influences of celebrity, national politics, religion, and the economy. We will cover how sports and religion intersect with topics like

nationalism, gender, race, sexuality, identity formation, commercialism, mass-media, recreation, and labor. Concepts like ritual, collective effervescence, and sacred space will be used to analyze key historical movements and organizations, such as muscular Christianity, the YMCA, Fellowship of Christian Athletes, the Olympics, amateurism and the NCAA, and Black Lives Matter. Key figures for examining sport as a site of piety and protest include Muhammad Ali, Serena Williams, Tim Tebow, Jackie Robinson, Colin Kaepernick, and Abe Saperstein. Throughout the course we will ask: How, where, and when do sports act religiously? What do sports and religion accomplish together that they cannot accomplish alone?
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall

RELPOL 3350 Native American/Euro-American Encounters: Confrontations of Bodies and Beliefs
This course surveys the history and historiography of how Native Americans, Europeans, and Euro-Americans reacted and adapted to one another's presence in North America from the 1600s to the mid-1800s, focusing on themes of religion and gender. We will examine the cultural and social implications of encounters between Native peoples, missionaries and other European and Euro-American Protestants and Catholics. We will pay particular attention to how bodies were a venue for encounter-through sexual contact, through the policing of gendered social and economic behaviors, and through religiously-based understandings of women's and men's duties and functions. We will also study how historians know what they know about these encounters, and what materials enable them to answer their historical questions.
Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall

RELPOL 3370 Race, Religion, and Migration in the Pacific
This seminar is an experiment in studying the intersections of religion, race, and migration through the idea of difference. We discuss how particular understandings of religion, race, and migration inform contemporary scholarship and shape national and international legal and governmental practices. Specifically, this course explores how difference-of community, body, and place-produces conditions of possibility. Over the semester, we will investigate various borders of difference, using binaries to guide our analysis. We will examine this through a range of problem spaces including: religion/secularism; race/ethnicity/sect; terrorist/citizen; and refugee/migrant. Ultimately, this course aims to critically unpack the relations of power by which people, places, and ideas are differentially constructed, maintained, and transformed
Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM BU: BA, ETH, HUM
Typical periods offered: Spring

RELPOL 3380 Slavery, Sovereignty, Security: American Religions and the Problem of Freedom
The goal of this course is to think critically about freedom as an ideology and institution. What does it mean to be free? What are the relationships among individual liberties, national sovereignty, and civil rights? In what ways has freedom been defined in relation to -- and materially depended on -- unfreedom? At the same time, this course will treat American religions in a similar critical fashion: as a historically contingent category that has been forged and inflected within the same context of white Christian settler empire. Religion and freedom have intertwined throughout American history, including in the ideal of religious freedom. Our critical interrogation of freedom should help us think carefully about power, working with but also beyond tropes of domination and resistance.
Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM BU: BA, ETH, HUM EN: H
Typical periods offered: Fall

RELPOL 3400 American Religion, Media, and Technology
American religious communities have often been cast as technological laggards, whether willfully ignorant or generally backwards. Such narratives, fueled by stories about religious leaders condemning cultural trends conceal the ways religions have in fact innovated in the media sphere. Ranging from the time of the earliest printing presses to contemporary social media platforms, this course reframes the question of American religions and media technologies by asking the following questions: How have media technologies shaped religious practice, identity, and belonging? Were religious critiques of mass media valid, particularly around questions of access, constraints, and consumption? And how have religious groups experimented with communications technologies to reimagine their use, message, and audience? These moments of technological encounter reveal how religious communities have not only worked with media technologies, but have driven much of what makes these technologies innovative and modern.
Credit 3 units. A&S IQ: HUM BU: HUM EN: H
Typical periods offered: Spring

RELPOL 3405 American Religion,race, and Law
This course explores relationship between Asian Pacific Americans and American legal discourses of religion and race. In addition to examining the lived experience of Asian American religious communities in historical and contemporary perspectives, this course evaluates the racial and religious connotations and consequences of various state, federal, and international policies that directly affect Asian American communities. Students will learn to apply theories of race and religion to American law and political discourse by analyzing the language, historical context, and judicial contestations of key topics, including immigration restriction, citizenship, land laws, segregation, internment, refugee resettlement, and government surveillance. Students will be challenged to consider how state and society define and legislate religious minorities in America, as well as minority strategies of religious assimilation, political negotiation, and legal contestation. As such, students will consider how American definitions of religion and race determine religious legitimacy, legal inclusion, and cultural loyalty.
Credit 3 units. A&S IQ: HUM BU: HUM
Typical periods offered: Spring

RELPOL 3996 Guided Thesis Work in Religion and Political Power
This course covers thesis work on religion and political power.
Credit 3 units.
Typical periods offered: Fall, Spring

RELPOL 4020 American Unbelief From the Enlightenment to the Present
This course examines American secularism, humanism, freethought, and atheism from the Enlightenment forward to the present. Topics to be explored include: the tensions between secular and Christian conceptions of the nation's founding, blasphemy and sacrilege, women's rights, the civil liberties of atheists and nontheists, the relationship between science and religion, the battles over religion in the public schools, nonreligious child-rearing, and the politics of unbelief on both the left and right.
Credit 3 units. A&S IQ: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall

RELPOL 4025 Muslims in the Media and Popular Culture
Since the long amorphous War on Terror, Muslims have been a constant presence in Western news media, typically cast in a negative light as political others who are backwards, threatening, and inherently prone to violence. This pattern has long been replicated in films where Muslims are static and dehumanized perpetrators of violence, or as symbols of a backwards and depraved culture, antithetical to liberal values and interests. In recent years however, Muslims have become increasingly visible in the American and British entertainment industries, as protagonists and producers of their own media, including G. Willow Wilson's Ms. Marvel, Hulu's Ramy, and Netflix's Man Like Mobeen. In this seminar, we explore a selection of recent American and British media projects created by Muslim writers, actors, musicians, and comedians. We pair these projects with scholarship on religion in the media and TV studies analyzing Muslim representation and storytelling in contemporary popular culture. We will evaluate these works on their own terms, noting the ways in which gender and racial hierarchies dictate who gets to represent American and British Muslims, while also assessing how these new media both disrupt and further reify Muslims' construction as religious and political outsiders.
Credit 3 units. A&S IQ: HUM, LCD, SC BU: HUM
Typical periods offered: Spring

RELPOL 4030 Christian Nation, Secular Republic
The United States has often been imagined as both a deeply Christian nation and a thoroughly secular republic, and those conjoined framings have created recurrent conflict throughout American history. This seminar is designed to introduce advanced undergraduates and graduate students to current discussions of religion, secularism, and unbelief in American religious and political history. The course also places a complementary emphasis on close readings of crucial primary works, say, about the rise of deistic toleration or the persisting political power of Christianity-in textual particularities. The course takes as its starting point Charles Taylor's monumental account A Secular Age and works from there through various episodes of the Enlightenment and its long aftermath.
Credit 3 units. A&S IQ: HUM BU: HUM EN: H
Typical periods offered: Spring

RELPOL 4040 Law, Religion, and Politics
What is the role of religious argument in politics and law? What kinds of arguments are advanced, and how do they differ from one another? Are some of these arguments more acceptable than others in a liberal democracy? This course will explore these questions through the work of legal scholars, theologians, and political theorists. Our topics include the nature of violence and coercion in the law, constraints on public reason, the relationship between religion and government, and the nature of religious practice and tradition.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA, ETH, HUM EN: H
Typical periods offered: Fall, Spring

RELPOL 4050 Readings in African American Religious History
This course is an introduction to the history and variety of African-American religions in the New World Diaspora. The approach will be chronological, from the earliest years to the New World, to contemporary expressions. We will also explore some of the major historiographical themes that have catalyzed current scholarship, the purpose and effectiveness of black nationalist movements, issues of class and gender, the persistence of African elements of new world religious practice, performance, and popular culture.
Credit 3 units. A&S IQ: HUM BU: HUM EN: H
Typical periods offered: Spring

RELPOL 4070 Religion, Politics, and the University
This course explores in depth current issues related to pluralism, difference, and belonging in matters pertaining to religion and other important issues, with a particular focus on how these play out in the university context. The instructors, John Inazu and Eboo Patel, are two of the leading national commentators on these issues. Prerequisite: Students enrolling in this class must submit a brief statement of interest to Professor John Inazu. Details on how and where to submit this statement can be found at http://law.wustl.edu/COURSES/INAZU/seminar1/summaries/.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Spring

RELPOL 4080 Sabbath Politics: Rest and Refusal in Religion and Politics
The Jewish Sabbath arrives every week to disrupt ordinary life with a wholly different way of living, abstaining from some activities in divinely commanded rest. Is this different way of life strictly a break from the ordinary, or also a guide to it-and to how it might require disruption, reformation, and repair? Sabbath traditions have inspired radical political action including movements against debt, income inequality, environmental destruction, and racial injustice. This course will consider the ways that 20th and 21st century American Jews have practiced Shabbat and thought about its significance in political life. Students will read a range of texts including Abraham Joshua Heschel's classic 1951 book The Sabbath, and consider them in relation to movements of contemporary radical politics that have been inspired by Sabbath traditions, including Strike Debt, reparations for the descendants of enslaved people, and agonistic democratic politics.
Credit 3 units. A&S IQ: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

RELPOL 4090 Solidarity and Silence: Religious Strategies in the Political Sphere
Although political action is often considered a problem of making oneself heard, religious practices of silence, self-effacement, and withdrawal from certain worldly struggles have guided many significant political and social movements, particularly forms of non-violent resistance. This course considers the role of religious thought and practice in such movements in the twentieth century. The history of these movements presents an apparent paradox: how can political action emerge from the supposedly private realm of religion in the modern era, particularly its most individualistic formations in contemplative and mystical practices? Does the historical role of these practices in the political sphere complicate their portrayal in some scholarship as private, individual, and depoliticizing? With these questions animating our investigations, we will consider the work of authors and activists including Leo Tolstoy, Mahatma Gandhi, Dietrich Bonhoeffer, Martin Luther King, Jr., Simone Weil, and William Barber, as well as the history of movements associated with their work. Toward the end of the semester, we will turn to contemporary movements against economic inequality, intimate violence, racially motivated violence, and discrimination toward transgender persons to discuss the use of religious strategies or religiously-derived strategies in current political and social activism.
Credit 3 units. A&S IQ: HUM BU: HUM EN: H
Typical periods offered: Fall

RELPOL 4100 Spiritual But NOT Religious: The Politics of American Spirituality
What does it mean to be spiritual but not religious? What are the social and political consequences of foregrounding spiritual seeking and religious experimentation over the organized religion of churches, synagogues, mosques, and temples? How did this contemporary view of spirituality take shape historically? The seminar focuses on

a series of debates that have arisen over spirituality in American culture: the entwining of religious practices with consumer culture and corporate capitalism, the rise of therapeutic models of meditation and mindfulness, the politics of Euro-American appropriations of Native American and Buddhist religious practices, the implications of embracing religious variety and eclecticism, and the relationship between spiritual seeking and social justice.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

RELPOL 4121 American Religion, Politics, and Culture: Catholicism and Contemporary American Politics
Twenty-five percent of Americans identify as Roman Catholics, making Catholicism the largest Christian church in the country. With the exception of George W. Bush in 2000, no presidential candidate since 1960 has won the White House without winning a majority of Catholic voters. This course will examine the complex role of Roman Catholics in American politics, looking at how Catholics have shaped American history and political life and how American history and politics have shaped Catholicism. Topics will include the nature and influence of the Catholic vote, the role of Catholic social teaching in forming Catholic voters, and the influence that Catholics continue to exercise over public policy and in our national institutions, including the U.S. Supreme Court.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Spring

RELPOL 4122 American Religion, Politics & Culture: Commentary From Alexis De Tocqueville to Contemporary Pundits
This research-oriented seminar involves in-depth historiographical investigation of leading scholarship at the busy intersections of American religion, politics, and culture. The second semester focuses on classic and contemporary commentaries on the American religious and political scene from Alexis de Tocqueville through today's leading pundits. Some sessions will include a visiting scholar engaged in cutting-edge research--a feature that will allow seminar members to work with important scholars from beyond the university. Possible topics include: church-state relations, religion and foreign policy, religion and civil rights, religion and the science wars, the rise of the Religious Right, and the role of religion in national elections. The seminar is taught under the auspices of the John C. Danforth Center on Religion and Politics and is offered two complementary parts (though enrollment in either one of the two is certainly possible). Its ambition is to build up a community of inquirers engaged in the core questions that animate the Danforth Center. PREREQ: Advanced undergraduate or graduate standing in AMCS, History, or Religious Studies or permission of instructor.
Credit 3 units. A&S IQ: HUM BU: HUM
Typical periods offered: Fall

RELPOL 4125 The First Amendment in an Age of Fracture
This seminar will explore the constitutional and civic dimensions of engaging across difference in a divided and fractured society. Topics will include free speech, the right of association, religious freedom, public forums, online forums, public funding, protests, boycotts, and strikes.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall

RELPOL 4160 Love and Friendship in Religious Thought
How do your relationships of love and friendship shape your life? Do they make you a better person? A better citizen? A better neighbor? This seminar examines the way love and friendship have been understood to define or undermine our pursuits of the good life. We will consider the ways different descriptions of love in Western thought—as an ethical ideal, a rational response to value, an unruly force distracting us from the good, and so on—correspond to experiences of love in ordinary life and shape our understanding of how we feel. We will also consider what they reveal about the kinds of problems philosophy and religious thought aim to solve. Readings will include philosophers and theologians such as Plato, Montaigne, C. S. Lewis, Reinhold Niebuhr, Anne Carson, Adriana Cavarero, Martin Luther King, Jr., Harry Frankfurt, Alexander Nehamas, and Byung-Chul Han.
Credit 3 units. A&S IQ: HUM BU: HUM
Typical periods offered: Fall, Spring

RELPOL 4300 The FBI and Religion
This seminar examines the relationship between the Federal Bureau of Investigation (FBI) and religion (i.e., faith communities, clerics, and religious professionals) as a way to study and understand 20th-century religion and politics. The course will investigate the history of the FBI as well as the various ways in which the FBI and religious groups have interacted. The course will pay particular attention to what the professor calls the four interrelated modes of FBI-religious engagement: counter-intelligence and surveillance, coordination and cooperation, censorship and publicity, and consultation.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall

RELPOL 4305 Religion and the State: Global Mission, Global Empire
This course explores the complex intersections among U.S. political power on a global stage, and religious institutions and identities. Readings and discussions are organized around two very broad questions. First: how has this nation's history been shaped by religious others both inside and outside its borders? Second: How have perceptions of those others in turn affected U.S. responses to circumstances of global consequence--including, for example, foreign policy and diplomacy, missionary activity, and economic practices?
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Spring

RELPOL 4310 Monuments, Museums, and Mountains: Religion and the Politics of Place in Modern America
Some of the most intense battles in American culture are fought over hallowed places and public memory. This class will examine various contested sites on the borders of pilgrimage, tourism, religious display, and civic commemoration. Among the topics to be considered are: Confederate monuments and plantation tours, Mount Rushmore and the Black Hills, the Ground Zero Mosque controversy, the Museum of the Bible and evangelical visions for the nation's capital, the public display of the Ten Commandments and the Satanic Temple's monumental interventions, Holy Land pilgrimages, and such alternative religious landscapes as Sedona and Salvation Mountain. Students will also have the opportunity to identify and explore sites of their own choosing as places of religious and political drama within modern American culture. There are no prerequisites for this course, and it is open to both undergraduates and graduate students.
Credit 3 units. A&S IQ: HUM BU: HUM EN: H
Typical periods offered: Spring

RELPOL 4996 Love and Reason
This is an elective course covering love and reason.
Credit 3 units.
Typical periods offered: Spring

RELPOL 4999 Independent Study in Religion and Politics
This course is for independent study in Religion and Politics.

Credit 4 units.
Typical periods offered: Fall, Spring

Religion and Politics Minor

Program Requirements

- **Total Units Required:** 15
- **Grade Requirement:** All courses counting toward the Religion and Politics minor must be taken for a letter grade, and students must receive a grade of C– or higher.

Required Course

Students select one course from the following list. This required course should be completed prior to the second semester of the junior year.

Code	Title	Units
BEYOND 1008	Religious Freedom in America	
RELPOL 2000	Religion and American Society	
RELPOL 2010	Religion and Politics in American History	
RELPOL 2100	The Good Life Between Religion and Politics	

Elective Courses

Students complete 12 additional units, 9 of which must be at the 3000 or 4000 level and 9 of which, at any level, must be taught by Center faculty.

Required Activities

Attendance at five events sponsored by the John C. Danforth Center on Religion and Politics (e.g., lectures, colloquia, lunch discussions, film screenings) is required. Students must inform the director of undergraduate studies of the events they attend so that this information can be recorded.

Contact:	Leigh Schmidt
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Email:	leigh.e.schmidt@wustl.edu
Website:	http://rap.wustl.edu

Religious Studies

Religion is a major source of inspiration, meaning, and controversy in human societies. Fast-moving forces of globalization, migration, and technology continue to bring diverse communities into closer proximity, often creating new religious communities in the process. The Religious Studies program at Washington University gives students the opportunity to learn about diverse religions as well as to study past and current events with a critical but open mind.

Religious Studies covers a wide range of subjects. It could include religion and American or international politics, religion and music, unbelief, religion and literature, issues of race or climate change, or scriptural studies. As such, Religious Studies embraces research in all its interdisciplinary complexity. Our courses are taught by faculty from a variety of disciplines, including the Danforth Center on Religion and Politics; Anthropology; Classics; East Asian Languages and Cultures; English; History; Jewish, Islamic, and Middle Eastern Studies; Music; Philosophy; Political Science; and Women, Gender, and Sexuality Studies.

Religious Studies empowers students to understand how religion informs people's thought and behavior. A double major or a minor will also enhance a broad range of studies, from politics and law to business and medicine. If a student is preparing for the advanced academic study of religion, seeking to complement another area of study, or simply feeling the need to acquire a greater knowledge of religions, a major or minor in Religious Studies is excellent preparation for living and working in a pluralistic society and global culture.

Contact:	Tia Crook
Phone:	314-935-8677
Email:	religiousstudies@wustl.edu
Website:	http://religiousstudies.wustl.edu

Faculty

Director

Lance Jenott
Senior Lecturer
PhD, Princeton University
(Classics, Religious Studies)

Faculty

Elena V. Kravchenko
Senior Lecturer
PhD, University of Texas at Austin
(Religious Studies)

Affiliated Faculty

Catherine Adcock
Associate Professor
PhD, University of Chicago
(History)

Sarah Baitzel
Assistant Professor
PhD, University of California, San Diego
(Anthropology)

Anna F. Bialek
Assistant Professor
PhD, Brown University
(John C. Danforth Center on Religion and Politics)

Daniel Bornstein
Stella K. Darrow Professor of Catholic Studies
PhD, University of Chicago
(History)

John R. Bowen
Dunbar–Van Cleve Professor
PhD, University of Chicago
(Anthropology)

Stephanie Kirk
Professor
PhD, New York University
(Romance Languages and Literatures)

Jonathan L. Kvanvig
Professor
PhD, University of Notre Dame
(Philosophy)

Joseph F. Loewenstein
Professor
PhD, Yale University
(English, Interdisciplinary Project in the Humanities)

Leigh Eric Schmidt
Edward Mallinckrodt Distinguished University Professor
PhD, Princeton University
(John C. Danforth Center on Religion and Politics)

Mark Valeri
Reverend Priscilla Wood Neaves Distinguished Professor of Religion and Politics
PhD, Princeton University
(John C. Danforth Center on Religion and Politics)

Courtesy Faculty

Pamela Barmash
Professor
PhD, Harvard University
(Jewish, Islamic, and Middle Eastern Studies)

Pascal Boyer
Henry Luce Professor of Collective and Individual Memory
PhD, University of Paris–Nanterre
(Anthropology, Psychology)

Eric Brown
Associate Professor
PhD, University of Chicago
(Philosophy)

Geoff Childs
Professor
PhD, Indiana University
(Anthropology)

R. Marie Griffith
John C. Danforth Distinguished Professor in the Humanities
PhD, Harvard University
(John C. Danforth Center on Religion and Politics)

Martin Jacobs
Professor
PhD, Habilitation, Free University of Berlin
(Jewish, Islamic, and Middle Eastern Studies)

Christine Johnson
Associate Professor
PhD, Johns Hopkins University
(History)

Rebecca Lester
Professor
PhD, University of California, San Diego
(Anthropology)

Erin McGlothlin
Vice Dean of Undergraduate Affairs, College of Arts & Sciences
Professor
PhD, University of Virginia
(Germanic Languages and Literatures; Jewish, Islamic, and Middle Eastern Studies)

Nancy Reynolds
Associate Professor
PhD, Stanford University
(History)

Abram Van Engen
Professor
PhD, Northwestern University
(English)

Hayrettin Yücesoy
Associate Professor
PhD, University of Chicago
(Jewish, Islamic, and Middle Eastern Studies)

Professors Emeriti

Carl W. Conrad
PhD, Harvard University
(Classics)

Beata Grant
PhD, Stanford University
(Religious Studies; East Asian Languages and Cultures)

Hillel J. Kieval
Gloria M. Goldstein Professor of Jewish History and Thought
PhD, Harvard University
(History; Jewish, Islamic, and Middle Eastern Studies)

David Lawton
Professor
PhD, York University
(English)

James F. Poag
PhD, University of Illinois
(Germanic Languages and Literatures)

Majors

- Religious Studies Major (p. 897)

Minors

- Religious Studies Minor (p. 898)

Courses

REST 1501 Thinking About Religion
Nearly everyone has had some experience with something they would call religion, from at least a passing familiarity through the media to a lifetime of active participation in religious communities. But what do we actually mean when we use the word? What is a religion? What does it mean to call something a religion, or religious? And what does it mean to study religion, given the slipperiness of the concept itself? This course offers an introduction to the academic study of religion through a consideration of these questions: What is religion, and how can we study it? Do we need an answer to the first question to pursue the second? Why, and toward what ends, might we undertake such study? We will also consider what is at stake in our investigation and inquiry into religion-for the inquirers, for the subjects of inquiry, and for society more broadly-and what kind of lens the study of religion offers us on ourselves, our neighbors, and society, in turn. To these ends, we will discuss major theoretical approaches to the study of religion and significant work on religions and religious phenomena, toward a better understanding of what religion might be and how it might be studied today. No prior knowledge or experience of religion, religions, or anything religious is expected or required. This course is required for Religious Studies majors and minors.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH, HUM EN: H
Typical periods offered: Fall, Summer

REST 1800 First-Year Seminar in Religious Studies
This course is for freshman only. The topic varies from semester to semester. Recent topics include Miracles; Sexuality in Early Christianity; and The Self in Chinese Thought.
Credit 3 units. A&S IQ: HUM BU: HUM
Typical periods offered: Spring

REST 1996 Religious Studies Elective: 100-Level
This course is for elective or transfer credits.
Credit 3 units. EN: H
Typical periods offered: Fall, Spring

REST 2020 Introduction to Religious Traditions I: Judaism, Christianity, and Islam
Judaism, Christianity and Islam are elaborate and dynamic systems of belief and practice. While each of them is a distinct religious tradition, all three share a common cultural background, harbor similar views of the individual, and assume a linear perspective of history. Moreover, the historical trajectories of these three Western monotheisms have been intricately intertwined: Christianity emerged out of Judaism, and Islam took shape largely in a Jewish and Christian context. This course will explore these monotheistic traditions in a comparative perspective with ample attention to questions of historical context and development. Our coverage will be explicitly topical and comparative, and the themes examined will include scripture and interpretive tradition, monotheism, authority, worship and ritual, ethics, material culture as well as religion and political order. Note: This class is open to all interested students and is required for all Religious Studies majors and minors.
Credit 3 units. A&S IQ: HUM, LCD BU: ETH, HUM EN: H
Typical periods offered: Fall

REST 2021 Introduction to Religious Traditions II: Asian Religions
This course is designed to introduce students to the study of religion by exploring the major religious traditions of Asia. Traditions that have taken shape in Asian cultural contexts include the Buddhist, Sikh, Islamic, Hindu, Taoist, Jain, and Confucian traditions. These traditions have shaped and been shaped by the rich traditions of literary and performative culture, ethics, sociality and polity in the regions of Asia. Familiarity with these traditions provides a foundation for understanding the cultures of South and East Asia, from film and literature to contemporary political life. Study of Asian traditions also deepens our understanding of the possibilities of human being and striving, and of the manifold aims and means of religious endeavor. Note: Specific traditions and regions emphasized in this course will vary. This class is open to all interested students and is required for all Religious Studies majors and minors.
Credit 3 units. A&S IQ: HUM, LCD BU: HUM EN: H
Typical periods offered: Spring

REST 2310 Religion and Film in America
This course attends to how religion, religious groups, and religious practices have been historically represented in the American popular culture, specifically, film. This course will consider film as more than simple entertainment. We will examine not only how in the United States film has functioned as a means to establish what counts as religion, but also how and with what results imaginations of religion in film helped and continues to help to socially construct conceptions of gender, race, and ethnicity.
Credit 3 units.
Typical periods offered: Spring

REST 2996 Religious Studies Elective: 200-Level
This course is for elective or transfer credits.
Credit 3 units. EN: H
Typical periods offered: Fall, Spring

REST 3000 Introduction to the Hebrew Bible/Old Testament
The Hebrew Bible is the foundational text of Judaism and Christianity. It is a complex compilation of materials, reflecting great diversity in ideology, literary expression, social and political circumstances, and theology. In this course, we shall read a significant amount of the Bible in English translation. We shall study the various approaches that have been taken by scholars in trying to understand the Bible in its historical context. We shall also study how the Bible was traditionally interpreted by Jews and Christians during the last two thousand years.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH, HUM EN: H
Typical periods offered: Fall, Spring

REST 3066 Orthodoxy and Heresy in Early Christianity
From the time Jesus of Nazareth preached in the rural countryside of Judea, his followers interpreted his words differently and wrote varied accounts of what he said and did. As time passed and as Jesus' movement grew into a world religion -- Christianity -- disagreement among Christians only continued to increase, leading to the need to define and enforce correct beliefs and practices to create a Christian orthodoxy embodied in the now-familiar institutions of creed, canon, and clergy. Yet in the process of creating an orthodoxy, what was

left out? Whose voices were suppressed? Through the careful study of ancient texts that were long-ago deemed heretical and virtually lost until the 20th century, this course examines the wide varieties of Christianity in its nascent years and discusses how the framers of orthodoxy defined themselves against these alternatives.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH, HUM EN: H
Typical periods offered: Spring

REST 3095 Introduction to the New Testament
What can be known -- from an historical perspective -- about the life and teachings of Jesus and his earliest followers? How did Jesus see himself and how did his followers see him? How did the lives, teachings, and deaths of Jesus and his followers come to form the heart of a new movement? If Jesus and the apostles were all Jews, how did Christianity emerge as a distinct religion? This course investigates these questions through a focus on the earliest sources for Jesus and his first followers, including and extending beyond the canonical books of the Christian New Testament. Our approach in this course is historical and literary, rather than theological or confessional: we ask what Jesus, his first followers, and their Jewish and pagan contemporaries did and believed, and we try to catch glimpses of the worlds in which they lived and the cultures which they took for granted.
Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: HUM
Typical periods offered: Spring

REST 3111 From the Temple to the Talmud: The Emergence of Rabbinic Judaism
This course offers a survey of the historical, literary, social, and conceptual development of Rabbinic Judaism from its emergence in late antiquity to the early Middle Ages. The goal of the course is to study Rabbinic Judaism as a dynamic phenomenon -- as a constantly developing religious system. Among the topics to be explored are: How did Judaism evolve from a sacrificial cult to a text-based religion? How did the Rabbis emerge as a movement after the destruction of the Second Temple and how could they replace the old priestly elite? How did Rabbinic Judaism develop in its two centers of origin, Palestine (the Land of Israel) and Babylonia (Iraq), to become the dominant form of Judaism under the rule of Islam? How did Jewish ritual and liturgy develop under Rabbinic influence? How were the Rabbis organized and was there diversity within the group? What was the Rabbis' view of women, how did they perceive non-Rabbinic Jews and non-Jews? As Rabbinic Literature is used as the main source to answer these questions, the course provides an introduction to the Mishnah, the Palestinian and Babylonian Talmuds, and the Midrash-collections -- a literature that defines the character of Judaism down to our own times. All texts are read in translation.
Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

REST 3133 Religion and Film in America
This course attends to how religion, religious groups, and religious practices have been historically represented in the American popular culture, specifically, film. This course will consider film as more than simple entertainment. We will examine not only how in the United States film has functioned as a means to establish what counts as religion, but also how and with what results imaginations of religion in film helped and continue to help to construct normative conceptions of gender, race, and ethnicity.
Credit 3 units. A&S IQ: HUM, SC BU: HUM
Typical periods offered: Fall, Spring

REST 3135 Religion and Violence
Is religion intrinsically connected with violence or merely manipulated to justify political positions and incite supporters? How has religion been the motivation and justification behind violent conflict, aggression and persecution? Does religion have a greater power to make war or peace? People have debated these questions for centuries as believers waged war in the name of their god(s). We'll study several critical theories about religion and violence and test them on historical and recent religious conflicts. Our investigation will be organized around five types of violence: 1) martyrdom and redemptive suffering, 2) claims on sacred space, 3) the violence of social stratification and othering, 4) war and 5) apocalyptic and spiritual warfare. Case studies ranging from early Christian martyrs and crusades to attacks on abortion clinics and Tokyo subways will help clarify patterns and types of religious violence.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: FAAM, HUM BU: ETH, HUM EN: H
Typical periods offered: Fall, Spring

REST 3141 The Problem of Evil: The Holocaust and Other Horrors
The question of how God can allow evil to occur to the righteous or innocent people has been a perennial dilemma in religion and philosophy. We study the classic statement of the problem in the biblical book of Job, the ancient Near Eastern literature on which Job is based, and traditional Jewish and Christian interpretation of Job. We study the major approached to the problem of evil in Western philosophical and religious thought.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH, HUM EN: H
Typical periods offered: Fall, Spring

REST 3164 Religion, Race, and Gender in Early Modern Latin America
This seminar explores the history of religion, gender, and race in the context of empire in Latin America, focusing primarily on the colonial period (1492-1821), but including some pre-colonial materials. Through primary documents, secondary scholarship and student-centered discussion, we will consider connections between religious beliefs, gender norms and relations, and the ways race, class, and gender intersected with ideas about religion, empire and power. We will study the clash of religions that occurred during the conquest and its terrible aftermath, the politics of evangelization, and how marginalized subjects such as women, African slaves, and indigenous peoples navigated religious authoritarianism to develop their own spiritual beliefs and expressions.
Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM BU: BA, ETH, HUM, IS EN: H
Typical periods offered: Spring

REST 3170 Sexuality in Early Christianity
What did Jesus of Nazareth and his early followers teach about sexuality in terms of marriage, adultery, divorce, the virtues of procreation and celibacy, same-sex relationships, and erotic desire? How and why did ancient Christians take different stances on these issues, and how do these traditions continue to inform sexual ethics and gender roles today? In this course, we will study these questions by examining key passages from the teachings of Jesus in the Gospels, Paul's letters, writings of early church leaders, martyr propaganda, monastic literature, and apocryphal books deemed heretical. We will also consider the interpretations of contemporary historians of religion informed by recent trends in sexuality and gender theories.
Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM BU: BA, ETH, HUM EN: H
Typical periods offered: Spring

REST 3380 Hindu Reformations
Discussion of a group of movements that seek to reform Hinduism in both a religious and social sense.
Credit 3 units. A&S IQ: HUM BU: HUM
Typical periods offered: Spring

REST 3404 Native American and Afro-Native Religious Traditions
This course introduces students to the ways in which Native American and Afro-Native religious traditions have been conceptualized, negotiated, and interpreted from the seventeenth century until today. Students will learn about sacred stories, deities, philosophies, and ceremonies. The course will also address the impact of Western European settler-colonialism, American slavery, government assimilation policies, racial construction, sexual violence, the Red Power movement, and religious freedom issues on Indigenous and Black peoples within the United States of America.
Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM BU: HUM
Typical periods offered: Spring

REST 3525 Genesis
Genesis, the first book of the Bible, remains among the most important literary, historical, and theological works ever written - at once beautiful, funny, perplexing, and challenging. In this class, we will take a deep dive into Genesis, while also exploring literary, historical, mythological, feminist, postcolonial, and other responses to the text. We will also consider the history of interpretation, with a particular interest in the reception of Genesis in literature and in popular culture.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH, HUM EN: H
Typical periods offered: Spring

REST 3635 Theories and Methods in the Study of Religion
What is religion, and how can we study it? Do we need an answer to the first question to pursue the second? Why, and toward what ends, might we undertake such study? This course considers these questions through the investigation of significant attempts to study religion over the past century, paying particular attention to the methods, motivations, and aims of these works. Is the study of religion an effort to disprove or debunk it, or perhaps to support it? What would each mean? Is it an effort to describe the indescribable, or perhaps to translate complex beliefs and practices into a language in which they can be discussed by others? Why would such a translation be helpful, and to whom? Is the study of religion an investigation of a social phenomenon, an organization of communities, a specific formation of individuals, or perhaps a psychosis or illusion, evidence of the workings of power on our lives and the difficulty of bearing it? What is at stake in defining religion in these ways, and then in undertaking its study?
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH, HUM EN: H
Typical periods offered: Spring

REST 3715 Topics in Religious Studies
The topic for this course varies. Recent topics include: Anime and Animi-A Popular Cultural Approach to Shinto; Religion and Violence; It's the End of the World As We Know It: Apocalypse in the Biblical World; and North American Religious Experience.
Credit 3 units. A&S IQ: HUM Art: HUM BU: ETH, HUM EN: H
Typical periods offered: Fall, Spring

REST 3720 Topics in Religious Studies:
Topics vary by semester.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH, HUM, IS EN: H
UColl: CD
Typical periods offered: Fall, Spring

REST 3735 Major Figures in Christian Thought
Critical examination of one or more of the major figures in Christian theology and apologetics (e.g., Jesus, Augustine, Aquinas, Luther, Kierkegaard). Subject matter varies each semester. May be repeated for credit. Prerequisite: a course in biblical literature, or permission of the instructor.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall

REST 3745 Topics in Christianity
The topic covered in this course varies. Recent course topics include: The 'Other' Catholic Church: The Lived Experiences of Eastern Orthodoxy and The Apostle Paul: Communities and Controversies.
Credit 3 units. A&S IQ: HUM BU: ETH, HUM EN: H
Typical periods offered: Fall, Spring

REST 3844 African and African American Religion and Thought
This course examines the religious philosophies, practices, and experiences of African Americans. It contributes to the academic discipline of religious studies by critically exploring the complex evolution of African American religion. Although the African American Church in the United States, which is commonly viewed as evangelical and decentralized, will be an object of study in this course, it will not be viewed as normative. Students will encounter the social and ideological forces that made some forms of African American religion more visible than others. The primary objective of this course is to familiarize students with the diverse religious experiences, histories, and realities of people of African descent in the Americas. Students will learn that there is no one African American religious experience. This course is historical in its outlook and is reading intensive. The course is open to first year students.
Credit 3 units.
Typical periods offered: Fall

REST 3996 Religious Studies Elective: 300-Level
This course is for elective or transfer credits.
Credit 3 units. EN: H
Typical periods offered: Fall, Spring

REST 4022 Material Religion
This seminar examines contemporary theories and approaches to materiality in the study of religion. Particular attention is given to how scholars envision the relationship between bodies, rituals, religious objects, and the human ability to think, know, and act in the world. By attending to a variety of things -- prints, icons, ritual clothes, food, incense -- and to the history of their use within such traditions as Islam, Buddhism, Candomble, Lucumi, and Christianity, this course seeks to provide students with an opportunity to familiarize themselves with contemporary studies that take seriously the power of material objects to make and sustain religion. This course is simultaneously designed to allow students to practice utilizing material culture as a method in their own research.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH, HUM EN: H
Typical periods offered: Spring

REST 4061 Nuns
Nuns -- women vowed to a shared life of poverty, chastity, and obedience in a cloistered community -- were central figures in medieval and early modern religion and society. This course explores life in the convent, with the distinctive culture that developed among communities of women, and the complex relations between the world

of the cloister and the world outside the cloister. We look at how female celibacy served social and political, as well as religious, interests. We read works by nuns: both willing and unwilling; and works about nuns: nuns behaving well, and nuns behaving scandalously badly; nuns embracing their heavenly spouse, and nuns putting on plays; nuns possessed by the devil, and nuns managing their possessions; nuns as enraptured visionaries, and nuns grappling with the mundane realities of life in a cloistered community.
Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM BU: BA, HUM EN: H
Typical periods offered: Fall

REST 4095 Topics in Christianity
Topics in Christianity is a course for advanced undergraduate and graduate students on specific themes in Christianity.
Credit 3 units. A&S IQ: HUM BU: HUM EN: H
Typical periods offered: Fall

REST 4245 The Mystical Tradition in Judaism
What is Jewish mysticism? What is its relationship to the category of religion? Is Jewish mysticism just one form of a general phenomenon common to a variety of religious traditions or is it a specific interpretation of biblical, rabbinic, and other Jewish traditions? Taking the above questions as a starting point, this course aims at a systematic and historically contextualized analysis of a broad range of Jewish texts that are commonly classified as mystical. (All primary texts are read in translation.) At the same time, we explore such overarching themes as: the interplay of esoteric exegesis of the Bible and visionary experiences; the place of traditional Jewish law (halakhah) within mystical thought and practice; the role of gender, sexuality, and the body in Jewish mystical speculation and prayer; the relationship between mysticism and messianism; Ashkenazic and Sephardic traditions and their mutual impact on Jewish mysticism; the absence of women from Jewish mystical movements; esoteric traditions of an elite vs. mysticism as a communal endeavor; and the tension between innovation and (the claim to) tradition in the history of Jewish mysticism.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH, HUM, IS EN: H
Typical periods offered: Fall, Spring

REST 4340 Topics in Religious Studies
The topic for this course varies.
Credit 3 units. A&S IQ: HUM Art: HUM BU: HUM
Typical periods offered: Spring

REST 4801 Senior Seminar in Religious Studies
The topic for this seminar differs every year. Previous topics include Religion and Violence; Governing Religion; Saints and Society; and Religion and the Secular: Struggles over Modernity. The seminar is offered every spring semester and is required of all Religious Studies majors, with the exception of those writing an honors thesis. The class is also open, with the permission of the instructor, to other advanced undergraduates with previous coursework in Religious Studies.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH, HUM EN: H
Typical periods offered: Spring

REST 4990 Independent Work for Senior Honors I
Investigation of a topic, chosen in conjunction with a faculty advisor, on which the student prepares a paper and is examined. Students enroll in L23 498 in the fall semester and L23 499 in the spring semester. Prerequisite: Admission to the Honors Program.
Credit 3 units.
Typical periods offered: Fall

REST 4995 Religious Studies Elective: 400-Level
Fourth Year Religious Studies elective.
Credit 3 units. EN: H
Typical periods offered: Fall, Spring

REST 4997 Independent Work for Senior Honors II
Investigation of a topic, chosen in conjunction with a faculty advisor, on which the student prepares a paper and is examined. Students enroll in L23 498 in the fall semester and L23 499 in the spring semester. Prerequisite: Admission to the Honors Program.
Credit 3 units.
Typical periods offered: Spring

REST 4999 Independent Study
This course is for independent study.
Credit 3 units.
Typical periods offered: Fall, Spring

Religious Studies Major

Program Requirements

- **Total Units Required:** 30; 24 must be at the 3000 level or higher
- **Grade Requirement:** C- or better; Pass/No Pass grades do not count for the major.

Required Courses

Code	Title	Units
REST 1501	Thinking About Religion	3
REST 3635	Theories and Methods in the Study of Religion	3
Total Units		**6**

Senior Capstone Experience

During their senior year, Religious Studies majors are required to take REST 4801 Senior Seminar in Religious Studies (3 units), or in years where the Senior Seminar is not offered, another 4000-level course in Religious Studies for 3 units chosen in consultation with the Program director. Alternatively, students can fulfill the capstone requirement by writing a Senior Honors thesis.

Elective Courses

Majors complete 21 units of electives in Religious Studies courses; 18 units must be at the 3000-level or higher. Electives are generally courses offered in the College of Arts and Sciences, either by the Religious Studies Program directly or by departments that offer courses related to the study of religion (e.g., Anthropology; Classics; Comparative Literature and Thought; East Asian Languages and Cultures; English; History; Jewish, Islamic, and Middle Eastern Studies; Music; Philosophy;

Political Science; Religion and Politics; Women, Gender, and Sexuality Studies). Majors choose electives based on their individual interests in consultation with their major advisor. The elective courses must also fulfill the following requirements:

A. Broad coverage of religious traditions: Majors explore various religions by taking at least one course in four different traditions (e.g., Buddhism, Christianity, Greco-Roman Religions, Hinduism, Islam, Judaism, Native-American Religions).
B. Course concentrations: Majors focus their interests on a single religious tradition or a theme (e.g., ecology, music, politics, sexuality) by creating two series of courses: a three-course series and a two-course series.

Note: An elective course can count toward the fulfillment of both A and B.

Additional Information

Senior Honors

Qualified majors are encouraged to apply for Senior Honors. Applications are available on the Religious Studies website and are due prior to the end of the junior year. Students wishing to pursue this option need to meet the minimum honors requirements stated in this *Bulletin* and to satisfactorily complete REST 4990 Independent Work for Senior Honors I and REST 4997 Independent Work for Senior Honors II during their last two semesters. Full guidelines are available on the Religious Studies website.

Transfer Credit

A maximum of 6 units of coursework completed elsewhere — whether at another college or university or through a Washington University-approved study abroad program — may be applied toward the major. Credit will be awarded only for those courses that have been approved by the Religious Studies program.

Contact:	Tia Crook
Phone:	314-935-8677
Email:	religiousstudies@wustl.edu
Website:	http://religiousstudies.wustl.edu

Religious Studies Minor

Program Requirements

- **Total Units Required:** 18 units; 12 must be at the 3000 level or higher.
- **Grade Requirement:** C- or better; Pass/No Pass grades do not count for the minor.

Required Courses

Code	Title	Units
REST 1501	Thinking About Religion	3
REST 3635	Theories and Methods in the Study of Religion	3
Total Units		**6**

Elective Courses

Minors complete 12 units of electives in Arts & Sciences Religious Studies courses; 9 units must be at the 3000 level or higher. Electives are generally courses offered in the College of Arts & Sciences, either by the Religious Studies program directly or by departments that offer courses related to the study of Religion (e.g., Anthropology; Classics; Comparative Literature and Thought; East Asian Languages and Cultures; English; History; Jewish, Islamic, and Middle Eastern Studies; Philosophy; Religion and Politics). Minors choose electives based on their individual interests and in consultation with their minor advisor.

Additional Information

Transfer Credit

A maximum of 3 units of coursework completed elsewhere — whether at another college or university or through a Washington University-approved study abroad program — may be applied toward the minor. Credit will be awarded only for those courses that have been approved by the Religious Studies program.

Contact:	Tia Crook
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Romance Languages and Literatures

Romance Languages and Literatures offers vibrant programs in French, Italian, Portuguese, and Spanish. Our language courses have long been popular with undergraduates, including those interested in international travel and those who anticipate a global dimension to their future careers. All of our classes focus on culture writ large: we study great texts, and we do so with an eye toward gender roles, traditions, communities, individual freedom, social obligations, and many other topics of critical importance today. We offer concentrations in French, Italian, Spanish, and introductory Portuguese, as well as a composite major in Romance Languages.

Our undergraduate programs in French, Italian, and Spanish include a compelling series of language, literature, culture, and civilization courses that introduce students to the global Hispanic, Francophone, and Italophone communities. The curriculum affords students the opportunity to become fluent in a foreign language, enrich their historical and cultural understanding, and acquaint themselves with influential intellectual, literary, and artistic traditions.

Students also benefit from linguistic and cultural immersion opportunities through our many summer, semester, and year-long study abroad programs. These programs offer unique possibilities to combine foreign language training with other interests, including participating in business internships in Paris; pursuing fieldwork in Cameroon; or studying art history in Italy, literature in Madrid, or Andean culture in Ecuador. These experiences lead to a variety of career paths, including international law, international business, medicine, journalism, and graduate studies in political science, international relations, history, anthropology, art history, comparative literature, French, and film studies. To prepare our students to take full advantage of such opportunities, our faculty provides an innovative range of courses that combine the study of literature with contemporaneous developments in philosophy, science, music, art, and theory.

For undergraduates interested in cross-language study, students may elect to major in Romance Languages and Literatures. This major requires advanced coursework in French, Italian, and Spanish, with one of the three languages as the focus of primary emphasis.

Please visit the Undergraduate Degree Details & Requirements page of the Romance Languages and Literatures website for additional information.

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PhD, Cornell University

Colette H. Winn
Professor Emeritas
PhD, University of Missouri-Columbia

Majors

- French Major (p. 932)
- Italian Major (p. 933)
- Romance Languages and Literatures Major (p. 934)
- Spanish Major (p. 935)

Minors

- French Minor (p. 937)
- Italian Minor (p. 937)
- Spanish Minor (p. 938)

Courses

Courses include the following:

- French (p. 901)
- Italian (p. 913)
- Portuguese (p. 919)
- Spanish (p. 920)

French

FRENCH 1010 French Level 1: Essential French 1
This course immerses students in the French language and Francophone culture from around the world, focusing on rapid acquisition of spoken and written French as well as listening and reading comprehension. Songs, games, skits, videos, chats, and debates provide a rich cultural context for the themes of the course, including identity, self, and family; school and university life; French cafe culture; and travel. Interactive web-based practice at home helps students prepare to apply their knowledge in the classroom. By the end of the semester, students are able to present on real or imaginary journeys in French-speaking countries. While not required, it is strongly recommended that students also enroll in French 1011, a one-credit, pass-fail practice culture class. 3 credits.
Credit 3 units. A&S IQ: LCD, LS EN: H
Typical periods offered: Spring

FRENCH 1011 Essential French 1 Workshop
Application of the curriculum presented in French 101D. Pass/Fail only. Grade dependent on attendance and participation. Students must be enrolled concurrently in French 101D.
Credit 1 unit. EN: H
Typical periods offered: Fall, Spring

FRENCH 1020 French Level 2: Essential French 2
This course encourages students to continue their exploration of French and Francophone language and culture through intensive and interactive activities that help solidify their acquisition of oral and written communication skills. Songs, games, skits, videos, chats, and debates provide a rich cultural context for the themes of the course, including living quarters, neighborhoods, and cities; technology and social media; shopping and commerce; French food culture; and nature and the environment. Prerequisite: Fr 101D or equivalent. (Recommended for students with 2-3 years of high school French [7th and 8th grades together count as 1 year]. Director: Ghaderi
Credit 3 units. A&S IQ: LCD, LS EN: H
Typical periods offered: Fall, Spring

FRENCH 1021 Essential French 2 Workshop
Application of the curriculum presented in French 102D. Pass/Fail only. Grade dependent on attendance and participation.
Credit 1 unit. EN: H
Typical periods offered: Fall, Spring

FRENCH 1050 Advanced Elementary French Practice Session
Application of the curriculum presented in French 102D or French 105D. For students with 2-4 years of high school French. Pass/Fail only. Grade dependent on attendance and participation.
Credit 1 unit. A&S IQ: LCD EN: H
Typical periods offered: Fall

FRENCH 1053 Advanced Elementary French Workshop
Working vocabulary for the Institute taught to emphasize real-life situations abroad. Only for students who have completed Fr 102D and 105D in Fall 2003 and who plan to attend the French Summer Language Institute.
Credit 1 unit. A&S IQ: LCD EN: H
Typical periods offered: Fall, Spring

FRENCH 1100 First-Year Seminar
Taught in English. This small-group seminar is devoted to the reading and study of other texts, such as films, paintings, and so on, as well as discussion and writing. Topics vary but have an interdisciplinary focus. Prerequisite: AP in English, French, or History, or permission of instructor. Does not substitute for any other French course.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall

FRENCH 1995 French Coursework Completed Abroad
This course is for 1000 level study abroad credit.
Credit 12 units.
Typical periods offered: Fall, Spring

FRENCH 1996 French Elective
This course is for 1000 level transfer credit
Credit 0 units. EN: H
Typical periods offered: Fall, Spring, Summer

FRENCH 2010 French Healthcare
This course provides an introduction to French for Health Professionals as well as a survey of the French public health system. By acquiring a specialized vocabulary, students learn to interpret interactions between doctors and patients in a variety of medical settings. At the same time, they learn about public health policies and their application in the city of Nice. Through extensive discussions with experts in the field of medicine and public health, students will gain authentic expertise in a universal health system considered by the WHO to be one of the best in the world. Taught in French with readings in English. Prereq: approximately three years of high school French or two semesters of college French (the equivalent).
Credit 3 units. A&S IQ: LCD, SSC

FRENCH 2016 Conversation, Culture, Communication 2: French Culture Through French Film
This course enables students to pursue your exploration of French culture through French film. Though not a history of French cinema, it introduces some of France's most celebrated actors and directors. We focus on excerpts that illustrate important life themes, including childhood, coming of age, existential crises, the search for happiness, the need for laughter, the threat of crime and violence, the complexities of love, and attitudes toward death. Students are asked to contrast their expectations of how such themes are to be treated with the way in which the French choose to portray them. Students write film reviews as though they were, alternately, an American or a French critic. As a final project, they write their own screenplay and imagine how it might be filmed in France. By the end of the course, they will have begun to view French culture with a French eye. Prerequisite: French 201D or the equivalent. May be taken before or after Frrench 215.
Credit 3 units. A&S IQ: LCD BU: ETH EN: H

FRENCH 2020 French Level III At the Summer Institute
This Summer Institute course focuses on the major features of French 201D. Students will improve speaking, writing, and reading skills in French by combining study of grammatical forms with exercises designed to mirror many experiences they encounter while in France. The location abroad and contact with French host families and other French people will facilitate the student's learning experience. Students enrolled in this course will also take French 353, and will be prepared to enroll in French 307D upon their return to St. Louis. Open only to students attending the Summer Institute in France. Prereq: French 102D or 105D.
Credit 3 units. A&S IQ: HUM, LCD BU: HUM, IS EN: H
Typical periods offered: Summer

FRENCH 2030 Intermediate French 1
This redesigned, interactive course explores the richness and diversity of the Francophone world and important contemporary issues such as social justice, inequalities, and the influence of media on society. Using an innovative approach based on lived experience, students will strengthen their abilities and accuracy in speech and writing and will considerably expand their vocabulary. Multi-media activities include films, readings, songs, virtual museum tours, and group projects. Prerequisite: Fr 102D or equivalent. (Usually recommended for students with 3 years of high school French [7th and 8th grades together count as 1 year]). 3 credits.
Credit 3 units. A&S IQ: LCD, LS EN: H
Typical periods offered: Fall, Spring

FRENCH 2040 Intermediate French 2
In this second semester of the intermediate language sequence, students deepen their knowledge of the Francophone world and refine their oral and written expression, preparing them for the 300 level language, literature, and culture courses. Through discussion of films, radio, television, newspaper articles, and a novel, students broach controversial topics including family values, the business world, art and entertainment, science and technology and the environment. Prerequisite: Fr 203D or equivalent. (Usually recommended for students with approximately 4 years of high school French [7th and 8th grades together count as 1 year]). 3 credits.
Credit 3 units. A&S IQ: LCD, LS EN: H
Typical periods offered: Fall, Spring

FRENCH 2140 Medical French
In this introductory course to the Français Professionnel de la Santé track (French for Medical Professionals), students will be exposed to medical terminology and practices as well as to health-related issues in France and the Francophone world (Quebec, Haiti, West and North Africa). Using an interactive approach based on real life situations, students will learn to perform various medical tasks such as writing a prescription, advising a patient, or presenting a humanitarian project to potential donors. Medical vocabulary and pre-professional oral and written expression will be enhanced throughout the course. Students will acquire the necessary tools to perform their tasks, preparing them for further coursework in the FPS track, the Diplôme de français professionnel de la santé, and the France for the Pre-Med study abroad program in Nice. Prereq: Fr 203D or equivalent (this class can replace Fr 204D).
Credit 3 units. A&S IQ: HUM, LCD, LS Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

FRENCH 2995 French Course Work Completed Abroad
This course is for 2000 level study abroad credit.
Credit 12 units.
Typical periods offered: Fall, Spring

FRENCH 2996 French Elective
This course is for 2000 level transfer credit.
Credit 0 units.
Typical periods offered: Fall, Spring, Summer

FRENCH 3015 French Culture and Civilization: The New Face of France
We will study the life and culture of France with special emphasis placed on the changes that are slowly but radically transforming French society: the increasing influence of the European Union; the influx of immigrants from Africa and other parts of the world; the growing role of Beurs and other French citizens born of foreign parents; the increasingly dominant position of women; the globalization of French culture, technological progress, etc. We will also concentrate on developing vocabulary and improving written and spoken French. Lectures, discussions, TV newscasts, films and internet. Prereq: Fr 201D (taken prior to Fall 2019) or Fr 204D, or placement by examination.
Credit 3 units. A&S IQ: HUM, LCD, LS Arch: HUM Art: HUM BU: BA, HUM, IS EN: H
Typical periods offered: Spring

FRENCH 3016 Conversational Fluency
This course, meeting as one of two in the Washington University Summer Program in Dakar, Senegal, will focus on teaching the skills necessary for oral fluency in French. It will draw its content from a teaching collection of short stories from around the French-speaking world (Gaasch, James, ed. Diversité: La nouvelle francophone), as well as from specificially Senegalese texts (Birago Diop, Les Contes d'Amadou Koumba, and newspaper articles as appropriate). Prerequisites: French 201 or equivalent; enrollment in the WU Summer Program in Dakar.
Credit 3 units. A&S IQ: LCD BU: IS EN: H
Typical periods offered: Summer

FRENCH 3070 Cultural Expression
This course enables students to reinforce and refine their French written and oral expression while exploring culturally-rich contexts and addressing socially-relevant questions. Students develop linguistic mastery, expand their vocabulary, and improve their communication skills through themed readings, films, and interactive activities. FRENC 3070 is essential for further study of French language, literature, and culture.
Credit 3 units. A&S IQ: LCD, LS Arch: HUM Art: HUM BU: IS EN: H
Typical periods offered: Fall, Spring

FRENCH 3100 Practical and Commercial French
Students develop their reading and writing proficiency and aural-oral communication in areas such as banking, retailing, and advertising. Extensive use of the Internet keeps students up-to-date about European and international issues in the world of business and economics. May replace Fr 308D for students who attend the IEB/Paris program. Prereq: Fr 307D. Required for participation in the Internship in European Business Program.
Credit 3 units. BU: IS
Typical periods offered: Spring

FRENCH 3111 Culture and Public Health in Contemporary France
Liberty, Equality, Fraternity. How are we to understand these ideals in the context of contemporary France? To what extent do they apply to immigrants, to the underprivileged, to the dependent elderly? How are these traditional French values reflected in public health policy? In order for students to better understand French values and how

they are transposed into public policy, this course examines a certain number of fundamental tenets: the Republic, citizenship, secularity, taking examples from key episodes in French history. It also calls upon health specialists to explore what is being done to improve public health for all, and especially for an aging population which constitutes, in today's France, the most important challenge. Following are some of the themes which will be discussed: the loss of autonomy of the elderly, handicapped people, the attitude in France toward alternative medicine, how the French deal with emergencies, measures of prevention and basic health education. An anthology of texts will be provided to stimulate thought on these difficult problems which concern all of us. Open only to students enrolled in the Nice Pre-Med program.

Credit 3 units. A&S IQ: HUM, LCD BU: HUM, IS EN: H

Typical periods offered: Summer

FRENCH 3193 Healthcare in France: Observational Internship

French 3193 offers students a real-world, behind-the-scenes experience of the French healthcare system. For four hours every weekday morning, students shadow physicians at the CHU Hôpital - Pasteur (centre hospitalier universitaire, university-affiliated teaching hospital) in Nice, France. In addition to the shadowing internship (stage d'observation), there is a required discussion session on Mondays from 1:00pm-2:00pm and students will attend one guest lecture per week given either by a medical professional at the CHU de Nice or another speaker whose work pertains to health cultures in France (generally on Thursdays, time TBD). Daily attendance at the internship, as well as at weekly discussion sessions and guest lectures is mandatory. As part of their work for course credit, students also maintain a daily observation journal and vocabulary notebook to record their reflections and insights gained throughout the duration of the internship and through the series of guest lectures. The course culminates in an oral presentation and written report detailing the benefits and challenges of the internship. Washington University and the Department of Romance Languages & Literatures have partnered with the CHU Hôpital - Pasteur for more than three decades, ensuring that students are placed in an internship aligned with their studies. Prerequisite: French 321/322 In-Perspective or French 308. Offered only in Nice.

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

Typical periods offered: Summer

FRENCH 3200 Advanced Conversation: The Art of French Cooking

This class explores both historically and experientially the fine arts of French cooking. Students will investigate food culture from various perspectives, including recipes from the chefs of kings, famed literary homages, excerpts from contemporary writers, films, and cooking shows. They will present online food blogs or videos sharing their attempts to master an aspect of the historical, regional, or contemporary food culture we have studied; cooking is optional, but creativity is a plus. Topics to be explored include Terroir; the slow food movements; La table d'hote; the role of the cafe and the market in French and Francophone cooking; and reflections on our own national food cultures. Students will gain the necessary vocabulary and cultural knowledge to be able to converse about cuisine with ease with people from any Francophone country, preferably over a long meal. Prereq: Fr 307D.

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

Typical periods offered: Spring

FRENCH 3210 Topics I: in Perspective

Focusing on topics of cultural and social importance, this course will offer students the opportunity to learn about defining moments in the French tradition. The specific topic of the course will vary from semester to semester, and may include works from different disciplines, such as art, film, gender studies, history, literature, music, philosophy, politics, science.

Credit 3 units. A&S IQ: HUM, LCD, LS Arch: HUM Art: HUM BU: ETH, HUM EN: H

Typical periods offered: Fall, Spring

FRENCH 3220 Topics II

Focusing on topics of cultural and social importance, this course offer students the opportunity to learn about defining moments in the French tradition. The specific topic of the course will vary from semester to semester, and may include works from different disciplines, such as art, film, gender studies, history, literature, music, philosophy, politics, science.Prereq: Fr 307D.

Credit 3 units. A&S IQ: LCD, LS BU: ETH EN: H

Typical periods offered: Fall, Spring

FRENCH 3252 French Out of France: Introduction to Francophone Literatures

An introduction to some of the other literatures in French: the literary traditions and cultural contexts of Francophone countries in North and sub-Saharan Africa and the Caribbean. Vibrant and productive cultures around the world have interacted with the French language and its literature to produce highly diverse texts of their own. We study some of them, focusing on issues like cultural adaptation, colonialism, and civilizing missions, and the responses to them. We also consider the varying meanings of the term Francophone, from conservative to liberal, and think about its implications for the study of French literature as a whole. Finally, we examine the ways in which contemporary mainland France has been irrevocably transformed by the Francophone presence. Works by Kourouma, Césaire, Kateb, and Lopes. Prereq: Fr 307D.

Credit 3 units. BU: IS

Typical periods offered: Spring

FRENCH 3500 Undergraduate Seminar in French Literature and Culture

An exploration of a variety of cultural icons, objects, myths, and traditions that define the French experience throughout the centuries. Topics vary. Prereq: French 308. SECTION 01. LITERATURE, ART, AND HISTORY OF THE FRENCH MIDDLE AGES. In France the Middle Ages is a period of intense artistic and literary creation despite an often brutal history. Feudal struggles, the Hundred Years' War, the Crusades, frequent epidemics, and famines add a tragic cast to daily life. Yet this period witnesses the birth of literature written in French (CHANSONS DE GESTE, courtly romances and poetry, theater), a tradition rich with knights and damsels in distress, stories of love and conquest. Cities are built, as are castles and cathedrals. Botanical gardens are planted. Elaborate wall tapestries and paintings begin to decorate the homes of lords and churches. France discovers the art of the book in the form of illuminated manuscripts. Men and women develop a taste for clothing and jewelry. The course explores this fascinating history by examining celebrated examples of the period's literature and art. It includes a visit to the medieval collection of the St. Louis Art Museum and the film VISITEURS DU SOIR.

Credit 3 units. A&S IQ: HUM Art: HUM BU: HUM

Typical periods offered: Summer

FRENCH 3501 In Depth:

This course will cover special topics in French culture.

Credit 3 units. A&S IQ: LCD BU: IS

Typical periods offered: Fall

FRENCH 3502 Cultural Studies: Literature, Art, and History of the French Middle Ages

An exploration of a variety of cultural icons, objects, myths, and traditions that define the French experience throughout the centuries. Theme Fall, 2002: LITERATURE, ART, AND HISTORY OF THE FRENCH MIDDLE AGES. In France the Middle Ages is a period of intense artistic and literary creation despite an often brutal history. Feudal struggles, the Hundred Years' War, the Crusades, frequent epidemics, and famines add a tragic cast to daily life. Yet this period witnesses the birth of literature written in French (CHANSONS DE GESTE, courtly romances and poetry, theater), a tradition rich with knights and damsels in distress, stories of love and conquest. Cities are built, as are castles and cathedrals. Botanical gardens are planted. Elaborate wall tapestries and paintings begin to decorate the homes of lords and churches. France discovers the art of the book in the form of illuminated manuscripts. Men and women develop a taste for clothing and jewelry. The course will explore this fascinating history by examining celebrated examples of the period's literature and art. It will include a visit to the medieval collection of the St. Louis Art Museum and the film VISITEURS DU SOIR. Prof. de Courcelles's professional commitments in Europe will require her to be absent for several weeks during the semester. During the weeks without scheduled classes students will complete an independent project exploring one aspect of the course. In addition there will be short papers and/or exams. Prereq: Fr 308D or permission of Professor Stone.

Credit 3 units.

Typical periods offered: Fall

FRENCH 3530 Project Plus

This Summer Institute course combines 1) a course that examines French culture as it is represented in the evocative history of French châteaux, the arts, and contemporary lifestyle; 2) the student's project; and 3) the student's experiences as part of the community abroad (excursions, visits, group discussions). In class students gain background for appreciating the primary sites of the Institute: in the Loire Valley, Paris, and Brittany. The classroom experience is discussion-oriented, with small writing assignments and readings. The project is an individual research program that students conduct with a French native on a particular aspect of French culture. In the past students have dealt with serious topics such as the deportation of the Jewish community in Amboise during World War II; with less grave subjects such as the work of a local wine grower or goat cheese producer, and the culinary repetoire of French and American families; and current topics concerning the political situation in Europe and the euro. Following weekly conferences with the teaching staff, students present a formal report on their experiences to an audience comprised of other members of the group and the students' host families. Students at the Institute are expected to speak French in all group settings. Assignments in this course level-appropriate (students enrolled in French 385 will complete longer papers and projects than those enrolled in French 202; expectations for conversations are likewise adjusted accordingly). Required of all students attending the Summer Institute in France.

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

Typical periods offered: Summer

FRENCH 3600 Thinking-It-Through

Thinking-It-Through courses provide students with long views of contemporary issues. Cross-cultural perspectives from the French and Francophone world, past and present, help us to think creatively about the most pressing problems we face today. The subject -- which is of social, cultural, and/or political interest -- will change each semester. Beginning with a watershed moment in history, students will consider how the topic in question evolved over time by interpreting related forms of cultural representation and expression in order to develop an informed critical perspective on current debates. Prerequisite: French 308.

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

Typical periods offered: Fall, Spring

FRENCH 3610 Thinking-It-Through II

Thinking-It-Through courses provide students with long views of contemporary issues. Cross-cultural perspectives from the French and Francophone world, past and present, help us to think creatively about the most pressing problems we face today. The subject -- which is of social, cultural, and/or political interest -- will change each semester. Beginning with a watershed moment in history, students will consider how the topic in question evolved over time by interpreting related forms of cultural representation and expression in order to develop an informed critical perspective on current debates. Prerequisite: French 308 or In-Perspective.

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

Typical periods offered: Fall

FRENCH 3700 French Social History

Studying L'HISTOIRE DES MENTALITES, this course explores how the concept of sickness, the perception of medicine, the role of the doctor, etc. evolved throughout the centuries. Texts are supplemented by a series of lectures offered by doctors in different specialties. Students complete a project on one area of related research. Open only to students enrolled in the Nice pre-Med Summer Program.

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

Typical periods offered: Summer

FRENCH 3701 In-Depth: Paris, Capitol of Modernity: A Digital 19th Century

The French assert that the world learned to be modern in 19th-century Paris. Even though this is not entirely true, the Paris we observe today owes a great deal to 19th-century interventions in the city's physical fabric. Our ideas about modernity are informed by the ways in which the French learned to observe and describe the radical changes in their capitol. This course will examine maps, guidebooks, urban descriptions, and fiction to see how Paris changed in the century that brought us urban modernity, including anonymity, city crowds, cycles of boom and bust, hugh-scale public works, energy and anomie. It will also introduce students to some of the tools for digital scholarship and the presentation of academic work to non-academic audiences. Students will collaborate in the creation of a textual database on Paris monuments, and learn to present their research on urban sites via ArcGIS's Story Maps. Prerequisite: French 308 or In-Perspective.

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

Typical periods offered: Fall

FRENCH 3702 In-Depth: Subtexts and Subterfuges

What persuades us that we understand a situation -- that we know the players, their intentions, and the effects of their actions? Do we rely on a parent's, lover's, or leader's moral authority or on our own sense of justice? Are we motivated by the coherence of their proposals or by our own emotional needs? All of the above? How, then, do we sort through layers of argument to detect ulterior motives and censored thoughts? Our class will focus on subtexts: hidden meanings, innuendo, ambiguity, veiled hints, omissions, and outright lies. We will consider how storytelling works to elicit particular responses in personal and commerical ads, travel brochures, cookbooks, political speeches, and street art. Tales of seduction by Perrault (Puss in Boots), Laclos (Dangerous Liaisons [excerpts]), and Proust (Swann in Love [excerpts]) along with Haneke's film of suspense and surveillance (Hidden) will focus our attention on techniques of camouflage and detection. The subtexts in these works will inform our own (thriller?) subplot of contemporary life: a creative project to top off the semester. Prerequisite: French 308.

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

Typical periods offered: Fall

FRENCH 3703 In-Depth: A Passion for Things
Imagine a collection of prized objects. What motivates a collector to acquire and display them? How do these objects allow us to understand the past as it defines our own heritage and that of others, what we choose to preserve or erase? These questions ground our study of the pleasures of collecting. A passion for things can be empowering, but it can also signal exploitation. What happens when the desire to possess extends to a person--when a person becomes the thing possessed? The passion to possess implies the power to dispossess, to take from others the property, privileges, and promises that were theirs. We will focus on three sites of power in which collections figure prominently: the court of Louis XIV at Versailles; the museums, department stores, and world's fairs of 19th-century Paris; and the world of objects in 20th-century poetry and photographs. The class will examine objects that speak to the relations between men and women; kings and subjects; humans and nature; ideas of freedom and efforts to suppress it. Authors and artists include Perrault, Lafayette, Duras, Baudelaire, Zola, Ponge, Vuillard, Caillebotte, Cartier-Bresson, and others. Prereq: In-Perspective or Fr 308.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H
Typical periods offered: Spring

FRENCH 3705 In-Depth: France and the Muslim World
France today has more Muslim citizens than any other country in Europe, and this fact puts the country's relationship with Muslims, both within and beyond its borders, constantly in the news. Starting with Napoleon's invasion of Egypt, we will examine the wide involvement of France in the affairs of Muslim countries: its presence in Egypt and Lebanon, and most notably its colonization of Morocco, Algeria, and Tunisia, which had an irreversible effect on French culture today. We will also consider the anthropology and cultural productions (literature, film, and art) of French people of Muslim origin. Given the influence of francophone Muslim religious scholars, we can not only speak of France and the Muslim world, but investigate France in the Muslim world. What futures become imaginable, when we see Muslims as an integral part of French culture, and France as part of the global Muslim community? Assignments will include writing for non-academic audiences, and the creation of a StoryMap presentation in ArcGIS. Prereq: In-Perspective or Fr 308.
Credit 3 units. A&S IQ: HUM, LCD BU: HUM EN: H
Typical periods offered: Fall

FRENCH 3720 The Art of Health in Nice
This interdisciplinary course explores Nice and the South of France as inspirational locations for health, healing, and wellness. Recently designated a UNESCO world heritage site as the 'winter resort town of the Riviera,' Nice has long beckoned tourists, artists, writers, and health seekers with its cosmopolitan coastal location and vibrant landscapes. Through the lens of human well-being, we will examine various French and francophone art forms-including the visual, literary, culinary, horticultural, athletic, and therapeutic arts- and their enduring connection to the unique cultural and geographic context of the South of France. Academic excursions (included in program cost) to gardens, markets, museums, and villas will stimulate our senses and bring to life the places discussed in readings, illuminating the dynamic interplay between creativity and health in this captivating region. We will study works by the following artists, thinkers, and writers: Alain, Barthes, Brillat-Savarin, Cézanne, Chagall, Colette, Cousteau, Escoffier, Giono, Grimod de la Reynière, Malle, Matisse, Maupassant, Pagnol, Smollett, Van Gogh, Varda, and Vigo, alongside readings drawn from history,medicine, philosophy, and sociology. Prerequisite: French 321/322 In-Perspective or French 308. Taught only in Nice.
Credit 3 units. A&S IQ: HUM, LCD BU: HUM EN: H
Typical periods offered: Summer

FRENCH 3740 In-Depth: Science Fiction
What we now call science fiction emerged from early tales of voyage and discovery, whose authors envisioned other times, places, customs, and perspectives. It flourished in the fantastic and futurist tales that first arose in France but were popularized in Germany, England, and America. An outgrowth of the scientific and the industrial revolutions, it informed the genres of opera, painting, and the novel before reaching the silver screen. Drawing on theories of the uncanny, we will consider how we determine whether stories are governed by the laws of nature (madness, dreams, coincidence) or the supernatural (ghosts, sylphs, devils). We will then explore when and how the Romantic realms of the gothic gave way to the dystopian worlds of science fiction that inform not only contemporary film but our current perception of reality. Readings by Cyrano de Bergerac, Voltaire, Cazotte, Balzac, Maupassant, Verne, Villiers de l'Isle-Adam, Zola, and Leroux; films by Resnais, Godard, and Jeunet. Prereq: In-Perspective or Fr 308.
Credit 3 units. A&S IQ: HUM, LCD, LS BU: HUM EN: H
Typical periods offered: Spring

FRENCH 3750 In Depth:
Narrative medicine is an approach grounded in the recognition that patients live and communicate their embodied experiences as stories. This approach underscores the need for medical practitioners to cultivate skills of observation, analysis, storytelling, and cultural competency -- skills that are traditionally developed in humanities coursework. In this course, students will hone their competencies in observation, close reading, and written and oral expression in French through readings of medical narratives. Texts will include Jean-Dominique Bauby, Le Scaphandre et le Papillon; Molière, Le Medecin Malgre Lui; Michel de Montaigne, De L'Experience; Marguerite Duras, La Douleur; and excerpts from works by René Descartes, Honoré de Balzac, Émile Zola, Olivia Rosenthal, and Philippe Lançon. Whether considering works of art, patient testimonials, or classic works of literature, we will observe carefully, describe and understand what we see, tell stories, and attend to the details of the stories that others tell. Prerequisite: French 308 or In-Perspective.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall

FRENCH 3760 Cinema and Society: Feminist Filmmaking
Did you know that the inventor of narrative fiction film, and perhaps the only female filmmaker from 1896-1906, was a French woman? This course introduces students to French and Francophone cinema through the lens of the feminine. In this herstory of French-language film, we will explore works by female directors as well as representations of women and girls on the silver screen from cinema's silent origins to the empowered voices of the #MeToo era. In tandem, we will engage with key ideas from feminist critics like Simone de Beauvoir and Françoise d'Eaubonne. Class discussions will take an intersectional approach, addressing feminism's connections with the following topics: girlhood and adolescence; race and ethnicity; post-colonial cultures; gendered spaces/places and the environment; LGBTQ + identities; motherhood and domesticity. Our corpus includes classics from the French tradition as well as understudied films, running the spectrum from drama to documentary, to coming-of-age narratives and cult favorites, including works by Chantal Akerman, Yamina Benguigui, Alice Guy, Céline Sciamma, and Agnès Varda, among others. Prereq: In-Perspective or Fr 308.
Credit 3 units. A&S IQ: LCD, LS Art: CPSC BU: IS EN: H
Typical periods offered: Spring

FRENCH 3795 In Depth: Care Work
In this course we will study what it means to care for and about others, both within and beyond medical and institutional environments. Examining French and Francophone literary and cinematic representations of care, popular and scholarly discourses, and the testimonials of care workers, we will explore the question of care across difference: How does the labor of care bring to light (and rely upon) disparities in gender, class, age, and race, especially in colonial, postcolonial, and globalized contexts? What are the implications of feminist theories of a gendered ethics of care? What relations can care work forge between the human and more-thanhuman worlds? How does care work expose the vulnerabilities of patient and caregiver alike? This course is taught entirely in French and counts toward the French for the Health Professions (FPS) track and the minor in Medical Humanities. Prerequisite: one In Perspective course
Credit 3 units. A&S IQ: HUM, LCD, SC BU: HUM

FRENCH 3900 Undergraduate Independent Study
Prereq: Fr 201D and permission of the Director of Undergraduate Study.
Credit 3 units.
Typical periods offered: Fall, Spring

FRENCH 3901 Internship Practicum
Intended for students studying on a Washington University Program or a Washington University approved program abroad, this course combines internship experience with research and a RAPPORT DE STAGE (final report).
Credit 3 units.
Typical periods offered: Spring

FRENCH 3995 French Coursework Completed Abroad
This course is for 3000 level study abroad credits.
Credit 12 units.
Typical periods offered: Fall, Spring, Summer

FRENCH 3996 French Elective
This course is for 3000 level transfer credits.
Credit 0 units. EN: H
Typical periods offered: Fall, Spring, Summer

FRENCH 3999 Independent Study
Prereq: permission of the Director of Undergraduate Study and the instructor, Fr 325C, 326C or equivalent, and competence in oral and written French. Students may not receive more than six units of credit for independent study. Credit variable, maximum 3 units a semester.
Credit 3 units.
Typical periods offered: Fall, Spring

FRENCH 4000 Intensive Translation for Graduate Students I
The first part of a two-semester course sequence in reading and translating French. For graduate students in the humanities, social and natural sciences. Nongraduate students may enroll with permission of the department. Must be followed by Fr 401.
Credit 3 units. A&S IQ: LCD EN: H
Typical periods offered: Summer

FRENCH 4010 Intensive Translation for Graduate Students II
Continuation of Fr 400. For graduate students in the humanities, social and natural sciences. Prereq: Fr 400; credit for Fr 400 is contingent on completion of Fr 401.
Credit 3 units. A&S IQ: LCD EN: H
Typical periods offered: Summer

FRENCH 4050 Special Topics in French Language and Literature
Undergraduate seminar. Topics vary. May be repeated for credit. Prereq: Fr 325C and 326C (or, for students who have completed the Paris Business Program, completion of or concurrent enrollment in either course).
Credit 3 units.
Typical periods offered: Fall, Spring

FRENCH 4110 Intensive Writing in French: Timely Topics
This course enables advanced students to refine and develop their writing skills and to develop specialized vocabularies based upon current issues in the Francophone world chosen in light of their interests (Global Health, International Relations, Anthropology, Political Science, etc.). They will analyze the rhetorical strategies used in contemporary cultural debate and write creative, persuasive, and analytical compositions that prepare them to apply for internships and pursue careers in international medicine, business, law, diplomacy, and the arts. Students will complete a series of short papers, each with required revisions. Meets WI requirement. Prereq: Fr 307D, Fr 308D, or permission of instructor.
Credit 3 units. A&S IQ: LCD, LS, WI EN: H
Typical periods offered: Fall

FRENCH 4131 Advanced French and Translation
This course fosters an in-depth knowledge of the French language and accuracy in its use. It employs a comparative approach (linguistic and cultural) initiating students into the art of translation from English to French and from French to English and sensitizing them to the problem of cultural transfer. Students will acquire practical training, cultivating skills advantageous in the workplace by drawing on a wide variety of documents to develop translation strategies. Genres include fiction, autobiography, journalism, advertising, and correspondence spanning different eras, regions, and registers. This cours satisfies the college's writing intensive requirement. Prereq: In-Perspective or Fr 308.
Credit 3 units. A&S IQ: LCD, LS, WI EN: H
Typical periods offered: Spring

FRENCH 4150 The 19th-Century Novel: From Realism to Naturalism to Huysmans
In this seminar we will read some of the great realist novels of the nineteenth century, by the four masters of the genre: Balzac, Stendhal, Flaubert, Zola. We will also examine Huysmans's A REBOURS, which was written in reaction to the excesses of Realism. We will determine what characterizes the realist novel and how it has evolved from Balzac to Zola. We will consider its theoretical orientation, but we will also focus on the major themes it addresses: the organization of French society throughout the nineteenth century, Paris vs. the province, love, money, ambition, dreams, material success, decadence, etc. Prereq: Fr 325 and 326 or one of these courses and the equivalent WU transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates. 3 units.
Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: HUM EN: H
Typical periods offered: Fall

FRENCH 4151 The Nineteenth-Century Novel
GRADUATE STUDENTS REGISTER FOR THIS SECTION.Prereq: Fr 325 and Fr 326 or one of these courses and the equivalent WU transfer literature course from Toulouse or Paris.
Credit 3 units. A&S IQ: HUM, LCD BU: HUM EN: H
Typical periods offered: Spring

FRENCH 4161 Special Topics in 19th-Century Literature
Prereq: Fr 325 and Fr 326 or one of these courses and the equivalent WU transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates.
Credit 3 units. Art: HUM
Typical periods offered: Fall

FRENCH 4174 Travel in the Renaissance and the Literature of Discovery
Improved modes of transportation under the king Francis I facilitated travel in the Renaissance. Men and women were able to view famous cultural monuments on their continent and explore parts of the world where no one had ventured before, returning home with vivid tales of distant lands and exotic peoples. With the advent of the printing press, such fascinating stories were made available to a wider audience. This course examines this literature of discovery, paying special attention to the multiple genres that flourished at the time (historical narratives, diaries, correspondences, travelogues, elegiac poetry, adventure novels) as well as the historical and cultural contexts of these works. Other questions addressed include national identity and cultural differences, cultural interactions and influences, international relations, the impact of humanism, and the concept of CURIOSITAS. Prereq: Fr 325 and Fr 326 or one of these courses and the equivalent WU transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall

FRENCH 4178 Literature of the 16th Century
Prereq: Fr 325 and Fr 326 or one of these courses and the equivalent WU transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates.
Credit 3 units. A&S IQ: HUM, LCD BU: HUM EN: H
Typical periods offered: Spring

FRENCH 4191 The French Islands: From Code Noir to Conde
The French have been dreaming about the tropics ever since transatlantic trade became possible in the sixteenth century, and literature in French has reflected these dreams ever since. Closer to our own period, writers from the French Caribbean have written themselves into the French canon, winning prestigious literary prizes. This course will link these two phenomena by studying literature from and about the tropics from the 18th century to the present. In our readings, we will attempt to see the ways in which the literature from and about France's island possessions has contributed to the forming of cultural and political relations between France and the islands, but also among the islands and within the Americas. Almost all texts available in English for students not majoring in French; main seminar session taught in English with weekly undergraduate preceptorial in French. Prereq: Fr 325 and Fr 326. One-hour preceptorial for required for undergraduates.
Credit 3 units. A&S IQ: HUM, LCD BU: HUM EN: H
Typical periods offered: Fall

FRENCH 4192 Dark Humor: Francophone Literature From West Africa
In 1960, most of the French colonies in Africa gained independence in a largely peaceful transfer of power. Since then, this development has been viewed alternatively as the triumph of self-determination, and as a hollow act undermined by neo-colonial French ministries, multinational companies, and corrupt governments. Media today commonly adopt a highly pessimistic tone when speaking of these phenomena, but literature from West Africa provides alternative ways of looking at the region, which today includes over 140 million French speakers. Reading authors such as Kourouma, Kane, Tansi, Tchicaya, and Lopes, we will consider the ways that literature enters into dialogue with political discourses represented both as tragedy and as farce. The main seminar (section 01) is taught in English; undergraduates also register for a weekly discussion (section A) conducted in French. Prereq: for undergraduates, Fr 325, 326, Thinking-It-Through, or In-Depth; for graduates not in French, reading knowledge of the language.
Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: HUM EN: H
Typical periods offered: Spring

FRENCH 4200 20th-Century Literature II
Prereq: Fr 325 and Fr 326 or one of these courses and the equivalent WU transfer literature course from Toulouse or Paris. One-hour preceptorial for undergraduates.
Credit 3 units.
Typical periods offered: Spring

FRENCH 4201 The Novel in the Feminine (Le Roman au Feminin)
Informed through feminist criticism (Beauvoir, Cixous, Kristeva), this course examines the deconstruction of the novel as a traditional genre by twentieth-century women writers such as Colette, Nathalie Sarraute, Marguerite Duras, Marguerite Yourcenar, Annie Ernaux, and Mariama Bâ. We place special emphasis on the representation of the writing woman in the text itself and on the issue of écriture féminine in its socio-cultural context. Prereq: Fr 325 and Fr 326 or one of these courses and the equivalent WU transfer literature course from Toulouse or Paris. One-hour preceptorial for undergraduates.
Credit 3 units. Art: HUM
Typical periods offered: Fall

FRENCH 4210 The 20th-Century Novel
In this seminar we examine the evolution of the French novel in the twentieth century. We closely read five great novels, by Proust, Gide, Céline, Robbe-Grillet, and Ernaux. We determine what characterizes the twentieth-century French novel and how it has evolved from Proust to Ernaux. We consider its technical aspects but will also focus on the major themes it addresses: love, art, memory, time, death, and the general problem of the human condition. Prereq: Fr 325 and Fr 326 or one of these courses and the equivalent WU transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates.
Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: HUM EN: H
Typical periods offered: Fall

FRENCH 4211 The Novel of the 1930s: The Human Condition and the Meaning of Life
Most French novelists of the 1930's were no longer satisfied simply to entertain their readers, to bring formal innovations to their writing, to depict society, or to represent human consciousness. Economic transformations, technological advances, and the unspeakable horrors of WWI challenged traditional beliefs. Authors therefore dedicated themselves to examining the human condition and the meaning of life. In this seminar we will read five major novels of the period by Saint-Exupéry, Mauriac, Malraux, Céline, and Sartre. We will determine how each author approaches the fundamental questions of human existence and what, if any, answers he provides. Prereq: Fr 325 and 326 (or, for students who have completed the Paris Business Program, completion of either course). One-hour preceptorial required for undergraduates.
Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: HUM EN: H
Typical periods offered: Fall

FRENCH 4220 French Theater From 1800 to the Present
We study selected plays of Hugo, Musset, Feydeau, Jarry, Claudel, Giraudoux, Anouilh, with particular attention to Romanticism, Symbolism, Existentialism, and absurdist drama. Close attention will be paid to the socio-political, philosophical and aesthetic contexts within which these plays were written, performed and received by the public. Videos of selected scenes will also be shown and serve as points ofdeparture for several classroom discussions, as will various influential critical theories about the nature and structure of modern French theater. Prereq: Fr 325 and 326. One-hour preceptorial required for undergraduates.
Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: HUM
Typical periods offered: Fall

FRENCH 4221 Topics in French Literature: The Voyage of Self-Discovery
In our modern interconnected society, it is not always easy for young people to define who they really are or to discover and fulfill their potential, but it is encouraged and facilitated through education, travels, social contacts, and even technology. But it was not always so. In earlier times, individuals were often constrained by the prevalent social and moral values of their worlds and had a much harder time discovering their persona or fulfilling their needs and aspirations. This seminar explores the issues of self-discovery, initiation, and self-realization in the modern novel, including Balzac's EUGENIE GRANDET, Stendhal's LE ROUGE ET LE NOIR, Falubert's MADAME BOVARY, Mauriac's THERESE DESQUEYROUX; and Phillippe Grambert's UN SECRET. Prereq: Fr. 308.
Credit 3 units. Arch: HUM Art: HUM BU: IS
Typical periods offered: Fall

FRENCH 4240 19th- and 20th-Century Poetry
Prereq: Fr 325 and Fr 326 or one of these courses and the equivalent WU transfer literature course from Toulouse or Paris. One-hour preceptorial for required for undergraduates.
Credit 3 units. A&S IQ: HUM, LCD BU: HUM EN: H
Typical periods offered: Spring

FRENCH 4250 19th-Century Poetry
Reading and analysis of poetry of the three major 19th-century schools: romantic, parnassian, symbolist. Emphasis on textual explication. Prereq: Fr 325 and Fr 326 or one of these courses and the equivalent WU transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates.
Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: HUM
Typical periods offered: Fall

FRENCH 4260 Avant-Garde Poetry of the 20th Century
Study of French avant-garde poetic movement of the early 20th century, with emphasis on Futurism, Cubism, Dadaism, and Surrealism. Prereq: Fr 325 and Fr 326 or one of these courses and the equivalent WU transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates.
Credit 3 units. Art: HUM
Typical periods offered: Spring

FRENCH 4270 Literature of the 17th Century I
UNDERGRADUATES ONLY REGISTER FOR THIS SECTION Prereq: Fr 325, 326, Thinking-It-Through, or In-Depth or one of these courses and the equivalent WU transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates.
Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: HUM
Typical periods offered: Fall

FRENCH 4271 French Classical Theater
A study of works by Corneille, Molière, and Racine. We consider how the theater contributes to the rise of absolutism in France in the seventeenth century. The depiction of kings and the role of primogeniture; the function of sacrifice; the marginalization of women; the glorification of Ancient Rome; Orientalism; tensions between family and State; and the rise of the bourgeoisie in these plays suggest how the dramas played out on stage mirror the historic spectacle of the court over the course of the century as it develops an increasingly centralized authority culminating in the image of an all-powerful Louis XIV. Prereq: Fr 325 and Fr 326 or one of these courses and the equivalent WU transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates.
Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: HUM
Typical periods offered: Fall

FRENCH 4280 Literature of the 17th Century II
This seminar examines critical points of intersection in the 17th century. All connections engage texts as well as images. We will explore the expansion of knowledge as reflected in the mapping of bodies (anatomy), cities, and countries; humans in relation to animals; commerce and the rise of the bourgeoisie that challenges the privileges of the aristocracy; the splendors of nature and culture as manifest in the magnificent Versailles gardens, the tulip craze, and landscape painting; the lure of the exotic as part of everyday experience; and links between art and science. These topics will allow us to situate classical France in relation to the periods that precede and that follow it: the Renaissance and the Enlightenment. We will view the French monarchy in relation to both Italy, whose art provided much inspiration, and Holland, where the prosperity of merchants supported an art market that included Vermeer, de Hooch, and other celebrated Golden Age painters, all who are so unlike the artists who flourished under Louis XIV. Works will include Corneille's Horace and Surena; Racine's Berenice and Phedre; Descartes's Discours de la Methode; La Bruyère's Caracteres; Lafayette's Princesse de Cleves; Pascal's Pensees; Graffigny's Lettres d'Une Peruvienne; extracts from the Encyclopedie; art by Le Brun, Poussin, Patel, Bernini, Vermeer and his contemporaries, and Boucher; anatomical drawings by Vesalius; as well as maps and cityscapes. Prerequisites: French 325C and French 326C.One-hour preceptorial required for undergraduates.
Credit 3 units. A&S IQ: LCD Art: HUM EN: H
Typical periods offered: Spring

FRENCH 4281 Order in the Court: Classical Struggles During the Reign of Louis XIV
Beginning with a study of Versailles, we examine the spectacular dimensions of artistic production under Louis XIV, including architecture, visual arts, and landscapes, in addition to literature. The recent historical novel L'ALLEE DU ROI, which details the romance between the king and his mistress and then second wife Mme de Maintenon, and the MEMOIRES of Saint-Simon help to set the stage for us to appreciate the intrigues at court. Situating the king at the head of a hierarchical and orderly court structure, we examine some of the less harmonious elements of court-dominated life offered in representations by Corneille (SURENA), Molière (LES FEMMES SAVANTES), Racine (MITHRIDATE, PHEDRE), La Rochefoucauld, La Bruyère, La Fontaine, Mme de Sévigné, Pascal. We consider the ways in which the court assures its power through primogeniture, the right of the eldest born son to inherit power, as well as through strict codes of etiquette and the generosity of the crown to its loyal and productive followers. We examine how these factors are insufficient to protect the monarchy against the contravening forces of political ambition,

family struggles, the emerging role of women, religious faith, and the devastating effects of war and disease. Prereq: Fr 325 and Fr 326 or one of these courses and the equivalent WU transfer literature course from Toulouse or Paris. One-hour preceptorial for undergraduates.
Credit 3 units.
Typical periods offered: Spring

FRENCH 4310 Literature of the 18th Century I
Prereq: Fr 325 or 326. One-hour preceptorial required for undergraduates.
Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

FRENCH 4311 Voices of Dissent: Enlightenment Principle and Social Protest
The eighteenth century saw a rise in overtly moralizing texts, on the one hand, and unapologetically immoralist philosophies on the other. We focus on texts that avoid these extremes, allowing multiple voices to be heard. With the aid of excerpts from Genette, Bakhtine, Todorov, and Barthes, we identify the voices of dissent in several eighteenth-century genres, including satire, the tale, the novella, the philosophical dialogue, theater, autobiography, and the epistolary novel. By reading authors such as Voltaire, Montesquieu, Prévost, Diderot, Cazotte, Rousseau, Beaumarchais, and Charrière, students come to appreciate a third tendency in eighteenth-century texts that is crucial to our understanding of the Enlightenment: the tendency to validate conflicting perspectives. We consider whether a moral can be derived from a text that consistently questions the voice of authority. We analyze the implications of such questioning in the years before the Revolution. Finally, we consider the extent to which the overzealous censorship laws of the period may have obliged authors to couch socially controversial ideas in narrative forms that seem to deny their own assertions. Prereq: Fr 325 and Fr 326 or one of these courses and the equivalent WU transfer literature course from Toulouse or Paris. One hour preceptorial required for undergraduates.
Credit 3 units.
Typical periods offered: Spring

FRENCH 4312 Literature of the 18th-Century I
GRADUATE STUDENTS ONLY REGISTER FOR THIS SECTION. Prereq: Fr 325 and Fr 326 or one of these courses and the equivalent WU transfer literature course from Toulouse or Paris.
Credit 3 units. EN: H
Typical periods offered: Fall

FRENCH 4320 Literature of the 18th Century II
Prereq: Fr 325, 326, Thinking-It-Through, or In-Depth.
Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

FRENCH 4321 Art, Revolution, and Society
This course examines major eighteenth-century aesthetic treatises and literary texts that explore solutions for aesthetic quandaries. Authors include d'Alembert (PREFACE A L'ENCYCLOPEDIE), Rousseau (DISCOURS SUR LES SCIENCES ET LES ARTS, LETTRE A D'ALEMBERT), Diderot (ENTRETIENS SUR Le Fils naturel, LE PARADOXE DU COMEDIEN, LE NEVEU DE RAMEAU), Cazotte (LE DIABLE AMOUREUX), Beaumarchais (LE BARBIER DE SEVILLE, LE MARIAGE DE FIGARO), Staël (DE LA LITTERATURE, CORINNE). These works allow us to study some of the major insights into the aesthetics of music, painting, and the performing arts with an eye to how these aesthetic revolutions expanded the scope and influenced the form of the French language and literary texts. Prereq: Fr 325 and Fr 326 or one of these courses and the equivalent WU transfer literature course from Toulouse or Paris. One-hour preceptorial for undergraduates.
Credit 3 units. A&S IQ: HUM, LCD BU: HUM EN: H
Typical periods offered: Fall

FRENCH 4331 Women of Letters
We investigate the representation of women in eighteenth-century texts. Why did the novel and epistolary fiction became so closely associated with women as writers, heroines, and readers in the course of the century? Why were women considered exemplary and yet, at the same time, a threat? The eighteenth century saw the last of the salons led by women well-versed in philosophy, literature, art, and politics. It saw the reinforcement of the opposition between the public and the private sphere. Woman was the incarnation of the ideal of liberty and yet excluded from the Rights of man. Rousseau praised women's role as nurturers and peace-makers but cast into doubt their capacity for genius. Literary texts that feature women became a sparring ground for two of the century's major literary trends: SENSIBILITE and LIBERTINAGE, for a woman's sensitivity was thought to contain the seeds of virtue and licentiousness. We investigate philosophical discourses on the senses and emotions and political discourses on republican responsibility. We read these texts in conjunction with the literary works of men and women authors, including Prévost, Marivaux, Graffigny, Riccoboni, Diderot, Rousseau, Charrière, Laclose, Sade, and Staël. Prereq: Fr 325 and Fr 326 or one of these courses and the equivalent WU transfer literature course from Toulouse or Paris. One hour preceptorial required for undergraduates.
Credit 3 units. Art: HUM
Typical periods offered: Fall

FRENCH 4341 Enlightenment Energy: Comedy, Eroticism, and the Grotesque
In this course we will examine works in which the comic, the erotic, and the grotesque--base urges that eighteenth-century audiences deplored yet found entertaining--made inroads into the literature of the time. The Enlightenment was highly suspicious of impulses and intuitions that challenged or escaped the bounds of virtue, sentiment, and reason. French philosophes debated whether genius lay in the supreme mastery or the spontaneous creation of art, whether talent was inborn or could be acquired through practice. Reading texts that span the long eighteenth century, by authors such as Molière, Marivaux, Crébillon fils, Voltaire, Diderot, Restif de la Bretonne, Beaumarchais, Sade, and Hugo, we will investigate how the satirical, the bawdy, and the profane served as the wellspring of Enlightenment inspiration, giving rise to visions of an ideal society. Prereq: Fr 325 and Fr 326 or one of these courses and the equivalent WU transfer literature course from Toulouse or Paris. One-hour preceptorial for required for undergraduates.
Credit 3 units.
Typical periods offered: Fall

FRENCH 4351 Philosophical Fictions
The French Enlightenment witnessed a veritable explosion of short fiction, including philosophical, oriental, moral, and libertine tales bearing such self-conscious titles as A THOUSAND AND ONE FOLLIES and THIS IS NOT A TALE. Though written by the literary elite and not considered children's literature, the genre enjoyed widespread popular appeal and had the power to shape mentalities. Often satirical in tone, these tales served to convey and question contemporary political, philosophical, scientific, religious, and moral trends. They inspired some of the most vivid illustrations of the day and were often circulated as part of the literary underground. We will read works by Crebillon fils, Voltaire, Diderot, Cazotte, Charrière, Sade, and Staël alongside excerpts

from French cultural history on eighteenth-century mentalities, salons, and print culture. Prereq: Fr 325 and Fr 326 or one of these courses and the equivalent WU transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates.
Credit 3 units. A&S IQ: HUM, LCD BU: HUM EN: H
Typical periods offered: Spring

FRENCH 4360 Romanticism
This course studies pre-romantic themes in the works of Madame de Staël and Chateaubriand and of their evolution in the poems of Lamartine, Musset, and Vigny, the theater of Victor Hugo, and the novels of George Sand and Victor Hugo. Emphasis is placed on the emergence of a littérature du moi (literature of the self), the redefinition of the place of the artist in society after la bataille romantique, and the stylistic innovations that lead to modernism. Prereq: Fr 325 and Fr 326 or one of these courses and the equivalent WU transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates.
Credit 3 units. Art: HUM
Typical periods offered: Fall

FRENCH 4390 17th-And 18th-Century Theatre
This course will trace the development of French drama from the Classical Age through the Enlightenment. We will read major plays of the seventeenth century by Corneille, Moliere and Racine, as well as plays by Marivaux and Beaumarchais from the eighteenth century. We will also explore the debates surrounding the theatre by writers such as Diderot and Rousseau. Prereq: Fr 325 and Fr 326 or one of these courses and the equivalent WU transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates.
Credit 3 units.
Typical periods offered: Spring

FRENCH 4391 Classicism/A-Classicism
Among the hallmarks of seventeenth-century, French classicism celebrated reason, order, balance, and a power often associated with the great achievements of Ancient Greece and Rome. Reason, however, coexisted with dreams and madness; order encountered threats both political and sexual; disharmony persisted despite longings for justice; and depictions of Antiquity flourished alongside those of the Orient, the exotic other world of the East. The course explores these a-classicisms, or countervailing forces, by studying the challenges that ground the struggles and seductions in dramas by Corneille, Molière, and Racine as well as in the novels of Madame de Lafayette. We read Graffigny's LETTRES D'UNE PERUVIENNE, Prévost's MANON LESCAUT, Laclos's LIAISONS DANGEREUSES to understand classicism retrospectively, through the a-classicism of the eighteenth Century's treatment of identity, alienation, desire, and societal tensions. Prereq: Fr 325 and Fr 326 or one of these courses and the equivalent WU transfer literature course from Toulouse or Paris. One-hour preceptorial for required for undergraduates.
Credit 3 units.
Typical periods offered: Spring

FRENCH 4392 Commemorating the King
The court of Louis XIV at Versailles was remarkable for its grandeur, its consolidation of power, and its celebration of the Sun King. Arguably, all aspects of court life were regulated by the crown and all things produced--whether wars or monuments; art or science; novels or histories--were tributes to the king. All reflected a certain ideology of commemoration, that is, an implicit or explicit validation of the monarch's privilege and prestige, both for his contemporaries and for posterity. We will explore how authors (including Louis XIV, La Bruyère, La Rochefoucauld, Perrault, La Fontaine), artists (Lebrun, Rigaud, Poussin, Félibien), and historiographers/memorialists (Racine, Saint Simon) support the ambitions of the crown through their works. Modern critics Elias, Marin, Burke, and Merlin will guide our research into the activities of the royal family, the ideology of absolutism, and the role of art in affirming the power of Versailles as we continue to memorialize it through surviving texts, monuments, and images. Prereq:Fr 325 and Fr 326 or one of these courses and the equivalent WU transfer literature course from Toulouse or Paris. One-hour preceptorial for required for undergraduates.
Credit 3 units.
Typical periods offered: Spring

FRENCH 4410 From Symbolism to Surrealism
This course presents a survey of major French dramatic works from the late 1800s to the mid-20th century, including both innovative plays and theoretical treatises by celebrated writers such as Maeterlinck, Villiers de l'Isle-Adam, Jarry, Apollinaire, Breton, Vitrac and Artaud. It examines how in running contrary to other important movements of their general time period (e.g., Romanticism, Realism, Naturalism) these works constitute major examples of what will come to be widely known as Modernism. Attention will also be paid to the ways in which these types of plays gave rise to later forms of theater, like those found in Existentialism and the Théâtre de l'Absurde. Prereq: Fr 325 or Fr 326 or one of these courses and the equivalent Washington University transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates.
Credit 3 units. A&S IQ: HUM Art: HUM BU: HUM
Typical periods offered: Spring

FRENCH 4430 Contemporary Francophone Literature
A general survey of Francophone literature. This seminar examines representative texts of Quebec, Acadia, Africa, and West Indies. Authors to include Antonine Maillet, Louis Hémon, Michel Tremblay, Gérard Leblanc, Anne Hébert, Maryse Condé, along with the influential poets of négritude, Senghor and Césaire. This course counts towrds the seminar requirment for the major. Prereq: Thinking-It-Through or In-Depth.
Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: HUM
Typical periods offered: Spring

FRENCH 4440 Modern Francophone Poetry
The first half of this course consists of close readings of the founders of NEGRITUDE: Césaire, Senghor, and Damas. While the political and historical impact of these poets is discussed in some depth, we analyze their poetry primarily in terms of its aesthetic value and concerns. We study American influences such as jazz and the poetry of the Harlem Renaissance along with French influences. The second half of this course focuses on the contemporary poetic scene in Africa and the Caribbean. Prereq: Fr 325 and Fr 326 or one of these courses and the equivalent WU transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates.
Credit 3 units. Art: HUM
Typical periods offered: Spring

FRENCH 4470 The Medieval Literary Arts
How do medieval French writers understand the structures and functions of the human body? What kinds of bodies are considered disabled? Are womanhood, childhood, and old age construed as disabilities? in this course we will read texts of varied genre--farces, saints' lives, fabliaux, poems, romances, journals and chronicles--as we consider how, if at all, disability exists as a social or literary construct in the Middle Ages. Texts include Philippe de Beaumanoir's MANEKINE, Courtebarbe's TROIS AVEUGLES DE COMPIÈGNE, Guillaume de Machaut's VOIR DIT, and the farce LE GARÇON ET L'AVEUGLE; excerpts from Jean de Meun's ROMAN DE LA ROSE, from the OVIDE MORALISÉ and from Christine de Pizan's MUTACION DE FORTUNE; and poems by Rutebeuf, Deschamps, and Molinet, as well as critical and theoretical texts from the emerging discipline of disability studies. Texts will be

available in modern French; no prior study of Old French language is necessary. This course counts towards the seminar requirment for the major. Prereq: Fr 325 or Fr 326 or one of these courses and the equivalent WU transfer literature course from Toulouse or Paris. One-hour preceptorial for undergraduates.
Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: HUM EN: H
Typical periods offered: Spring

FRENCH 4480 From Arthur to the Grail
Conducted in English. A broad survey of the Arthurian legend: its origins, its elaboration in French, English, and other medieval literatures, and its expression in modern literature (especially English and American) and in the visual arts, film, and music. All readings available in English. Prereq: Fr 325 and Fr 326 or one of these courses and the equivalent WU transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates.
Credit 3 units. A&S IQ: HUM Art: HUM BU: HUM
Typical periods offered: Spring

FRENCH 4490 Old French
To enable students to read Old French, this course offers a brief presentation of grammatical concepts and forms; close reading, translation, and discussion of selected medieval texts. Knowledge of Latin useful but not essential. Prereq: Fr 325 and Fr 326 or one of these courses and the equivalent WU transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates.
Credit 3 units.
Typical periods offered: Spring

FRENCH 4500 Women and the Medieval French Literary Tradition
The Middle Ages constitute a beginning--a period when new languages and literatures came into being, along with Romanesque book-illumination and stained glass, Gothic cathedrals, Gregorian chant, Troubadour song, crusades for the Holy Land, and quests for the Holy Grail. Medieval French Literature is therefore a new literature, defining itself against antique models and its own rich multilingual, highly visual, and oral culture. This course provides an overview of this diverse and fascinating French literary tradition while focusing on the status of women in the literary production of the Middle Ages. Particular attention is given to women's role in the creation of texts as authors and patrons. We also examine how gender roles are constructed and challenged through the literary representation of female characters. Readings include examples from major genres: Marie de France's LAIS, Chrétien de Troyes's LANCELOT, Rutebeuf's VIE DE SAINTE ELYSABEL, the anonymous AUCASSIN ET NICOLETTE, as well as Fabliaux, poetry of the Trouvères and Trobairitz, excerpts of the ROMAN DE LA ROSE, and works by Christine de Pizan. All readings and discussions are in modern French. Prereq: Fr 325 and Fr 326 or one of these courses and the equivalent WU transfer literature course from Toulouse or Paris. One-hour preceptorial for required for undergraduates.
Credit 3 units. Art: HUM
Typical periods offered: Spring

FRENCH 4510 French Literature of the Middle Ages I
French literature from the beginning to 1250. The course emphasizes CHANSONS DE GESTE, courtly romance and lyric, and early drama. Most works read in modern French. Prereq: Fr 325 and Fr 326 or one of these courses and the equivalent WU transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates.
Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: HUM EN: H
Typical periods offered: Fall

FRENCH 4520 French Literature of the Middle Ages II
Prereq: Fr 325 and Fr 326 or one of these courses and the equivalent WU transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates.
Credit 3 units. A&S IQ: HUM, LCD BU: HUM EN: H
Typical periods offered: Fall

FRENCH 4530 History of the French Language
Study of phonetic and morphological evolution of the French language with side glances at historical events that shaped this development. No previous knowledge of Latin necessary. Prereq: Fr 325 and Fr 326 or one of these courses and the equivalent WU transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates.
Credit 3 units.
Typical periods offered: Fall

FRENCH 4550 Intersectional Identities in Medieval France
Were medieval French identities intersectional? What cultural evidence is there -- in literature, theatrical performance, the visual arts, and the artifacts of everyday life -- for such identity categories as race, sexuality, or disability? In this course, we will investigate medieval French imaginaries of the racialized, gendered, classed, and abled/disabled body, seeking to do the following: (1) understand the systems of power and privilege that undergirded medieval identities; (2) critique the contemporary perception of medieval Europe as an all-white, male-dominated space; and (3) explore how contemporary critical identity studies can deepen our comprehension of medieval culture and how medieval materials can offer new insights into contemporary identity formations. This course will be taught in English, with a weekly discussion section in French for undergraduates enrolling for French credit. Prerequisite: French 325, French 326, Thinking-It-Through, or In-Depth.
Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM BU: BA, HUM EN: H
Typical periods offered: Fall

FRENCH 4560 Romance Philology
Study of the evolution of the major Romance languages from their common Latin origins. Knowledge of classical Latin not required, but acquaintance with phonetics of at least one Romance language extremely helpful. Conducted in English. Prereq: Fr 325 and Fr 326 or one of these courses and the equivalent WU transfer literature course from Toulouse or Paris. One-hour preceptorial for undergraduates.
Credit 3 units.
Typical periods offered: Fall

FRENCH 4580 Nature, Landscape, and Travel in the Middle Ages
Through an examination of the concept of nature in the Middle Ages, the course analyzes the importance of the presence or absence of landscapes in medieval literature, including CHANSONS DE GESTE, courtly romances, ROMAN DE LA ROSE, accounts of travel and pilgrimages, poetry, and theater. We examine the movements of medieval men and women from one place to another; their concepts of the relation between the nature and culture; their emotions when confronting nature; the various means they use to describe space and travel; the function of nature and landscapes within individual works. Each text is situated within the general framework of the history of the language and the ltierature of the period. The thematic focus of the course is informed through theological, philosophical, and anthropological perspectives essential to an appreciation of all medieval texts. Prereq: Fr 325 and Fr 326 or one of these courses and the equivalent WU transfer literature course from Toulouse or Paris. One-hour preceptorial for undergraduates.
Credit 3 units.

Typical periods offered: Fall

FRENCH 4581 Sacrifice and Service: Masculinity and the Medieval French Literary Tradition

The Middle Ages constitute a beginning: a period when new languages and literatures--along with Gothic cathedrals, Troubadour song, Romanesque art, crusades for the Holy Land, and quests for the Holy Grail--come into being. By focusing on the notion of service, we will study how medieval society establishes a hierarchy of power that encompasses religious, feudal, and courtly relationships. Particular attention will be given to the construction and testing of gender roles. What are men and women asked to sacrifice? Whom and what are they supposed to serve? How do the concepts of honor and heroism motivate the service of knights and heroines to their king and God? Texts to include: LA CHANSON DE ROLAND, LA QUETE DU SAINT-GRAAL, LA VIE DE SAINT ALEXIS, LE JEU D'ADAM, Béroul's and Thomas's versions of LE ROMAN DE TRISTAN, Chrétien de Troyes's LE CHEVALIER AU LION OU YVAIN, Rutebeuf's MIRACLE DE THÉOPHILE, and Christine de Pizan's famous poem on Jeanne d'Arc. All readings in modern French. Prereq: Fr 325 and Fr 326 or one of these courses and the equivalent WU transfer literature course from Toulouse or Paris. One-hour preceptorial for required for undergraduates.

Credit 3 units.

Typical periods offered: Spring

FRENCH 4590 Writing North Africa: Francophone Literature of the Maghreb

With statues of colonizers coming down around the world, France reckons with its colonial legacy in North Africa. Ever since their conquest of Algiers in 1830, the French have been fascinated by writing from across the Mediterranean. Beginning with nineteenth-century French travel narratives about Algeria, the colonial era defined ideas of the exotic. As Algeria, Morocco, and Tunisia gained independence from France in the mid-twentieth century, North African authors often wrote their own literature in the language of their former colonizer. These authors and their contemporary descendants continue to create and challenge the ideas of postcolonial francophone literature today. The main seminar sessions are taught in English, with additional required weekly undergraduate discussions (section A) in French. Prerequisites: for undergraduates, French 325 or 326, Thinking-It-Through, or In-Depth; for graduates not in French, reading knowledge of the language.

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

Typical periods offered: Fall, Spring

FRENCH 4610 Topics in French Literature and History:

How genre affects both the production of a given literary text and its perception by the reader. Representative texts from different centuries and movements. Prereq: Fr 325C and 326C (or, for students who have completed the Paris Business Program, completion of either course). One-hour preceptorial for undergraduates only.

Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: HUM EN: H

Typical periods offered: Spring

FRENCH 4680 Topics in French Literature: Disability Studies, Before Disability

How do medieval and Renaissance writers understand the structures and functions of the human body? What kinds of bodies are considered disabled? Are womanhood, childhood, and old age construed as disabilities? In this course we will read texts of varied genre--farces, saints' lives, short comic tales, poems, romances, journals, essays, and chronicles--as we consider how, if at all, disability exists as a social or literary construct in the Middle Ages and Renaissance. We will also read critical and theoretical texts from the discipline of disability studies, interrogating the applicability of this largely modern-focused approach to premodern societies. Course taught in French. Texts will be available in modern French; no prior study of the Middle Ages or of Old French language is necessary. Prerequisites: French 325, 326, Thinking-It-Through, or In-Depth. This course counts towards the French for Medical Professionals track. One-hour preceptorial required for undergraduates.

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

Typical periods offered: Fall, Spring

FRENCH 4711 Mourning in Haitian Culture

The French Centre National de Ressources Textuelles et Lexicales defines a reposoir as an altar adorned with flowers and ornate foliage erected during a funeral procession onto which a priest places the holy sacrament in a moment of rest. In Haiti, repozwa has multiple meanings: it can refer to a person who provides a safe harbor, a mother or a matriarch, an archive or a repository, it can also designate a resting place where the remains of a person and the memories associated with them lie in repose. In this course, we will examine how Haitian literature - memoirs, novels, poetry, and theater - acts as a repozwa in all of its valences and how it can assist those left behind in their process of mourning. This course counts toward the seminar requirement for the major. Prerequisite: Thinking-It-Through or In-Depth. 3 units

Credit 3 units.

Typical periods offered: Spring

FRENCH 4830 Gender and Genre

A sampling of the diverse contributions made by French women to literary history, this course examines what prompted women to write in the 16th century; what they wrote about; which genres they chose; how these women were viewed by their contemporaries; etc. Prereq: Fr 325 or Fr 326 or one of these courses and the equivalent WU transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates.

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

Typical periods offered: Fall

FRENCH 4930 Selected French Writers

Prereq: Fr 325 and Fr 326 or one of these courses and the equivalent WU transfer literature course from Toulouse or Paris. One-hour preceptorial required for undergraduates.

Credit 3 units. Art: HUM

Typical periods offered: Spring

FRENCH 4995 French Coursework Completed Abroad

This course is for 4000 level study abroad credits.

Credit 12 units.

Typical periods offered: Fall, Spring

FRENCH 4996 French Elective

This course is for 4000 level transfer credits.

Credit 0 units. EN: H

Typical periods offered: Fall, Spring, Summer

FRENCH 4997 Honors

To be considered for graduation with Honors, students must: (1) participate satisfactorily in two 400-level literature courses and (2) enroll in Fr 495 and submit an Honors Thesis approved by the Department at least two months before graduation. Prereq: 3.0 grade point average. Qualified students should consult the Department.

Credit 3 units.

Typical periods offered: Fall, Spring

FRENCH 4998 Honors
To be considered for graduation with Honors, students must: (1) participate satisfactorily in two 400-level literature courses and (2) enroll in Fr 495 and submit an Honors Thesis approved by the Department at least two months before graduation. Prereq: 3.0 grade point average. Qualified students should consult the Department. Pass/Fail.
Credit 3 units. EN: H
Typical periods offered: Fall

Italian

ITAL 1000 Elementary Italian
Taught in Italy at the Italian Summer Language Institute.
Credit 3 units. A&S IQ: HUM, LCD, LS BU: HUM EN: H

ITAL 1010 Elementary Italian in the Everyday World, Level I
This course stresses the rapid acquisition of spoken ability, with attention to the development of reading, writing, and listening skills through contextualized learning and engagement with culturally authentic materials. Designed for students with no prior knowledge of Italian or minimal experience in another Romance language.
Credit 3 units. A&S IQ: LCD, LS EN: H
Typical periods offered: Fall, Spring

ITAL 1015 Introductory Italian for Visual Arts
Students learn methods of effective communication, the rapid acquisition of spoken ability, and a working vocabulary for the visual arts: drawing, painting, sculpture, architecture, photography, the museum, etc. Students will also learn beginning reading and writing skills.
Credit 3 units. A&S IQ: LCD, LS EN: H
Typical periods offered: Fall, Spring

ITAL 1017 Elementary Italian
This is a beginning language course stressing rapid acquisition of spoken ability with some attention to the development of reading, writing, and listening skills as well. It is designed for students with no prior knowledge of Italian or minimal experience in another Romance language.
Credit 5 units. A&S IQ: HUM, LCD, LS BU: HUM

ITAL 1020 Elementary Italian in the Everyday World, Level II
Continuation of Ital 101D. This sequence stresses effective communication and the rapid acquisition of spoken ability with increased attention to the development of reading, writing, and listening skills. Prerequisite: Ital 101D or placement by examination.
Credit 3 units. A&S IQ: LCD, LS EN: H
Typical periods offered: Fall, Spring

ITAL 1030 Elementary Italian 101 and 102
Taught at the Italian Summer Language Institute in Italy and in-house.
Credit 3-6 units. A&S IQ: HUM BU: HUM
Typical periods offered: Fall, Spring

ITAL 1060 Accelerated Elementary Italian in the Everyday World, Level I
This course is designed especially for students with previous language study. It moves at an accelerated pace toward the acquisition of spoken ability, with attention to the development of reading, writing and listening skills through contextualized learning and engagement with culturally authentic materials.
Credit 3 units. A&S IQ: LCD, LS EN: H
Typical periods offered: Fall, Spring

ITAL 1070 Accelerated Elementary Italian in the Everyday World II
Continuation of Italian 106D. Designed for students whose previous study of French or Spanish will enable them to grasp the principles and rules of Italian grammar more efficiently. Emphasis on all four language skills: speaking. listening, reading, writing. Prereq: Italian 106D or permission of instructor.
Credit 3 units. A&S IQ: HUM, LCD, LS BU: HUM
Typical periods offered: Summer

ITAL 1100 First-Year Seminar: Italy's Invention of the Modern Museum
This course traces the development in Italy of what we know as the modern museum. Unfolding chronologically from the Renaissance to the current day, the course will examine the origins and rise of art, natural history, science, and national museums across the peninsula from Rome to Venice, Florence to Naples. We will study the establishment of the early public art museums epitomized by the Vatican Museums, the Uffizi Gallery, and the Capitoline Museums. We will examine the impact on national and cultural identity of Fascist propaganda museums instituted under Mussolini's regime, and we will conclude with an examination of extraordinary new museums in Italy, such as the interactive MUSME (Museum of Medicine) in Padua, and the MEIS (National Italian Judaism and Shoah Museum) in Ferrara. Art Curators, and Museum directors will visit our course.
Credit 3 units. A&S IQ: HUM, LCD BU: HUM, IS EN: H
Typical periods offered: Fall, Spring

ITAL 1101 First-Year Seminar: Italian Literary Culture: Identity, Subjectivity, Audience
In this course we'll sample eight centuries of Italian literary culture by reading some of its greatest works. While familiarizing ourselves with key Italian authors (and some outliers); we'll also work to clarify our thinking about three problems: (1) identity (How does each work express an idea of italianness? What other elements of identity, such as gender or religion, are in play? Why do authors sometimes conceal their true identities by using a nom de plume?); (2) subjectivity (How does the author or narrator establish their place in the world?); (3) audience (For whom does the author write? Is the author's audience the same as the narrator's? How do authors make their writings available to others?). Authors studied include Boccaccio, Petrarch, Vasari, Galilei, Collodi, Ginzburg, Ferrante. Three short papers. Class conducted in English with readings in English.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: ETH, HUM EN: H
Typical periods offered: Fall, Spring

ITAL 1102 Refracted Light: How Others View Italy
Throughout the centuries Italy has both enjoyed and suffered the fascinated gaze of foreigners, who have written about it, painted it, made music and films about it. Drawing principally on prose writings from the eighteenth to the twentieth centuries, in such varied genres as the short story, the novel, the mystery novel, travel writing, and the memoir, this course will examine the images of Italy that non-Italians project. Beyond learning about Italy, students will consider their own

idea of Italy, examine their own frame of reference and cultural biases, interrogate a variety of stereotypes, and ponder how well one can truly understand a place as an outsider or reader. Authors studied include Stendhal, Dickens, James, Forster and Mann, and James, as well as such contemporary writers as Michael Dibdin and Shirley Hazzard.
Credit 3 units. A&S IQ: HUM, LCD BU: HUM
Typical periods offered: Spring

ITAL 1996 Italian Elective
This course is used for transcribing 1000- level ITAL elective units.
Credit 3 units. EN: H
Typical periods offered: Fall, Spring, Summer

ITAL 1997 Italian Coursework Completed Abroad
This course is for 2000 level study abroad credit.
Credit 0.5-12 units.
Typical periods offered: Fall, Spring

ITAL 1999 Independent Study
This is an independent study course for credit.
Credit 0.5-5 units.
Typical periods offered: Fall, Spring

ITAL 2010 Intermediate Italian in the Everyday World, Level III
This course aims for students to achieve intermediate proficiency in speaking, listening, reading, and writing. Focus is placed on vocabulary building and increased facility with Italian grammar through interactive exercises and the use of authentic materials, such as readings and videos. Regular compositions and exams as well as a final exam. Prerequisite: Ital 102D or higher.
Credit 3 units. A&S IQ: LCD, LS EN: H
Typical periods offered: Fall, Spring

ITAL 2017 Italian Level III
This is our third-semester course, open to students who will have completed Italian 102D and/or 107D before or in Spring 2013. The course offers an extensive review of basic grammar structures as well as a guided introduction to reading, and lessons in contemporary Italian culture.
Credit 5 units. A&S IQ: LCD, LS
Typical periods offered: Summer

ITAL 2150 Conversation/Culture
This course examines Italian culture through a focus on a particular theme or themes. The course consists of units focusing on practical experiences and real-life interactions. As students advance through each unit, they develop collaborative projects such as skits, presentations, multimedia, and artwork.
Credit 3 units. A&S IQ: HUM, LCD BU: HUM
Typical periods offered: Fall, Spring, Summer

ITAL 2700 The Italian Play
Reading, study, and performance of one or more Italian plays. Emphasis on improving pronunciation and diction, with the stage as a classroom and the performance the final examination. Prerequisites: two years of college Italian or equivalent, and permission of instructor. Enrollment limited. Credit/No Credit only.
Credit 3 units.
Typical periods offered: Fall

ITAL 2800 Sex in Italian Culture and Media
From XIXth century hotbed of sexual tourism to XXist century idyllic scenario of Guadagnino'ssteamy romance Call Me by Your Name, Italy has been cast globally as an imaginary site of sexual freedom. Throughout the 20th century, Italy's sexual culture and mores have been shaped more by a climate of discretion, secrecy, and scandals than by overt identity politics. However, between the early 70s and the first Rome Pride in 2000, an Italian movement of sexual activism featuring activists, writers, and artists have impacted globally the ways in which we experience and talk about bodies, desires, and sexual identities nowadays. How do we think, represent, and talk sex in Italian culture? What is queer about Italian culture and how does queer translate into Italian language? This course introduces students to the study of Italian cultural productions on sexuality between discretion and identity politics spanning early sexological work, accounts of homosexuality under Fascism, transessualita Italian-style, sexual manifestos, photographic archives, AIDS fiction, LGBTQI films and YouTube videos, transnational queer comedies, drag king performances, etc. The class is taught in English with no prerequisite necessary. No Final.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Spring

ITAL 2900 The Culture of Food in Italy
This interdisciplinary course will provide students with an introduction to Italian culture presented through an exploration of one of Italy's most appreciated aspects around the world: its food. A major focus will be on understanding the extraordinary significance of food in the definition of Italianness and the influence of gastronomy in the creation of national identity. Some of the questions that will guide our exploration will be: how has Italian cuisine changed from antiquity through the Middle Ages and Renaissance, from the political unification in 1861 till today? How do national identity and national cuisine relate? How can food become a tool of political power? How do different products, preparation methods, and consumption patterns, determine the Italian approach towards food that has become renowned (and often misrepresented) all over the world? Students will learn through a combination of lectures, class discussions, presentations, hands-on experiences, and interactions with representatives of the Italian food scene in St. Louis. Texts will include excerpts from literary works (such as Boccaccio's Decameron and Collodi's Pinocchio), academic articles, food magazines and blogs, cookbooks, interviews, and films/documentaries. Students will have the opportunity to increase their vocabulary, review and practice major grammar structures, and improve their conversational and presentational skills in Italian. The course will be taught in Italian. Prereq: Italian 201D
Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

ITAL 2996 Italian Elective
This course is used for transcribing 2000-level ITAL elective units.
Credit 0 units. EN: H
Typical periods offered: Fall, Spring, Summer

ITAL 3010 Oral Communication I
Designed to offer students an opportunity to practice and refine their conversational skills while expanding their practical vocabulary. Wide variety of topics for discussion; brief oral reports. Regular homework assignments with emphasis on web-based research and learning. Prereq: Italian 201D.
Credit 3 units. A&S IQ: LCD EN: H
Typical periods offered: Fall, Spring

ITAL 3070 Advanced Italian in the Everyday World
The course aims at reinforcing and developing advanced grammar structures and writing abilities through the study of a variety of media centered around the theme of humor. Have you ever laughed . . . in Italian? Materials include literary excerpts, short stories, film, television clips, and songs. Our focus will be on grammar and syntax as the bases to understanding contemporary Italian humor. Essential for further study of Italian language and literature, this course must be taken before or concurrently with Ital 323C and 324C. Prereq: Ital 201D, or permission of instructor.
Credit 3 units. A&S IQ: LCD, LS EN: H
Typical periods offered: Fall, Spring

ITAL 3080 Grammar and Composition II
A continuation of Italian 307D, this course features advanced lessons in Italian syntax and vocabulary and an introduction to the analysis of poetry and theatrical texts, with the goal of improving both reading and writing in Italian. The basis of our work will be a series of readings having a common theme, desire requited and unrequited. We will think about what poets desire, how they give verbal expression to it, and how the success or failure of their pursuit informs their writing. Likewise we will look at how playwrights exploit this theme as a plot device. Readings include poetry by Petrarch, Michelangelo, Tasso, and Montale, as well as two comedies. Grammar exams and regular composition assignments; final exam. Essential for further study of Italian language and literature, this course must be taken concurrently with Italian 323C or 324C. Prereq: Ital 307D or permission of instructor.
Credit 3 units. A&S IQ: HUM, LCD, LS BU: HUM EN: H
Typical periods offered: Spring

ITAL 3090 Transmedia Italian Culture: Stories, Interpretation, Performance
This course examines contemporary Italian culture through a variety of genres and media, which may include short stories, graphic novels, blogs, zines, essays, news articles, podcasts, film, music, and so on. Strong emphasis will be placed on writing. Throughout the course, students will produce their own analyses of key questions defining Italian culture through the production of multimedia pieces that combine writing with such interpretive vehicles as film, music, and digital photography. This course is in Italian, and it aims to expand students' writing and analytical skills in Italian as well as their cultural competence. No final.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H
Typical periods offered: Fall, Spring

ITAL 3190 Advanced Conversational Italian
Designed to offer students with strong proficiency in Italian an opportunity to practice and refine their conversational skills through the study, rehearsal and performance of theatrical scenes or an Italian comedy from the repertoire of such chief literary figures as Machiavelli, Goldoni, Pirandello, Natalia Ginzburg and Dario Fo. Prereq: Ital 215, or placement by examination.
Credit 3 units. A&S IQ: LCD
Typical periods offered: Fall, Spring

ITAL 3200 Independent Study
This course is for independent study credit.
Credit 3 units.
Typical periods offered: Fall, Spring

ITAL 3220 Topics
This course examines Italian culture through a variety of genres and media. Students will produce their own analyses of key questions defining Italian culture through the production of multimedia pieces that combine writing with such interpretive vehicles as film, music, and digital photography. This course may be taken concurrently with Italian 3070, 3090, 3230, 3240 or 3270.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

ITAL 3221 Topics: The Jewish Experience in Italy
This course will examine the social and political history of the Jews of Italy from the period of Italian unification through the end of the Second World War. We will look through two different prisms: first, the constant of Jews' minority status in a Catholic country at a time when Church doctrine was hostile to them and second, their changing status during significant moments in the brief history of the Italian monarchy. Under the latter rubric we will study the rehabilitation of the Jews under liberal political philosophies, their problematic relationship with Fascism, and finally the arrival of the Holocaust in Italy and efforts to defend Jews against Nazi genocide. We will approach these topics wherever possible through primary texts, including essays, memoirs, and novels. Reading knowledge of Italian is not required. Readings in English; some readings in Italian for Italian majors. Discussion in English. Prerequisite for Italian majors: Italian 307D; no prerequisite for students in other majors. Three five-page papers. PLEASE NOTE: THE L75 5221 CROSS-LISTING COURSE IS FOR GRADUATE STUDENTS ONLY.
Credit 3 units. A&S IQ: HUM, LCD BU: HUM, IS EN: H
Typical periods offered: Fall, Spring

ITAL 3222 Topics: Fascism and Resistance: Past and Present
A multidisciplinary course focusing on a significant aspect of Italian culture. The topic will differ from semester to semester and may draw on art, film, history, gender studies, literature, music, philosophy, politics, science. A multidisciplinary course focusing on a significant aspect of Italian culture. The topic will differ from semester to semester and may draw on art, film, history, gender studies, literature, music, philosophy, politics, science. Did the Fascist ideology end in 1945 or does it persist today? Was Italy mostly a Fascist nation or a stronghold of the anti-Fascist movement? How are World War II, Italy's Fascist past, its anti-Semitism, and civil war being remembered (or forgotten) to this day? In this course, you will try to answer these and other questions by looking at the many aspects of Italian literary culture during the Fascist regime and post-war years. You will read Resistance poetry, Fascist propaganda, novels of the literary Neorealism, Primo Levi's personal narratives, and the writings of female partisans. You will then explore how Italy's complicated past is being dealt with at both the individual and the collective level, and how the tragedy of World War II is being represented and re-imagined in Italian contemporary fiction, films, graphic novels and children literature. You will consider issues such as the relationship between testimony and memory, between history and fiction, and how notions of post-memory, forgiveness, and revenge shape this particular literary production and Italy's national identity. Class discussions and readings in English. Selected readings and assignments in Italian for Italian majors and minors. Course taught in Italian; readings in Italian.
Credit 3 units. BU: IS
Typical periods offered: Fall, Spring

ITAL 3223 Topics: Rome
A multidisciplinary course taught in Italian that focuses on a significant aspect of Italian culture. The topic will differ from semester to semester and may draw on art, film, history, gender studies, literature, music, philosophy, politics, and science. This course will explore a variety of texts in which Rome features as the protagonist. A historic center of

Western civilization and authority, of Christianity, cultural resplendence and degeneration, the city of Rome is a palimpsest of history, myth, and symbolic meaning. We will examine the myriad ways in which the capital city has been conceived across the centuries.
Credit 3 units.
Typical periods offered: Fall, Spring

ITAL 3224 Topics: From Basilisks to Botticelli: The Birth, Development and Politics of Museums in Italy
This course investigates the rise and cultural authority of museums in Italy from the Renaissance to the twentieth century. The course unfolds chronologically, beginning with the distant precursors and etymological roots of the museum in ancient Alexandria and Rome. We trace the origins of the museum in the art collection and patronage that surged during the Renaissance, including the sixteenth- and seventeenth-century Curiosity Cabinet with its fossils, mythical basilisks, gems and weapons and church displays of religious and classical art. We will study the establishment during the Enlightenment in Italy of the first public art museums epitomized by the Vatican Museums, the Uffizi Gallery and the Capitoline Museums. We will conclude by examining the impact on national and cultural identity of Fascist propaganda museums instituted under Mussolini's regime. No prerequisites.
Credit 3 units. A&S IQ: HUM, LCD BU: HUM EN: H
Typical periods offered: Fall, Spring

ITAL 3230 Italian Literature 1: Genre and Gender in Italy, 1200-1600
This course traces the evolution of narrative and lyric genres in Italy from the late Middle Ages through the Renaissance, with a particular focus on men as writing subjects and the women they constitute as objects. We will focus on such topics as how male poets formed lyric communities, the conflicting dynamics of love and misogyny, the notions of the real and the ideal in the representation of women. We will also look at how women writers both adapted to and wrote back at the dominant discourses of their time. Authors studied include Dante, Petrarch, Boccaccio, Lorenzo il Magnifico, Lucrezia Tornabuoni, Castiglione, Veronica Franco. Prereq: Ital 201D. Previous or concurrent enrollment in Ital 307D or 308D recommended.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H
Typical periods offered: Fall, Spring

ITAL 3231 Italian Literature I - Writing Intensive Seminar
This course traces the evolution of narrative and lyric genres in Italy from the late Middle Ages through the Renaissance, with a particular focus on men as writing subjects and the women they constitute as objects. We will focus on such topics as how male poets formed lyric communities, the conflicting dynamics of love and misogyny, the notions of the real and the ideal in the representation of women. We will also look at how women writers both adapted to and wrote back at the dominant discourses of their time. Authors studied include Dante, Petrarch, Boccaccio, Lorenzo il Magnifico, Lucrezia Tornabuoni, Castiglione, Veronica Franco.
Credit 3 units. A&S IQ: HUM, LCD, LS, WI BU: HUM, IS EN: H
Typical periods offered: Fall, Spring

ITAL 3240 Italian Literature II: The Making of Modern Italy, Texts and Contexts
This course examines key political, social, cultural, and religious aspects of Italian life from Galileo's condemnation in 1633, through the Risorgimento, Fascism, and the birth of the modern Republic, to the increasingly multicultural Italy of today. The overarching theme of this course is the pervading question of Italian identity, or italianita. We will study a variety of male and female, native born and immigrant authors, visual artists and cultural critics.
Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: HUM, IS EN: H
Typical periods offered: Fall, Spring

ITAL 3241 Italian Literature II - Writing Intensive
Framed by the age old questions of Italian national identity and language, this introductory literature course undertakes a chronological survey of the history of Italian literature from the 1600s to the present day. We will study select works by major authors, including Galileo Galilei's heretical dialogues, the realistic comedies of Carlo Goldoni, poems and essays by the Romantic poet Giacomo Leopardi, the revolutionary dramas of Luigi Pirandello, the Futurist's celebration of speed, war and technology in the visual and literary arts, and the postmodern fiction of Italo Calvino.
Credit 3 units. A&S IQ: HUM, LCD, LS, WI BU: HUM, IS EN: H
Typical periods offered: Fall

ITAL 3270 History of the Italian Language
In this course we'll trace the evolution of Italian from its very earliest written manifestations to its increasing internationalization in the twentieth and twenty-first centuries. We'll study the natural evolution of Italian up until the sixteenth century, its codification as a literary language during the sixteenth century, the debates over the institution of a national language that coincide with the unification of Italy in the nineteenth century, the recovery of dialects as literary languages in the twentieth century, and the more recent incorporation of words and phrases originating outside of Italy. Along the way we'll come to understand the reasons why we study a particular form of Italian in school, and we'll consider the implications of these choices not only for our own learning but for Italian literature and its sense of nationhood.
Credit 3 units. A&S IQ: HUM, LCD, LS BU: HUM, IS EN: H
Typical periods offered: Fall, Spring

ITAL 3300 Italian Food, Italian Culture
This course will provide students with an introduction to Italian culture presented through an exploration of one of Italy's most appreciated aspects: its food. We will examine the relationship between Italian food and Italian culture through readings, films, tasting experiences, and interactions with the local Italian food scene. We will look at food in its social and cultural context through a multi-disciplinary approach - history, anthropology, sociology, and literature. A major focus will be on understanding the extraordinary significance of food in the definition of Italianness from an Italian, as well as from an American perspective. No knowledge of Italian is required: readings and discussions will be in English, but students with prior knowledge of Italian will have multiple opportunities to improve their linguistic skills.
Credit 3 units.
Typical periods offered: Fall, Spring

ITAL 3320 Topics in Film Studies: Italian Cinema
This course studies the influence of film on Italian culture. We will consider the trajectory of Italian film from its origins to the present day. Specific areas of discussion may include: cinema as a revolutionary aesthetic; mass culture versus high art; neorealism; literary adaptation; and cinema as political resistance and vehicle for social justice. The course will also work collaboratively with the Italian Film Fest of Saint Louis in the development of materials, class discussion, and student engagement. Two to three hours of film-viewing plus three class hours a week. Taught in English.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H
Typical periods offered: Fall, Spring

ITAL 3340 Topics in Italian Cinema
A companion to Italian 332, this course focuses on a select topic in the history of Italian cinema, such as the work of a single director or a significant cinematic movement. Course conducted in English. Italian majors read in Italian, others in English translation. Prerequisite for Italian majors: Italian 307D. Prerequisite for non-majors: Italian 332, Film 220, or permission of instructor.
Credit 3 units. BU: IS
Typical periods offered: Fall, Spring

ITAL 3360 Writers in Revolutions
Course description TBD.
Credit 3 units.
Typical periods offered: Fall, Spring

ITAL 3500 Topics: Global Italy: Race, Gender, Migration and Citizenship
Traditionally represented as a land of emigrants and exiles from the south, 21st-century Italy has become the destination of many immigrants and a place of encounter of different cultures and races. In Cara Italia [Dear Italy], a rap hymn by the famous artist Ghali, Italy is both a dear and a contested space of belonging where many children of migrants feel both at home and out of place. Exploring the cultural and historical roots of this feeling, the course asks the following: What does it mean to culturally belong? Why are certain people denied the status of Italian citizens? What does it mean to be Black in Italy? How are interracial younger generations reshaping Italy and Italian-ness? This course is an introduction to cultural productions at the intersection of migration, race, gender, and citizenship in contemporary Italy. In the course, students will critically engage a variety of issues such as the relation between Italian colonialism and recent migration, border politics and civic mobilization, gender struggles and networking, xenophobia and racism, and social protests and activism. Although African migration and Italians of Afro-descent are at the core of the course, students will also explore representations by/of other migrant communities such as the Asian and the Albanian ones. The course will be conducted in English, and screenings will be in the original language with English subtitles.
Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM BU: HUM, IS EN: H
Typical periods offered: Fall, Spring

ITAL 3520 Italian Institute Project
Course description TBD.
Credit 3 units. A&S IQ: LCD EN: H
Typical periods offered: Fall, Spring

ITAL 3995 Italian Coursework Completed Abroad
This course is for 3000 level study abroad credits.
Credit 12 units.
Typical periods offered: Fall, Spring

ITAL 3996 Italian Elective
This course is for 3000 level transfer credit.
Credit 0 units.
Typical periods offered: Fall, Spring, Summer

ITAL 3999 Independent Study
Undergraduate independent study at the 3000 level.
Credit 6 units.
Typical periods offered: Fall, Spring

ITAL 4040 Senior Independent Study in Italian
This is an independent study course for senior level students.
Credit 3 units.
Typical periods offered: Fall, Spring

ITAL 4080 Disease, Madness, and Death Italian Style
Italian literary history teems with representations of illness, insanity, and death. From the ghastly 1348 plague that frames Boccaccio's Decameron to the midday madness of errant Renaissance knights, from 16th-century tales of poisoning and 19th-century Pirandellian madmen to the contemporary scourge of mafia killings, disease, madness and death are dominant facts of reality, points of view, symbols, and cultural characteristics of Italian poetry and prose. This course undertakes a pathology of these tropes in Italian literary history and seeks to understand their meaning for the changing Italian cultural identity across time and the Italian peninsula. We will read primary literary texts and view excerpts from films alongside articles focused on the cultural history of medicine, religion, and criminal justice. Taught in English. No Final.
Credit 3 units. A&S IQ: HUM, LCD, LS Arch: HUM Art: HUM BU: BA, HUM, IS EN: H
Typical periods offered: Fall, Spring

ITAL 4100 Mamma Mia! Motherhood, Maternity, & the Female Reproductive Body in the Italian Cultural Context
This course explores representations of motherhood, maternity, and the reproductive female body in medical texts and anatomical models, art, literature, government policies, religious doctrine, the criminal courts, and film and media in Italy from the Middle Ages to the present day. As the epicenter of the Catholic Church, an ancient hub of medical science and innovation, the birthplace of Fascism, a European center of feminist separatism, and a modern democratic republic currently led by a rightwing woman prime minister, the first woman to hold the office, Italy has generated among the most influential and contested archetypes of maternity and the maternal body in Western culture. This course takes a micro historical and plurimedial approach. Each week of the semester we will closely examine specific textual and/or visual artifacts-from trial documents to wax anatomical models, paintings to canonization procedures, propaganda films to literary texts-to explore the question of maternity in and across Italian time and space.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM
Typical periods offered: Fall, Spring

ITAL 4280 The New Sicilian School
The unification of Italy in the mid-19th century led to the creation of a new Sicilian School, the first since that of the court poets associated with Frederick II in the 13th century. These new Sicilian writers have given us many narrative masterpieces, focusing on common concerns such as the island's identity over two millenia and the impact of Italian nationalism; the rise of bourgeois culture and the decline of indigenous patriarchal structures; the rule of law and the role of the Mafia; and the politics of language. Authors studied include Verga, Pirandello, Vittorini, Brancati, Tomasi di Lampedusa and Sciascia. Course taught in Italian or English.
Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: HUM EN: H

ITAL 4300 Divergent Voices: Italian Women Writers
This course engages the fictional and political works of Italian women writers from the seventeenth century to the present day. We will read one of the acclaimed Neapolitan novels of Elena Ferrante, who is considered by many to be the most important Italian fiction writer of her generation. We will examine a cloistered Venetian nun's defiant 1654 indictment of the misogynist society that forced her into the convent. We will confront the reality of a woman writer who in 1901 was

compelled to choose between her child and her literary career. Among other contemporary writers, we will study the humorous and radical feminist one-acts of playwright Franca Rame. Taught in English. No Final.
Credit 3 units. A&S IQ: HUM, LCD, SC BU: HUM EN: H

ITAL 4330 Literature of the Italian Enlightenment
This course aims to explore the spectrum of intellectual and literary discourse of the Italian Enlightenment by examining a wide array of texts and genres. Readings will include selections from Enlightenment and popular periodicals, scientific tracts on human anatomy, women's fashion magazines, the reformed theater of Carlo Goldoni, as well as Arcadian poetry, and literary criticism. We will study the rise and characteristics of coffee culture during this age. We will pay special attention to the woman question, which stood at the center of eighteenth-century Italian intellectual discourse, and which was critical to the contemporary drive to define the enlightened nation-state. The class will be conducted as a workshop in which students and instructor collaborate in the realization of course goals. Readings in Italian or English; discussion in English. Prereq. Ital 323C or Ital 324C.
Credit 3 units. Art: HUM
Typical periods offered: Fall, Spring

ITAL 4370 Caffe, Cadavers, Comedy, and Castrati: Italy in the Age of the Grand Tour
Taught in English. With French libertine philosopher the Marquis de Sade, German novelist Johann Wolfgang von Goethe, Romantic poet Lord Byron, and other illustrious travelers of high birth and good fortune who sought finishing enrichment by making their Grand Tour to Italy from the mid-eighteenth through the early nineteenth centuries, we will explore the richness and variety of Italian life and culture as depicted by both Grand Tourists as well as their Italian interlocutors. Chief among our destinations will be Venice, Bologna, Florence and Rome. Attractions typical of the early modern Tour will circumscribe our journey. Coffee houses first appeared in the eighteenth century and, in ways strikingly similar to their function today, became the real and symbolic centers of social, intellectual and civil exchange. We will explore eighteenth-century coffee culture through comedies and Enlightenment and popular journals that took them as their theme, as well as through a study of the coffee houses themselves, a number of which are still in existence. Theaters, concert halls, gaming houses, literary and scientific academies, galleries, churches, and universities will be part of the standardized itinerary we will follow. During the period, anatomy and physiology attained new legitimacy as crucial scientific disciplines and we will visit both the anatomical theater at the University of Bologna, where the annual Carnival dissection took place, as well as the first museum of anatomy and obstetrics founded in the Bolognese Institute of Sciences in 1742 by Pope Benedict XIV. We will visit archeological excavation sites, in particular Pompeii, first unearthed in 1748. Fashion, an obsessive preoccupation of the day, will also be a point of interest in our travels. Through primary and recently published secondary sources we will also encounter the remarkable authority of Italian women unmatched anywhere else in Europe at the time. Prereq: at least one 300-level literature course. Readings in Italian or English.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H

ITAL 4420 Literature and Fascism
The course features a historical approach to Italian literature from 1930-1950. We will focus on life under the fascist dictatorship, wartime partisan resistance, issues of censorship, and literature as propaganda. Course conducted in English; readings in the original or, if necessary, in translation.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Spring

ITAL 4580 Genres in the Renaissance.
Examines how the philological discoveries of Renaissance and Baroque period culture. Readings in Italian or English; discussion in English.
Credit 3 units.
Typical periods offered: Fall, Spring

ITAL 4620 Prose Writers of the Sixteenth Century
In this course, we will read Machiavelli's Prince and Castiglione's Book of the Courtier, among other Renaissance best sellers.. We will study these works for their influence from their own time to today. We will also consult some secondary readings to help us understand the place of each in the political and cultural landscape of Renaissance Italy. Readings in Italian or English; discussion in English.
Credit 3 units.
Typical periods offered: Fall, Spring

ITAL 4730 Machiavelli and Guicciardini
The development of modern political science in 16th-century Italy. We will address questions of both theory and methodology in Machiavelli's and Guicciardini's political visions. We will also pay close attention to the Florentine context of their work, as well as to the influence of historical examples, both classical and contemporary, in the development of their analyses. Finally, we will ask how the examples they set, and the theories they promulgate, can have resonance in addressing political questions in our own age. Readings in Italian or English; discussion in English.
Credit 3 units. A&S IQ: HUM, LCD BU: HUM EN: H

ITAL 4800 Senior Seminar in Italian
Undergraduate seminar; topics vary. Required of all majors.
Credit 3 units. A&S IQ: HUM, LCD BU: HUM
Typical periods offered: Fall, Spring

ITAL 4810 Dante
This course features an in-depth approach to Dante's Inferno, the first, and in many ways the most famous, of the three parts of the Divina Commedia. We'll study the structure of the poem as well as the structure of Dante's Hell, his verse form and use of the vernacular, his notion of sin and punishment and its relation to the theological traditions of which he is an heir. Because so much of the poem is rooted in and extends Dante's autobiography--literary, sentimental, and political--we'll also read two other important texts by him, his early Vita nuova (New Life) and his political treatise, Monarchy. Reading knowledge of Italian helpful but not required. Course conducted in English.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

ITAL 4830 Boccaccio: Decameron
The unrivaled master of late medieval Italian prose, Boccaccio is also a strikingly modern author whose works address such questions as the relationship between literature and history; God and man; storyteller and audience; gender, language, and power; literature and truth. With these and other concerns in mind, we will read his masterpiece, the DECAMERON, a collection of 100 tales set in the Black Plague of 1348. We will then contrast it to his late CORBACCIO, ostensibly a misogynist novel but a text that finally resists such a flattening judgment. Readings in Italian or English; discussion in English. Prerequisite: 3 units of literature.
Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

ITAL 4850 Ariosto: Orlando Furioso
A close reading of this Renaissance masterpiece with attention to questions of structure and sources, the themes of love and madness, the representation of court life. Readings in Italian or English; discussion in English.
Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: HUM, IS
Typical periods offered: Fall, Spring

ITAL 4910 Postmodernism
This course explores the complex significance of Italian Postmodernism through an examination of the theoretical arguments and literary works that have shaped the cultural and political debate of the past fifty years. Students will study, among others, the critical theories of open work (Umberto Eco), literature as lie (Manganelli), and weak thought (Gianni Vattimo) that developed from the neo-avant-garde movement of the 1960s. Analysis will focus on the novels of four authors who have had a defining influence on Italian postmodern thought and narrative forms: Carlo Emilio Gadda, Italo Calvino, Luigi Malerba, and Umberto Eco. Course conducted in English; Italian majors read in Italian, others in English translation. Prereq for Italian majors: Ital 307D, or permission of instructor.
Credit 3 units.
Typical periods offered: Fall, Spring

ITAL 4920 The Italian Detective Novel
The detective novel has an unusual and exceptionally brief history in Italy. Only within the past 35 years has an Italian version or, more precisely, subversion of the genre emerged and come to dominate the Italian literary scene. Prominent Italian writers such as Italo Calvino, Umberto Eco, Leonardo Sciascia, and Luigi Malerba have deconstructed the conventions of the detective novel in order to portray the disorder and arbitrary meaning of the postmodern world. This course will explore the history of the anti-detective novel in Italy, and the philosophical and political questions the genre evokes. Readings in Italian and English. Conducted in English.
Credit 3 units. Art: HUM
Typical periods offered: Fall, Spring

ITAL 4950 Senior Honors
This course is for seniors in the honors program.
Credit 3 units.
Typical periods offered: Spring

ITAL 4952 Honors
This course is for seniors in the Honors program.
Credit 3 units. EN: H
Typical periods offered: Fall

ITAL 4995 Italian Coursework Completed Abroad
4000 level Italian Coursework Completed Abroad
Credit 12 units.
Typical periods offered: Fall, Spring, Summer

ITAL 4996 Italian Elective
This course is for 4000 level transfer credit.
Credit 0 units.
Typical periods offered: Fall, Spring, Summer

Portuguese

PORTUG 1020 Elementary Portuguese
Course description TBD
Credit 3 units.
Typical periods offered: Fall, Spring

PORTUG 1500 Portuguese I
Introduction to Portuguese language. The course emphasizes acquisition of communicative ability. It also covers basic grammar points through reading and writing activities. Classes are taught entirely in Portuguese. No prior experience in the language is required.
Credit 3 units. A&S IQ: LCD, LS EN: H
Typical periods offered: Fall, Spring

PORTUG 1510 Portuguese II
Introduction to Portuguese language. This second course in the Portuguese program emphasizes acquisition of communicative ability. It also covers basic grammar structures through reading and writing activities. Classes are taught entirely in Portuguese. Prereq: Port 101 or permission of instructor.
Credit 3 units. A&S IQ: HUM, LCD, LS BU: HUM EN: H
Typical periods offered: Fall, Spring

PORTUG 1600 Portuguese for Romance Language Speakers I
Intensive and accelerated course especially designed to take advantage of students' knowledge of Spanish and/or other Romance Languages and to promote a more rapid learning of Portuguese. Classes are taught entirely in Portuguese and stress oral communication, basic use of grammar, reading and writing skills. Proficiency in Spanish or another Romance Language is required. 3 units.
Credit 3 units. A&S IQ: LCD, LS EN: H
Typical periods offered: Fall, Spring

PORTUG 1610 Portuguese for Romance Language Speakers II
This course offers a sequence in the learning process initiated in L37 103. It is a fast-paced class designated for students with proficiency in Spanish and/or other Romance Languages, and its objective is improving conversation, writing, and reading skills. Prereq 103 or permission of instructor. 3 units.
Credit 3 units. A&S IQ: LCD, LS EN: H
Typical periods offered: Fall, Spring

PORTUG 2000 Reading and Conversation I
The goal of this course is to review and to enhance the content learned at the basic level. Through culturally relevant readings and related conversational activities, students are expected to enrich their vocabulary, gain fluency, and improve both reading comprehension and writing skills. Prereq: two college semesters of Portuguese or permission of instructor.
Credit 3 units. A&S IQ: LCD, LS EN: H
Typical periods offered: Fall, Spring

PORTUG 2010 Reading and Conversation II: Intermediate Portuguese
This course is a continuation of Port 215, therefore an intermediate level in the Portuguese section. Its main goal is to improve students' reading proficiency, as well as to provide a class environment in which conversational skills can be practiced and made into a solid foundation. In addition, the class will provide tools to expand vocabulary and promote a cultural understanding of Brazil and other Lusophone countries. Prereq: Port 215 or permission of instructor
Credit 3 units. A&S IQ: LCD EN: H
Typical periods offered: Fall, Spring

PORTUG 3999 Undergraduate Independent Study
Prereq: Permission of the Department.
Credit 3 units.
Typical periods offered: Fall, Spring

Spanish

SPAN 1010 Elementary Spanish 1
Beginning language program stressing acquisition of spoken ability together with attention to the development of reading, writing, and listening skills. In addition to three hours of class, students complete weekly, assessed independent learning activities with multimedia resources. Students must have no prior expirence with Spanish.
Credit 3 units. A&S IQ: LCD, LS EN: H
Typical periods offered: Fall, Spring

SPAN 1020 Elementary Spanish 2
Second semester of the beginning language program stressing acquisition of spoken ability together with attention to the development of reading, writing, and listening skills. In addition to three hours of class, students complete weekly, assessed independent learning activities with multimedia resources.
Credit 3 units. A&S IQ: LCD, LS EN: H
Typical periods offered: Fall, Spring, Summer

SPAN 1996 Spanish Elective: 100-Level
Credit 3 units. A&S IQ: HUM BU: HUM EN: H

SPAN 2010 Intermediate Spanish I
The first half of a two-semester intermediate level sequence. Reviews basic knowledge and introduces advanced skills in grammar, reading, writing, culture, and vocabulary.
Credit 3 units. A&S IQ: LCD, LS EN: H
Typical periods offered: Fall, Spring

SPAN 2020 Intermediate Spanish II
The second half of a two-semester intermediate level sequence. This class continues to review basic knowledge and to introduce advanced skills in grammar, reading, writing, culture, and vocabulary. Prereq: Span201E, or placement by examination.
Credit 3 units. A&S IQ: LCD, LS EN: H
Typical periods offered: Fall, Spring

SPAN 2990 Undergraduate Independent Study
Prereq: Span 201D and permission of the department.
Credit 3 units.
Typical periods offered: Fall, Spring

SPAN 2996 Spanish Elective: 2000-Level
This course is used for transcribing 2000-level SPAN elective units.
Credit 3 units. EN: H
Typical periods offered: Fall, Spring, Summer

SPAN 3020 Cultures and Communication in the Spanish-Speaking World
This course is the first part of a two-semester advanced-level sequence. Through the study of a variety of media (i.e., written, visual, aural, and digital), students will develop linguistic and cultural competence and gain a general understanding of contemporary issues of interest in Spain, Latin America, and the United States. Discussion of a wide array of cultural and linguistic materials will serve as the basis for an exploration of the diversity of the Spanish-speaking world. The course focuses primarily on speaking skills. It is designed to prepare students to proceed to higher-level Spanish courses and to build written and oral proficiency. This course replaces Span 307D and is a prerequisite for several study abroad programs. Prerequisite: Span 202 or placement by examination.
Credit 3 units. A&S IQ: LCD, LS BU: IS EN: H
Typical periods offered: Fall, Spring

SPAN 3021 Language and Culture for Heritage Speakers of Spanish
This course offers an approach to the linguistic and historical study of different cultural productions in various Spanish-speaking communities in the United States and other Spanish-speaking countries. The materials and structure of the course are designed for students whose cultural roots are, to some degree, Latin and who have grown up in Spanish-speaking environments, so course materials focus on autobiography and identity. This course offers students a multidisciplinary way of working at points where linguistic and literary analysis runs parallel to other forms of cultural production and to the historical narrative of Latinx culture in the United States. Prerequisite: placement by examination.
Credit 3 units. A&S IQ: LCD, LS BU: IS EN: H
Typical periods offered: Fall, Spring

SPAN 3030 Cultures and Communication in the Spanish-Speaking World II
This course is the second part of a two-semester advanced-level sequence. Through the study of a variety of media (written, visual, aural, and digital), students will develop linguistic and cultural competence and gain a general understanding of contemporary issues of interest in Spain, Latin America, and the US. Discussion of a wide array of cultural and linguistic materials will serve as the basis for an exploration of the diversity of the Spanish-speaking world. Course content is organized thematically into five units: Youth Cultures, Food Culture, New Indigeneity, Environment, and Public Health. The course focuses primarily on writing skills. It is designed to prepare students to proceed to higher-level Spanish courses and to build written and oral proficiency. Fromm Ayoroa in charge.
Credit 3 units. A&S IQ: LCD, LS BU: IS EN: H
Typical periods offered: Fall, Spring, Summer

SPAN 3110 Hispanic Culture and Civilization I
Study of aspects of the political, social, and cultural life of contemporary Spain and Portugal, and their historical development. Class discussion; readings with compositions. Conducted in Spanish. May be repeated for credit.
Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: BA, HUM EN: H
Typical periods offered: Summer

SPAN 3122 Advanced Conversation in Spain
Designed to offer students with advanced skills in Spanish an opportunity to refine their ability to discuss a variety of topics. Various media such as films, television, newspapers, and other modes of communication will be used for oral presentations and some writing.
Credit 3 units. A&S IQ: HUM, LS BU: HUM EN: H

Typical periods offered: Summer

SPAN 3130 Chilean Contemporary Culture

This two-week course will provide a panoramic view of Chilean contemporary culture, focusing on the years from 1988 to the present. We will examine the representation of current issues in literature, the arts, and the media, and study topics such as governmental institutions, the constitution of 1980, the economy, the role of the Catholic Church, public policy concerning culture, etc. The course will meet three hours a day, and there will be several guest lecturers. Conducted in Spanish. Requirements: two short papers, short reports in class of the news or a cultural activity students have attended, and participation in class discussions. Course includes an all-day cultural excursion on Saturday (it includes a visit to one of Neruda's houses, a history museum, etc.).

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

Typical periods offered: Fall, Spring

SPAN 3154 A View From the Southern Cone: Perspectives on Art, Literature and Culture

This course will deal with current issues of cultural, social, political and literary importance related to the Southern Cone. We shall study selected texts from Argentina, Chile and Uruguay as well as contemporary films and drama productions. This course will seek to determine what specifically can be expressed about national identity, globalization and the environment as these countries face the twenty-first century. Course requirements include four short essays and a final exam. This course is taught in Santiago, Chile, as part of the Washington University Chile Program. May be repeated for credit. Conducted in Spanish.

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

Typical periods offered: Fall, Spring

SPAN 317 Advanced Spanish Language in Chile/Spain

Continued study of Spanish grammar and syntax at Washington University's program in Chile or Spain. A course designed for non-native speakers of Spanish to refine mastery of difficult uses and structures in all four skills. Prereq: placement by exam or program director.

Credit 4 units.

SPAN 3181 Spanish Culture and Civilization

This course is intended to acquaint students with important aspects of Spanish culture, including history, civilization, society, politics, and the arts, dating from the first invasions of the Peninsula to the present. Students will gain an awareness of the ethnic, cultural, and aesthetic diversity of Spain, as a country of multiple autonomous regions, by working with written texts, other media, and by visits to various locations. The broader aim of the course is to enable students to engage with and to analyze Spanish culture from an intellectually critical perspective and knowledge of its sociohistorical distinctiveness. Requirements include active participation within all classes and excursions, presentations, and various written assignments. This course is taught in Madrid, as part of the Washington University Carlos III Program. Conducted in Spanish.

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

Typical periods offered: Fall, Spring

SPAN 3200 Debating Cultures: Latin(x) America in the Streets

So much of life in Latin America -- and in many Latinx communities across the United States -- happens in public space: in the streets, to be precise. Picture street food vendors in Mexico City, outdoor produce markets lining squares across Lima, Rio de Janeiro's world-famous carnival celebrations, or politicians addressing thousands in Buenos Aires's Plaza de Mayo. Economic transactions, social interactions, political legends and mass political movements, religious processions, festivals and spectacles, and public art all depend on the streets. In this course, we will focus on the incredible diversity of activities that define and give meaning to public life in Latin America and the Latinx diaspora. This course will have a strong, mandatory and graded oral communications component, and it is taught in Spanish. Prior or concurrent enrollment in Spanish 303 is required. Students who have taken more than two Spanish culture or literature classes are not allowed in this course and must proceed to a Researching Cultures class.

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

Typical periods offered: Fall

SPAN 3202 Debating Cultures: How Spanish Works

This course offers an introduction to the study of the Spanish language as a science. It focuses on the main linguistic subsystems: the sound system (phonetics and phonology), the formation and use of words (morphology), and the formation and structure of sentences (syntax). When working with each linguistic subsystem, students are provided with opportunities to reflect on and improve their own abilities in Spanish, such as with regard to how mood (indicative versus subjunctive) and aspect (preterit versus imperfect) work in the Spanish verbal system. Similarities and differences between Spanish and other languages, such as English, are highlighted. The course also provides students with an introduction to the history of Spanish in its evolution from Latin as one of many Romance languages (a diachronic view) and an exploration of various regional varieties of Spanish today (a synchronic view). The goals of the course include understanding linguistics and Hispanic linguistics as cognitive sciences; understanding language acquisition and use as neural processes; disentangling linguistic rules and linguistic variation from pedagogical rules and stigmatization; and applying one's knowledge of linguistics in general and Hispanic linguistics in particular to practical issues and challenges. This course will have a strong, mandatory and graded oral communications component, and it is taught in Spanish. Prior or concurrent enrollment in Spanish 303 is required. Students who have taken more than two Spanish culture or literature classes are not allowed in this course and must proceed to a Researching Cultures class.

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

Typical periods offered: Fall, Spring

SPAN 3203 Debating Cultures: Extraordinary Lives

This course studies Latin America through the lives of its people. We will take biographies as sites where individual dreams and struggles intersect with global, national, and local structures of power and cultural flows. Through various cultural objects and media (film, literature, music, and social media), we will approach the extraordinary yet everyday luchas of Latin Americans in cities and rural areas. We will contextualize each life within the region's political, economic, racial, and gender historicities. The biographies we will discuss may include but are not limited to domestic workers, taxi drivers, street vendors, wrestlers, musicians, folklore dancers, college students, rural teachers, political and ecological activists, influencers, indigneous YouTubers and filmmakers, LGBTQIA+ communities, and transnational immigrants. This course will have a strong, mandatory and graded oral communications component, and it is taught in Spanish.Prior or concurrent enrollment in Spanish 303 is required. Students who have taken more than two Spanish culture or literature classes are not allowed in this course and must proceed to a Researching Cultures class.

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

Typical periods offered: Fall

SPAN 3204 Debating Cultures: Mediated Politics in Argentina, Chile, and Uruguay

This course explores the intertwined history of media, culture and political struggle in the region known as the Southern Cone, which encompasses Argentina, Chile and Uruguay. We will discuss the role that media have had in shaping the experience of modernity as well as fostering nation formation in these countries. The course will address the political uses of different types of media, covering a wide spectrum of cultural production (literature, music, comic, political cinema, television, internet) and following a long-term chronological approach, from 19th-century print media to recent YouTube production. In doing so, the course engages with questions of technology, identity, memory, gender, indigenous, and working-class cultures, and it draws special attention to the possibilities and limits that grassroots movements found in different types of media. Course materials may include the Argentine comic Mafalda, the Afro-Uruguayan newspaper Nuestra Raza, and Rodolfo Walsh's non-fiction literature, as well as telenovelas and indigenous radio. As part of the course, students will engage in active research on the interplay of media and political struggle in the region. This course will have a strong, mandatory and graded oral communications component, and it is taught in Spanish. Prior or concurrent enrollment in Spanish 303 is required. Students who have taken more than two Spanish culture or literature classes are not allowed in this course and must proceed to a Researching Cultures class.

Credit 3 units. A&S IQ: HUM, LCD, LS, SC BU: BA, HUM, IS EN: H

Typical periods offered: Fall

SPAN 3210 Debating Cultures: Representations of Gender Violence in Modern Iberian Literatures and Cultures

The landmark law against gender violence in Spain, which was passed under the Socialist government in 2004, became the rallying point for feminist activists, even as it generated a vigorous backlash from among conservative sectors of Spanish society. More recently, the La Manada gang rape case in Pamplona in July 2016 provoked national outrage, and, together with the #MeToo and the #NiUnaMenos movements in the United States and Latin America, a global feminist movement was mobilized to protest sexual assault, femicide, and all other forms of gender-based violence. We will consider the works of 19th-century through present-day Spanish women writers, jouranlists, and filmmakers, including Emilia Pardo Bazan, Carmen de Burgos, Rosa Montero, Carme Riera, Lucia Etxebarria, Isabel Coixet, Iciar Bollain, and Roser Aguilar, who have spoken out against gender violence in a variety of fora. Their works will serve as points of departure for exploring the social and cultural causes and dynamics of gender-based violence as well as the ways in which Spanish women have responded to this problem in their writings, film, and other forms of representation. Our analysis will be informed by the larger historical framework of the development of feminism in Spain as well as by the recent global movement against gender-based violence. Course assignments will consist of daily readings, film viewings, group oral presentations, quizzes, discussion forum posts, and a final project that is orally based; students are also expected to engage actively in class discussions and in small group work. This course will have a strong, mandatory and graded oral communications component, and it is taught in Spanish. Prior or concurrent enrollment in Spanish 303 is required. Students who have taken more than two Spanish culture or literature classes are not allowed in this course and must proceed to a Researching Cultures class.

Credit 3 units. A&S IQ: HUM, LCD, LS, SC Arch: HUM Art: HUM BU: BA, HUM, IS EN: H

Typical periods offered: Fall, Spring

SPAN 3211 Debating Cultures: Inclusion & Expulsion, Memory, and Erasure in the Hispanic World

In this course, we will analyze and discuss the ways in which the Hispanic world has lived, regulated and represented its great religious and cultural diversity. As we progress in our understanding of these multifaceted and varied responses, we will examine the two most important ethical choices that the Hispanic peoples of both sides of the Atlantic Ocean have had in front of them at different points in time: (1) the choice between inclusion and exclusion; and (2) the concerted decision to either memorialize or forget history and the consequences of having chosen to exclude or include certain individuals, ideas, religions or cultural aspects of society. The consideration of these two choices -- as they appear represented in laws, texts and images -- will help us acquire the ability to better understand the challenges and dilemmas that the various Hispanic peoples have encountered in the past and the decisions they continue to make in the present moment when confronted with diversity. Each module of this course will be anchored by an official document or policy that rubber stamped the decision to include, exclude, remember, or forget those who were different because of their origins, their religion, their language, their way of living, or their political choices. Examples of these laws or decrees are the Capitulations of Granada, the Edict of Expulsion of 1492, the New Laws of the Indies, the laws of land confiscation of the 19th century, the persecutions and censorship of the dictatorial regimes in both Spain and Latin America, and the recent Spanish law for the recovery of historical memory. Also, each module will begin in the past and end in the present, with an exploration of the contemporary consequences of those laws and policies. These diachronic studies will contribute to inform the analysis of both social issues and cultural artifacts, and they will enrich the class presentations and discussions. This course will have a strong, mandatory and graded oral communications component, and it is taught in Spanish. Prior or concurrent enrollment in Spanish 303 is required. Students who have taken more than two Spanish culture or literature classes are not allowed in this course and must proceed to a Researching Cultures class.

Credit 3 units. A&S IQ: HUM, LCD, LS, SC Arch: HUM Art: HUM BU: ETH, HUM, IS EN: H

Typical periods offered: Fall, Spring

SPAN 3212 Debating Cultures: Latin American Soundscapes

This course explores Latin America through its sound cultures from the beginning of the 20th century to the present. Diving into aural, literary, and scientific archives, we will discuss how sound produces meaning beyond visual and written cultures, articulates experience, and mobilizes political and cultural change. We will study sound, beats, speech, music, and noise through various cultural objects and media (novels, poems, essays, anthropological studies, journalism, films, radio, records, and digital cultures). We will contextualize these objects in the region's political, economic, racial, and gender historicities. We will examine the interplay of national identity, popular culture, aurality, and modernity in a variety of case studies: folklore (national and American folkloric missions), indigenista operas, indigenous radio and shamanism, the Latin American new song movement (the 1960s and 1970s), rock and youth cultures, cumbia, reggaeton, avant-garde and slam poetry, and the noises of Latin American megacities and protests. This course will have a strong, mandatory and graded oral communications component, and it is taught in Spanish. Prior or concurrent enrollment in Spanish 303 is required. Students who have taken more than two Spanish culture or literature classes are not allowed in this course and must proceed to a Researching Cultures class.

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

Typical periods offered: Fall

SPAN 3213 Debating Cultures:Redes/ Networks: Digital Cultures in 21st-Century Spain

This is a discussion-based course that examines from interdisciplinary and collaborative perspectives the new digital cultures emerging in Spain during the first two decades of the 21st century. Shaping and connecting an innovative series of creative, political, artistic, and social redes or networks, the emergence of new digital media has radically changed the cultural forms produced and circulated in Spain today. How do these different digital networks function, in what ways are these redes formed, and to what extent have they changed the material, ideological, and social ramifications of culture in the 21st century? The course explores a wide range of cultural materials specifically connected to particular redes or digital networks emerging in Spain in the last two decades. The materials studied will range from digital literatures--such as poetry (Alex Saum-Pascual), graphic novels (Fernandez Mallo), alternative forms of literary and cultural journalism--to music (Rosalia), visual arts (Varvara & Mar), cinema (Chus Gutierrez, digital shorts from notodofilmfest), as well as the generation of new forms of social activism (such as the #8M feminist movement) and alternative political communities (15-M). We will also examine in particular the role of new media platforms (YouTube, WhatsApp, Facebook) in the contemporary production and circulation of digital culture. Students will have a strong, mandatory and graded oral component. Course taught in Spanish. Prior or concurrent enrollment in Spanish 303 is required. Students who have taken more than two Spanish culture or literature classes are not allowed in this course and must proceed to a Researching Cultures class.

Credit 3 units. A&S IQ: HUM, LCD, LS BU: BA, HUM

Typical periods offered: Fall

SPAN 3214 Debating Cultures: Migration in the Spanish-Speaking World

In this course we will study how migration shapes and transforms societies, cultural products and practices in the Spanish-speaking world. We will explore questions pertaining to border crossing, displacement, identity, and community in different historical periods and in diverse geographical contexts. We will move chronologically and thematically and also pay close attention to the different ways in which our authors choose to tell their stories. The course is divided into 10 section that correspond to specific places, both real and imagined. Prior or concurrent enrollment in Spanish 303 is required. Students who have taken more than two Spanish culture or literature classes are not allowed in this course and must proceed to a Researching Cultures class.

Credit 3 units. A&S IQ: HUM, LCD, SC BU: HUM, IS EN: H

Typical periods offered: Spring

SPAN 3215 Debating Cultures:Love, Actually: (Re)imagining Love in Latin American and Latinx Literature

If you are inclined to trust the polls, according to a worldwide survey conducted by Gallup in 2014, Latin Americans are the most emotional people on the planet. In this course we will test this assertion by critically exploring one of the most intense and complex of human emotions: love. We will look at multidimensional and contradictory facets of love-from passion, desire, and happiness to solitude, betrayal and revenge, from family blood ties to bonds of community and patriotism, from motherhood to miscegenation-as they are reimagined in a wide range of 20th and 21st century literary works, performances, films, artwork, music, and popular culture from across Latin American and Latinx diasporic communities. Love as affect and existential experience invariably intersects and becomes interwoven with such important dimensions of the socio-historical framework as ethnicity, class, gender, sexual identity, nationality, exile, and spirituality. In addition to poems, essays and short narratives by authors representing several Latin American countries and their diasporas (Neruda, Mistral, Quiroga, Storni, Benedetti, Garro, Castellanos, Fuentes, Morejón, Poniatowska, Ocampo, Borges, Cortázar, Bobes, Bahr, Vega Serova, Paz Soldán, Obejas, and Meruane, among others), we will examine academic research on the subject of love, blending insights from psychology, sociology, history, anthropology, religion studies, neuroscience, and philosophy. This focus on interdisciplinary approaches will encourage students to seek their own insights grounded in their experiences and areas of expertise and to perceive love as a complex human condition that encompasses a plurality of socio-cultural expressions and unique individual relationships. This course is conducted in Spanish and has a strong, mandatory and graded oral component. Prior or concurrent enrollment in Spanish 303 is required. Students who have taken more than two Spanish culture or literature classes are not allowed in this course and must proceed to a Researching Cultures class.

Credit 3 units. A&S IQ: HUM, LCD, LS, SC Arch: HUM Art: HUM BU: BA, HUM, IS EN: H

Typical periods offered: Spring

SPAN 3216 Debating Cultures: Afro-Latin Americans in Film and Television

This course explores the representation and self-representation of Latin Americans of African descent in film and television. We will discuss, among other things, slavery, race, politics of representation, agency, and Afro-Latin American culture, history, and religion. Students will learn to analyze filmic art. The course will have a strong, mandatory and graded oral component.Students will watch two films and have two short readings per week. Prior or concurrent enrollment in Spanish 303 is required. Students who have taken more than two Spanish culture or literature classes are not allowed in this course and must proceed to a Researching Cultures class.

Credit 3 units. A&S IQ: HUM, LCD, SC BU: BA, HUM

Typical periods offered: Spring

SPAN 3217 Debating Cultures:Unveiling the Secrets of Fantasy, Magic, Mystery in Latin America

In this course we will explore a variety of Spanish American discourses (short fiction, essays, films, artwork) built around the unveiling of secrets, mystery, fantasy, and magic through the art of detection, whereby the reader or a viewer becomes engaged in the process of sleuthing, either alone or alongside the fictional figure of a detective. We will explore the creative and versatile ways in which Spanish American writers and artists make use of existing aesthetic paradigms-such as magical realism, literary gothic, fairy tales, science fiction, surrealism, film noir, and detective fiction, among others-as they adapt them to the diverse political, economic and socio-cultural realities of their countries. In many of these discourses, overarching themes of imagination, dreams, madness, criminality, and metaphysical search become intertwined with gendered sensibilities and heterogeneous perspectives profoundly embedded in socio-political realities. Some of the mysteries and crimes that often elude detection and punishment have to do with corruption and state-sanctioned violence, as it happens in the cases of systemic violence in Colombia, of the plight of the disappeared persons under the dictatorial regimes of the Southern Cone (Argentina, Chile), or the systemic corruption surrounding narcotrafficking. Authors to be studied include Borges, Ocampo, Cardenal, Casey, Quiroga, Valenzuela, Cortázar, Rulfo, Paz Soldán, Téllez, García Márquez, Schweblin, Dávila, Vega Serova, Benítez Rojo, Bahr, and Enríquez, among others. This course is conducted in Spanish and has a strong, mandatory and graded oral component. Prior or concurrent enrollment in Spanish 303 is required. Students who have taken more than two Spanish culture or literature classes are not allowed in this course and must proceed to a Researching Cultures class.

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

Typical periods offered: Fall

SPAN 3218 Debating Cultures: Youth and Counterculture in South America

This course will explore South American cultures from their most provocative and insurgent expressions, lifestyles, and identities. Focusing on the Andes (Peru, Colombia, and Bolivia) and the South Cone (Chile, Argentina and Uruguay) regions, we will study a conjunction of cultural producers that used their rebellious nature as part of their art. How did they represent the youth of their societies? How did they respond to the status quo? How have they used the flows of globalization, media, and revolution? By exploring literature, music, cinema, and performance, we will discuss the sociopolitical impact of these works, which includes poetry performances to punk albums. In addition, we will emphasize the role of the youth as producers and consumers, as opposed to the politics of adults and institutions. By covering the long sixties to the present, this course will discuss the transformation of these movements and subcultures and how they impacted the sociocultural processes of their regions, both nationally and transnationally. Prior or concurrent enrollment in Spanish 303 is required. Students who have taken more than two Spanish culture or literature classes are not allowed in this course and must proceed to a Researching Cultures class.

Credit 3 units. A&S IQ: HUM, LCD, LS, SC Arch: HUM Art: HUM BU: BA, HUM, IS EN: H

Typical periods offered: Fall, Spring

SPAN 3219 Debating Cultures: Broken Promises and Resilient Bregas: Snapshots of Puerto Rican Culture

The end of WWII and the advent of the Cold War brought heightened global attention to the Caribbean. While Cubans rid themselves of the Batista dictatorship, embraced socialism, and entered the USSR's realm of influence, Puerto Rico's importance for the U.S. as a showcase of capitalist modernization increased exponentially. Bad Bunny and reggaeton, Lin Manuel Miranda, and JLo wouldn't exist without the events and policies set in motion in Puerto Rico in the 1950s and 60s. This course will offer entry points into Puerto Rico's complex and often contradictory culture, with the goal that students develop a critical understanding of the leading social, political, and historical processes that have shaped the island's cultural production over the past 70 years. We will explore topics such as colonialism and neocolonialism, migration and diasporic communities, environmental and social justice, globalization and neoliberalism, and the intersection of race, class, gender, and identity formation. We will study works from island-born and Puerto Rican Diaspora cultural producers. Materials will include short stories and poems, films, podcasts, pop culture and sports icons, comics, performances, and historical essays. Prior or concurrent enrollment in Spanish 303 is required. Students who have taken more than two Spanish culture or literature classes are not allowed in this course and must proceed to a Researching Cultures class.

Credit 3 units. A&S IQ: HUM, LCD, LS Arch: HUM Art: HUM BU: BA, HUM EN: H

Typical periods offered: Fall, Spring

SPAN 3220 Debating Cultures: How Spanish is Used

This course examines how the Spanish language is used in context with emphasis on variation across linguistic subsystems-the sound system (phonetics and phonology), vocabulary (lexis), sentences (morphosyntax), meaning (semantics), and language in use (pragmatics)-and Spanish applied linguistics. Module 1 includes a concise overview and review of basics about linguistics, Hispanic linguistics, the nature of each linguistic subsystem, the history of the Spanish language, and characteristics of present-day regional varieties of Spanish. Module 2 focuses on semantics and pragmatics, complemented by an exploration of variation in vocabulary throughout the Spanish-speaking world, such as how the English word popcorn may translate as palomitas, canguil, cancha, pochoclo, among various other options, depending on the Spanish-speaking region in question. Module 3 introduces students to sociolinguistics as applied to the Spanish-speaking world, beginning with key concepts such as sociolinguistic variable and concluding with student-led analyses of samples of Spanish day-to-day interactions, emphasizing the legitimacy and value of variation in light of what might be relegated as standard. Module 4 explores a selection of other areas of Spanish applied linguistics, which include teaching Spanish as a second or heritage language and dual immersion programs with Spanish and English in the United States. Students in the course are provided with opportunities to improve their own abilities in Spanish, such as regarding context-appropriate usage, and to apply their knowledge in practical ways to a range of issues and challenges related to the Spanish language today.Prior or concurrent enrollment in Spanish 303 is required. Students who have taken more than two Spanish culture or literature classes are not allowed in this course and must proceed to a Researching Cultures class.

Credit 3 units. A&S IQ: LCD, LS, SSC, SC Art: SSC EN: S

Typical periods offered: Fall, Spring

SPAN 3221 Debating Cultures: Media, Materiality and Cultural Production in Greater Mexico and the U.S.-Mexico

This course is an invitation to explore the complex mediatic landscape of Greater Mexico and the U.S.-Mexico borderlands throughout the nineteenth and twentieth century. What did an early Spanish-language press look like in the United States? What are the connections it holds with the United Farm Workers publications later in the twentieth century? How did these publications interact with other platforms, such as Spanish-language radio? What are the political and cultural implications of hearing or seeing in the present-day militarized border zone? These are just some of the questions that we will collectively attempt to answer as we approach the cultural and artistic practices of the region. The course will deal with print, visual and aural culture, and you will have the chance to explore material such as Spanish-language newspapers, border ballads, radio, performance art, digital art and activism, among many others. We will discuss issues like ethnic identity, language, race, citizenship and gender, as they intersect with cultural production and its mediality. Moreover, you will become familiar with transnational frameworks for the study of culture, critically engaging with the work of border studies exponents such as Gloria Anzaldu'a and Ame'rico Paredes. This overarching approximation of the nineteenth and twentieth centuries is meant to encourage a comprehensive understanding of the cultural processes of the borderlands: its fluctuations, as well as the continuities it maintains with present-day border culture. Prior or concurrent enrollment in Spanish 303 is required. Students who have taken more than two Spanish culture or literature classes are not allowed in this course and must proceed to a Researching Cultures class.

Credit 3 units. A&S IQ: HUM, LCD, LS, SC BU: HUM, IS EN: H

Typical periods offered: Fall, Spring

SPAN 3222 Debating Cultures: Poetics of Extinction: Extraction, Violence, and Possible Futures in Latin Americ

The increasing anxiety regarding multiple axes of violence has become a major referent for contemporary literature across Latin America. While there are international discussions and treaties to reduce our carbon footprint on the planet and deliver a livable space for the future generations, the landscape seems to be completely different for countries that depend on the extraction of fossil fuels and other resources to move their economies. This course aims to be a window to some of the ways in which contemporary writers are portraying and criticizing the duality of extraction and violence that leads to extinction, and some of the possible futures they propose while we develop our own possibilities with their help. Here, the idea is that we will see extinction in a broader sense looking at efforts to erase, suppress, and

control in the name of consumerism and individual enrichment. We will explore the relationship between the extraction and usage of natural resources, the harm caused onto human and non-human bodies, and the physical, emotional, and economical violence women and other feminized individuals suffer. Some of the topics we are going to engage with include indigeneity and sovereignty, environmental and social justice, ecofeminism and ecocriticism, neoliberalism, counter-market literary practices, technology, and the overall intersection of gender, class, and race through the intertwined triad of capitalism, coloniality, and patriarchy. Materials will include short stories, poems, music, films, podcasts, performances, and essays. Among the authors to be studied, we include Isabel Zapata, Liliana Colanzi, Verónica Gerber Bicecci, Lorena Cabnal, Yásnaya Aguilar Gil, Verónica Gago, Gabriela Damián Miravete, Julieta Paredes, Daniela L. Guzmán, Cristina Rivera Garza, Gladys Tzul Tzul, and others. This course will have a strong, mandatory, and graded oral communications component and is taught in Spanish.Prior or concurrent enrollment in Spanish 303 is required. Students who have taken more than two Spanish culture or literature classes are not allowed in this course and must proceed to a Researching Cultures class.

Credit 3 units. A&S IQ: HUM, LCD, LS, SC BU: HUM EN: H

Typical periods offered: Fall

SPAN 3223 Debating Cultures:Art of Recycling: Remix, Appropriation, & Eco-Narratives in Latin America & Spain

Some of the most disruptive and controversial artistic and literary works of the 20th and 21st centuries reuse previous materials and known works. These practices of recycling and appropriation have reopened great theoretical and socioeconomic debates: Is it ethical to create a work of art by recycling parts of other works? In these times of remakes and remixes, what gives originality and value to a work of art today? What are the legal limits of appropriation and intellectual property? In our course, we will discuss these questions by analyzing a varied corpus (music, cinema, literature, photography, and other plastic and visual arts) of contemporary works and authors that are recycling the canon and rewriting the current laws of how art and literature work in the Latin American and Spanish context. At the same time, the importance of the aesthetics of recycling coincides with a historical moment in which the ecological crisis is at the center of public debate. For this reason, we will also analyze how Climate and Weird Fiction in Spanish are creating ecological narratives to denounce, among other topics, the extractivism of the planet's resources and propose new sustainable ways of relating to our environment. This course will have an important practical dimension, so students will have the opportunity to experiment with different forms of artistic intervention. The course will be taught entirely in Spanish, with a strong and graded oral communication component. Prior or concurrent enrollment in Spanish 303 is required. Students who have taken more than two Spanish culture or literature classes are not allowed in this course and must proceed to a Researching Cultures class.

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

Typical periods offered: Spring

SPAN 3224 Debating Cultures: Race, Migration, and Coloniality in Mediterranean Crossings

Taking as a point of departure the cultural and religious diversity of medieval Iberia, this course takes a postcolonial approach to the study of migrant cultures in contemporary Spain. The course studies migrants both as objects of representation and as producers of culture. From filmmakers to literary writers, thinkers on both sides of the Strait of Gibraltar produce narratives about migration that invite us to reflect upon how immigrant communities are racialized, how religion becomes entangled with far-right politics, and how Spain's colonial legacies shape immigrants' lives. The materials studied include film (Chus Gutiérrez) and literary texts (Najat el Hachmi). As part of the course, students will discuss the interplay of cultural production, history, and politics. Students will be encouraged to think about the relevance, and limits of, prevailing and emerging concepts such as Orientalism (Said), andalucismo (Hirschkind), migration studies, and Mediterranean studies. This course will have a strong writing and oral communication component. Prior or concurrent enrollment in Spanish 303 is required. Students who have taken more than two Spanish culture or literature classes are not allowed in this course and must proceed to a Researching Cultures class.

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

Typical periods offered: Spring

SPAN 3225 Debating Cultures: Escritoras, Guerrilleras Y Artivistas: Central American Womens Legacy in Art and

Debating Cultures: Escritoras, guerrilleras y artivistas: Central American Women's Legacy in Art and Politics. This course will examine Central American history through the lens of women's struggles and their literary and artistic production. The class will start with readings from Marxist writers like Carmen Lyra and proto-feminists who contributed to the prestigious journal Repertorio Americano. The students will be introduced to Prudencia Ayala, the first Latin American woman presidential candidate and her political platform. They will also learn about women's contributions to revolutionary culture during the twentieth-century civil wars, such as testimonio and participation as war reporters. Finally, we will discuss contemporary artivism forms such as music, performance, visual art, and Central American film. We will investigate the causes and motivations for women's struggles and creative political participation. The course will be taught entirely in Spanish, with a strong and graded oral communication component. Prior or concurrent enrollment in Spanish 303 is required. Students who have taken more than two Spanish culture or literature classes are not allowed in this course and must proceed to a Researching Cultures class.

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

Typical periods offered: Spring

SPAN 3226 Debating Cultures: Gender and Feminism in Contemporary Latin American Fiction

This course will explore the innovative feminist theory and fiction written by Latin American women and feminine-identifying writers in the twenty-first century. We will read and debate a broad range of texts together to think critically about how gender is represented in fiction and to practice doing feminist or gender-focused readings of literary works. During the first part of the class, we will explore major contemporary trends in Latin American feminisms, examining their key themes and differences and using their insights to analyze and critique the ways gender categories are constructed and mobilized in society. We will then transition to reading fiction, using the critical tools we have developed through reading and discussion to analyze the content and form of novels and short narratives. These stories will help us open a dialogue about how gender and feminist concepts are represented in fiction and intersected by dynamics of race, class, sexuality, memory, violence, family, care, and identity. By the end of our course, you will have the skills and conceptual foundation necessary to craft, write, and present your own original analysis of a fictional text through the lens of gender and/or feminism, and to apply these approaches to any literary or artistic work you may encounter outside the classroom. Prior or concurrent enrollment in Spanish 303 is required. Students who have taken more than two Spanish culture or literature classes are not allowed in this course and must proceed to a Researching Cultures class.

Credit 3 units. A&S IQ: HUM, LCD, SC BU: HUM EN: H

Typical periods offered: Fall

SPAN 3227 Debating Cultures: Afrodescendants in Comic Books and Graphic Novels
This course will explore the representation of people of African descent in comic books and graphic novels from Spain and Latin America. These will include comic books about Afro-Latin Americans and black Spaniards as well as comic books and graphic novels by black artists and writers from these regions. Students will learn how to engage academically with these two literary genres while reading and conducting research about the histories and cultures of Afrodescendants in the Iberian world. Topics of discussion will include: race, slavery, representation, and black resistance. Prior or concurrent enrollment in Spanish 303 is required. Students who have taken more than two Spanish culture or literature classes are not allowed in this course and must proceed to a Researching Cultures class.
Credit 3 units. A&S IQ: HUM, LCD, SC BU: HUM EN: H

SPAN 3310 Hispanic Art/Arte Hispano
This course focuses on the most important movements, artistic expressions and its representatives of the art history of Latin America and Spain. From the Pre-Columbian art of the Mayas, Aztecs and Incas, to the syncretism of Post-colonial Latin American art, the Mexican Muralism and the self-reconstruction portraits of Mexican artist Frida Kahlo to the Chicano Art in the U.S.A. From the Medieval paintings of religious Spain, to the criticism of the Spanish nobility by Diego Velazquez, the Spanish Civil War of Guernica by Pablo Picasso, to the Surrealism of Salvador Dalí and Antonio Gaudi. The students will visit the St. Louis and the Kemper Art Museums. Prereq: Span 303 or 308E. In Spanish.
Credit 3 units. A&S IQ: HUM, LCD, LS Arch: HUM Art: HUM BU: HUM, IS EN: H
Typical periods offered: Spring

SPAN 3501 Undergraduate Seminar in Spanish Literature and Culture
Taught in Spanish. Topics vary. Can be repeated for credit. This course can be counted as one of the three surveys required to obtain a Spanish major. Prereq: Span 307D; concurrent registration in Span 308E is recommended. SECTION 01. SPANISH-AMERICAN SHORT NOVEL. Study of the twentieth-century short novel in Spanish America. Authors include Bombal, Bioy Casares, Hernández, Castellanos, Fuentes, García Márquez, Ferré, Valenzuela, del Río. SECTION 02.THE SPANISH SHORT STORY DURING THE PAST FIFTY YEARS. An explosion of story-tellers: the rise and fall and rebirth of a genre. This course reviews a half century of short fiction in Spain, emphasizing the works written since 1970. We will focus on the most significant, representative movements in relation to their historical and social contexts. Writers studied include Camilo José Cela, Miguel Delibes, Ignacio Aldecoa, Ana María Matute, Carmen Martín Gaite, Juan Benet, José María Merino, Luis Mateo Díez, Esther Tusquets, Cristina Fernández Cubas, Soledad Puértolas, Javier Marías, Antonio Muñoz Molina and Marina Mayoral. Paper, mid-term and final exams. SECTION 03. EARLY MODERN SPANISH TEXTS: WHOSE GOLDEN AGE DO THEY REPRESENT? This course studies a series of works from sixteenth- and early seventeenth-century Spain canonized by later readers as classics of national Spanish literature, whose original audiences viewed them as comical, even subversive experiments that went beyond the limits of known literary forms to incorporate discourses of material experience, revealing the decadent underside of imperial Spain's so-called Golden Age. Includes the LAZARILLO DE TORMES, FUENTEOVEJUNA, selections from DON QUIJOTE, and other readings. Satisfies the 300-level literature survey requirement for the Spanish major and minor.
Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: HUM

SPAN 3510 Business Spanish
Study of language and structures used in conducting business in the Hispanic world. Actual materials from various businesses--advertising, marketing, real estate, accounting--used. Particular stress on speaking and writing. Prereq: Span 308E, or permission of instructor.
Credit 3 units. A&S IQ: LCD EN: H
Typical periods offered: Fall

SPAN 3530 Medical Spanish
Designed for future medical professionals, this course will provide students with a complete vocabulary and cultural sensitivity necessary for treating Spanish-speaking patients. While the main focus is oral/aural, written exams, varied reading and some research are required. Volunteer work recommended for enrolled students. Advanced students will be given priority.
Credit 3 units. A&S IQ: LCD EN: H
Typical periods offered: Fall, Spring, Summer

SPAN 3550 Spanish for the Social Sciences
This is an advanced Spanish language course designed to develop conversational, writing and listening skills for students in the social sciences. Students will learn and use the language in a content-based format, guided by culturally sensitive readings, discussions and activities. Prereq: Spanish 307D or 302. In Spanish.
Credit 3 units. A&S IQ: SSC Art: SSC EN: S
Typical periods offered: Spring

SPAN 3600 Researching Cultures: Film and Dictatorship in Argentina and Chile
In this course, we will explore the methods by which filmmakers from the Southern Cone of Latin America used film to engage, document, and remember the military dictatorships of the 1970s and 1980s.We will look at the development of protest cinema in the area, the use of documentary filmmaking and resistance, navigating censorship, and the use of film as a nation's memory as we study films for which directors and actors risked (and sometimes lost) their lives. We will accompany our study of film with historical readings, reports on human rights abuses, and theories on memory and trauma. This course will have a strong, mandatory and graded written communications component, and it is taught in Spanish. It also fulfills the Writing Intensive (WI) requirement for Arts & Sciences students. Prerequisite: Span 303 or Span 308D, and one (or preferably two) of the following: Span 341, Span 342, Span 343, Span 370, Span 380 or Debating Cultures. Students who have taken more than four Spanish culture or literature classes are not allowed in this course and must proceed to a Major Seminar.
Credit 3 units. A&S IQ: HUM, LCD, WI Arch: HUM Art: HUM BU: HUM, IS EN: H
Typical periods offered: Fall

SPAN 3604 Researching Cultures: Making Latin America Popular
Despacito, futbol, telenovelas: All of these are forms of Latin American popular culture that are increasingly part of our everyday reality here in the United States. All are also inseparable from stories of inequality, ethnic tensions and celebrations, understandings of gender relations, and notions of hope that blend ideas of nation with cultural consumption. While popular culture in Latin America is often considered a contemporary phenomenon linked to the 20th century and the mass production of cultural goods -- film, books, and music -- it has deeper roots. We can trace these back to the 19th century, where people, cultural processes, and phenomena literally began making Latin America popular. This course will survey the emergence and variety of modern popular culture in Latin America, from the 1800s to the present. Readings may include best sellers, gaucho poetry,

stories of urban life and folk heroes, and materials engaging themes from dictatorship to contemporary Latinx experiences. We will learn about the intersections between race, nation, and music; explore the emotional and political power of futbol, along with the intense gender divisions it reveals; and delve into the appeal of telenovelas across socioeconomic divides. Historical and anthropological essays will also guide us throughout the semester. This course will have a strong, mandatory and graded written communications component, and it is taught in Spanish. It also fulfills the Writing Intensive (WI) requirement for Arts & Sciences students. Students who have taken more than four Spanish culture or literature classes are not allowed in this course and must proceed to a Major Seminar.
Credit 3 units. A&S IQ: HUM, LCD, SC, WI Arch: HUM Art: HUM BU: ETH, HUM, IS EN: H
Typical periods offered: Fall

SPAN 3605 Researching Cultures: Latin American Women Travelers
When we talk about adventurers, explorers, or travelers, we tend to imagine them embodied in a masculine figure. In this course, we will focus on the limits of this idea of travel, analyzing travel as a gendered and racialized experience. Throughout the semester, we will study different types of mobility, travel, and travel literature created by Latin American women from the 19th century to the present, debunking the stereotypes of female immobility and immanence. From the Peruvian rabonas to the Mexican Revolution's soldaderas, from pleasure trips to forced exiles, we will read and examine the writings of Flora Tristan, Clorinda Matto de Turner, Victoria Ocampo, Clarice Lispector, Circe Maia, Cristina Peri Rossi, Samanta Schweblin, Cristina Rivera Garza, and Valeria Luiselli, among others. These different travelogues will serve as the basis for discussing the complexities of gender, race and social class in relation to travel, nation and literature. We will also discuss different theoretical approaches, seeking to deepen and enrich our academic writing in the Spanish language. In this course, students will write two short compositions and a final research composition on the topic of their choice related to the course content. This course will have a strong, mandatory and graded written communications component, and it is taught in Spanish. It also fulfills the Writing Intensive (WI) requirement for Arts & Sciences students. Students who have taken more than four Spanish culture or literature classes are not allowed in this course and must proceed to a Major Seminar.
Credit 3 units. A&S IQ: HUM, LCD, SC, WI Arch: HUM Art: HUM BU: BA, HUM, IS EN: H
Typical periods offered: Fall

SPAN 3610 Researching Cultures: The Black Parade: Black Social Movements in Columbia & Peru, 1960s to Present
This course is a conceptual and thematic exploration of Black social movements in Colombia and Peru from the 1960s to present. Learners will explore topics such as Black Consciousness, Black Women's Rights, civil conflicts and drug conflicts, land rights, environmental justice, genocides against Black activists, Black Lives Matter, forced and quasi-voluntary displacements, as well as COVID-19, among others. The course not only highlights the widespread resistance by Blacks against systemic racism and inequality but also movements that celebrate Blackness and the curation of Black representation in countries that have intentionally made Black bodies invisible. Through an interdisciplinary and intersectional approach in an inclusive and co-collaborative environment, learners will analyze, understand, and juxtapose multiple (trans)national movements centering on the dimensions of race, gender, and class in order to productively discuss Afro-Latin American history, culture, and politics. Although this course is focused on writing, research and instructor feedback, learners will have the opportunity to engage bi-weekly with articles, videos, music, children's books, poetry, performances, films, and much more. This course will have a strong, mandatory and graded written communications component, and it is taught in Spanish. It also fulfills the Writing Intensive (WI) requirement for Arts & Sciences students. Students who have taken more than four Spanish culture or literature classes are not allowed in this course and must proceed to a Major Seminar.
Credit 3 units. A&S IQ: HUM, LCD, SC, WI Arch: HUM Art: HUM BU: BA, ETH, HUM, IS EN: H
Typical periods offered: Fall

SPAN 3611 Researching Cultures: Urban Iberian Cultures -- Barcelona and Madrid
In this course, we will explore the various urban cultures of two paradigmatic cities in the Iberian Peninsula: Barcelona and Madrid. This is a research-focused course that examines from interdisciplinary and collaborative perspectives the urban spaces and cultures that have shaped the life of the dwellers of these two key cities, both across time and with a focus on the contemporary moment. While the founding of the city of Barcelona, the capital of Catalonia, dates back to the Roman empire (i.e., the first century BCE), the city of Madrid, the capital of Spain, was established during the 15th century around a small fortification developed during Al-Andalus, soon becoming the political center of the Spanish Empire during the 16th century. Through an examination of the urban development of both cities across time and the various contemporary urban spaces and cultures of the 21st century, this course will explore the ways in which writers (Jorge Carrion, Belen Gopegui, Julio Llamazares), musicians (Joan Manuel Serrat, Rosalia), visual artists (Pablo Picasso, Cristina Garcia Rodero, Angeles Santos Torroella), filmmakers (Jose Luis Guerin, Isabel Coixet, Chus Gutierrez) and architects (Juan de Villanueva, Antoni Gaudi) have reflected on and explored through their work in both cities. We will also explore the political and social relevance of both cities today as related to their own urban planning and development as well as their political relevance in both Catalonia and Spain as a whole. This course will have a strong, mandatory and graded written communications component, and it is taught in Spanish. It also fulfills the Writing Intensive (WI) requirement for Arts & Sciences students. Students who have taken more than four Spanish culture or literature classes are not allowed in this course and must proceed to a Major Seminar.
Credit 3 units. A&S IQ: HUM, LCD, WI Arch: HUM Art: HUM BU: ETH, HUM, IS EN: H
Typical periods offered: Fall

SPAN 3612 Researching Cultures: Afterlives, Ghosts, and Haunted Places
In this course, we will examine the historical, cultural and aesthetic implications of how different artists, filmmakers, and writers approach the afterlife in the Spanish-speaking world. We will explore experiences and emotions that can be deeply personal and intimate as well as shared and lived out in public. We will discuss how practices and beliefs vary widely across the Spanish-speaking world and explore how traditions and rituals are invented and how these change over time. While our readings will include a few works from earlier periods, most of the texts stem from the 20th and 21st centuries, allowing us also to examine a number of historical events and their depiction in history and memory. We will discuss the ways in which grief, mourning, and trauma relate to identity and belonging, and we will also pay close attention to coping mechanisms that range from forgetting to humor. The last section of the course will focus on a specific case study of public mourning and remembrance: the Spanish Civil War and its multiple afterlives. This course will have a strong, mandatory and graded written communications component, and it is taught in Spanish. It also fulfills the Writing Intensive (WI) requirement for Arts & Sciences students. Students who have taken more than four Spanish culture or literature classes are not allowed in this course and must proceed to a Major Seminar.

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

Typical periods offered: Fall

SPAN 3613 Researching Cultures: The Paradoxes of Contemporary Cuba: The Good, the Bad, and the In-Between

In the wake of such momentous events as president Obama's visit to Cuba (March 2016), Fidel Castro's death (November 2017) and the end of Raul Castro's presidency (April 2018), for many Americans the island has advanced from the category of a forbidden and exotic fruit to a full-fledged reality. Now is a good time to ask not only What is next for Cuba? but also What can we learn from Castro's revolutionary experiments? This course explores from interdisciplinary perspectives the paradoxes of Cuban lives on the island and in the diaspora-the good, the bad and the in-between-along with the intertwined histories of the United States and Cuba. Using a combination of literary texts (Carpentier, Cabrera Infante, Ponte, Bobes, Obejas, Morejón, Padura), films (Strawberry and Chocolate, Guantanamera, The Promise, The New Art of Making Ruins), artwork (Mendieta, Bruguera, Garaicoa), political speeches, and unique visual materials compiled by the instructor throughout her many research trips to Cuba, we will look at the island's contemporary reality through the lens of its colonial and postcolonial past. Topics include ethnic and gender identities, the history of slavery and plantation economy, the myths of Che Guevara and Fidel Castro, African-Cuban spirituality, popular music, political oppression and dissent, and the interplay of migration and exile, along with multiple perspectives on everyday life (foreign tourism, food rationing, dual-currency economy, restoration of colonial Course description: Havana, education, and healthcare). Due to the interdisciplinary perspectives inherent to this course, students will have an opportunity to engage their knowledge of and interest in disciplines outside the humanities (including but not limited to: public health, law, political science, urban studies, anthropology) in the exploration of Cuba's past, present, and future. This course will have a strong, mandatory and graded written communications component and is taught in Spanish. It also fulfills the Writing Intensive (WI) requirement for Arts and Sciences students. Students who have taken more than four Spanish culture or literature classes are not allowed in this course and must proceed to a Major Seminar.

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

Typical periods offered: Fall, Spring

SPAN 3614 Researching Cultures: Iberian Feminisms

This course will examine the development and transformations of feminist thought in the Iberian Peninsula, from the Enlightenment to the present, considering a diverse array of literary and cultural production (narrative fiction, poetry, essay, press accounts, film and visual culture) by women. We will consider not only the challenges faced by women cultural producers, given their social, legal, and historical circumstances, but also the strategies they used to negotiate their participation in the public sphere as writers, intellectuals, social reformers and activists. We will explore, from an intersectional perspective, the unique perspectives these women brought to their work, as they address pressing social, political, and cultural issues pertaining to their place in society, such as citizenship, suffragism, equal rights, divorce, gender violence, personal and political freedom, racial justice, among others. We will consider works of Enlightenment thinkers such as Josefa Amar y Borbón, representing the beginnings of a modern feminist consciousness in Iberia; Romantic writers (Coronado, Gómez de Avellaneda), who, under the impact of liberalism, were key to shaping new models of subjectivity for women; nineteenth-century (proto)feminists and social reformers of the fin-de-siècle (Pardo Bazán, Gimeno de Flaquer, Arenal); early twentieth-century suffragists and freethinkers (Carmen de Burgos, Campoamor, Hildegart); and feminist writers and filmmakers of the post-Franco era (Montero, Riera, Bollaín, Taberna) and women representing the diverse diasporic communities of 21st-century Spain (El Hachmi, Bela-Lobedde, Mbomio Rubio, Quanzhou Wu). Course assignments will consist of short essays, a book report, and a final project. Students who have taken more than four Spanish culture or literature classes are not allowed in this course and must proceed to a Major Seminar.

Credit 3 units. A&S IQ: HUM, LCD, SC, WI Arch: HUM Art: HUM BU: BA, HUM, IS EN: H

Typical periods offered: Fall

SPAN 3615 Researching Cultures: Leisure and Urban Entertainment in Latin America

How do we define leisure or free time? Who can experience it? Can we choose which activities to perform in our free time? By establishing a dynamic dialogue between leisure/free time and other notions such as play, labor, inequality, alienation, and consumption, we will approach Latin America's urban entertainment scene from the end of the nineteenth century to the present. Beginning with the incorporation of the region into the global economic networks, we will trace the trajectory of the concept of leisure/free time to reflect on socio-political issues such as migration, gender, race, and social class. We will examine historical landmarks alongside examples of urban entertainment: from street celebrations, mass media, and soccer games, to social networks and virtual platforms in a pandemic scenario. Even though this course is mainly focused on Argentina and Uruguay, we will also have the opportunity to study cases from other parts of Latin America. This course will have a strong, mandatory and graded written communications component and is taught in Spanish. It also fulfills the Writing Intensive (WI) requirement for Arts and Sciences students. Students who have completed four or more Spanish surveys (including Researching Cultures and the ones mentioned before) may not take this class and must proceed to the 400-level.

Credit 3 units. A&S IQ: HUM, LCD, LS, SC, WI Arch: HUM Art: HUM BU: HUM, IS

Typical periods offered: Spring

SPAN 3616 Researching Cultures: Imagining the Andes

Taking Peru and Bolivia as case studies, this course explores the Andean region's cultures by examining the interactions between global, national, and indigenous cultures. We will study six main topics: indigenous peoples and state-formation; peasant revolutions; internal and transnational migration; memory and political violence; racialization and coloniality; and extractive capitalism and indigenous thinking (Buen Vivir). We will explore these issues while learning about the region's major historical transformation between the 1900s and the present. Course materials include oral histories, myths, literature, film, photography, music, and social media. Authors studied include Jose Maria Arguedas, Claudia Llosa, Yuyachkani, Anibal Quijano, Jorge Sanjines, and Silvia Rivera Cusicanqui. This course fulfills the Writing Intensive (WI) requirement for Arts and Sciences students. Students who have taken more than four Spanish culture or literature classes are not allowed in this course and must proceed to a Major Seminar. In Spanish.

Credit 3 units. A&S IQ: HUM, LCD, LS, SC, WI Arch: HUM Art: HUM BU: HUM, IS

Typical periods offered: Spring

SPAN 3617 Researching Cultures: Representations of Childhood in the Spanish-Speaking World

This course examines the construct of childhood in the Spanish-speaking world from an interdisciplinary perspective. We will explore the aesthetic, cultural, sociopolitical, and legal implications of a variety of media, about and/or for children. The course is divided into three thematic units. The first will delve into the pedagogical, nation-building and moral projects that underpin the development of children's

literatures in the Hispanic world. The second focuses on children in the midst of crises, where we will turn our attention to issues of child labor, migration, poverty, public health, the environment, as well as economic and political crises that lay bare the inherent vulnerabilities of children. We will also familiarize ourselves with the work of a variety organizations that aim to mitigate child suffering and develop social awareness about the treatment and living conditions of children. The third unit centers around media and the child consumer, where we will explore the effects of social media, the advertising and marketing of food, games and toys, as well as a variety of other issues that affect children's emotional and psychosocial development. Some of the texts and films we will study include Ismaelillo and a selection of La edad de oro by José Martí, Cuentos pintados y morales by Rafael Pombo, Perico trepa por Chile by Alicia Morel, a selection of poems by Rubén Darío, Sólo un pie descalzo by Ana María Matute, Los herederos by Eugenio Polgovsky, Voces inocentes by Luis Mandoki and Entre nos by Gloria La Morte and Paola Mendoza. Additional materials include newspaper articles, podcasts and songs. This course fulfills the Writing Intensive (WI) requirement for Arts and Sciences students. Students who have taken more than four Spanish culture or literature classes are not allowed in this course and must proceed to a Major Seminar. In Spanish. 3 units.

Credit 3 units. A&S IQ: HUM, LCD, LS, SC, WI Arch: HUM Art: HUM BU: HUM, IS EN: H

Typical periods offered: Fall, Spring

SPAN 3618 Researching Cultures: Cultural Revolutions in Central America

Central American region has been invisible and stigmatized as the most violent and unequal of the continent. Nevertheless, these seven countries (Guatemala, El Salvador, Honduras, Nicaragua, Costa Rica, Panamá and Belice) have a complicated history of creativity and cultural struggles related to indigenous people, national identity, revolution, Cold War, postwar and peace times, and transnational migration. This course will explore some of these topics through the lenses of cultural revolutions in Guatemala, El Salvador, and Nicaragua, in the context of the Cold War. Attention will be given to the articulation of culture and politics. We will study a wide range of media products and performances, such as rock songs, painting, folkloric music, radio streaming, street theater, testimony genre, literature, and film. In addition, we will discuss the engagement of writers and public intellectuals such as Ernesto Cardenal, Daysi Zamora, Roque Dalton, and Gioconda Belli to the revolutionary process in Latin America and the interplay between political mass mobilization and radical resistance. This course fulfills the Writing Intensive (WI) requirement for Arts and Sciences students. Students who have taken more than four Spanish culture or literature classes are not allowed in this course and must proceed to a Major Seminar. In Spanish.

Credit 3 units. A&S IQ: HUM, LCD, LS, SC, WI Arch: HUM Art: HUM BU: BA, HUM, IS

Typical periods offered: Spring

SPAN 3619 Researching Cultures: Graphic Latin America

This course examines the visual, affective and linguistic registers that graphic novels, comics and illustrations have used in Latin America to represent popular desire, enjoyment and resistance. We will challenge traditional perceptions of graphic formats as minor literature and we will delve into the relationship between popular consumption and structural changes in Latin American countries. Some of the questions that would lead the units are: Is there a specific storytelling attached to graphic narratives? What are the cognitive and perceptual challenges that graphic texts pose to the readers? What do we mean when we talk about Latin America Graphic Fiction? What does it mean to read massive texts? Can reception have a transformative power in Latin American societies? The genres analyzed include memoirs, political satire, parodies, science fiction and radical zines. This course fulfills the Writing Intensive (WI) requirement for Arts and Sciences students. Prereq. Spanish 303 or 308E, and one (or preferably two) of the following: 341, 342, 343, 370, 380 or Debating Cultures. Students who have taken more than four Spanish culture or literature classes are not allowed in this course and must proceed to a Major Seminar. In Spanish. 3 units. This course fulfills the Writing Intensive (WI) requirement for Arts and Sciences students. Students who have taken more than four Spanish culture or literature classes are not allowed in this course and must proceed to a Major Seminar.

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

Typical periods offered: Fall

SPAN 3620 Researching Cultures: Politics of Melodrama in Latin America: From Serialized Novels to Telenovelas

This course explores the social and political history of melodrama in Latin America. We will discuss the role that melodrama has had within Latin American media following a long-term chronological approach that begins with nineteenth-century serialized novels (folletín) and ends with recent streaming television. As a language of emotions and familiarity, Latin American melodrama has been a key tool to reflect on the most important social and political issues, from mid-twentieth century populisms to globalization, from modernization to the human rights abuses of the 1970s' dictatorships. Thus, in this course we will delve into the political power of tears and smiles. The course will address the uses of melodrama in print media, radio, cinema, and television, in order to explore how the melodramatic imagination shaped the experience of modernity in the region and allowed Latin American audiences to deal with issues of class inequality, gender roles, sexuality, national identities, and racism. Course materials may include tango albums, 1940's Argentine and Mexican films, Cuban radionovela El derecho de nacer, Manuel Puig's novel El beso de la mujer araña [Kiss of the Spider Woman], as well as telenovelas from Colombia, Mexico, and Argentina. As part of the course, students will engage in active research on the interplay of politics and melodrama in contemporary Latin American media. This course fulfills the Writing Intensive (WI) requirement for Arts and Sciences students. Students who have taken more than four Spanish culture or literature classes are not allowed in this course and must proceed to a Major Seminar. In Spanish.

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

Typical periods offered: Fall

SPAN 3621 Researching Cultures: NOT a Piece of Cake: Culinary Crossroads of Latin American Cultures

This course explores from interdisciplinary perspectives the intersectional, transdisciplinary and cross-cultural dimensions of food in the Hispanic cultures of South and Central America, the Caribbean, and their respective (Latinx) diasporas. Using a combination of literary texts, artwork, testimonials, films, and scholarly articles, we will look at food, both as material commodity and metaphor, through the lens of Hispanic America's colonial and postcolonial past. Some topics include ethnic and gender identities, the history of enslavement and plantation economy (sugar, coffee), African-descendant and Indigenous spirituality as it pertains to food rituals, interplay of migration and exile in culinary transformations, along with multiple perspectives on everyday life (hunger, diets and dieting, food rationing, etc.). Due to the interdisciplinary perspectives inherent to this course, students will have an opportunity to engage their knowledge of and interest in disciplines outside the humanities (including but not limited to: sociology, psychology, public health, anthropology, global studies) in the exploration of food/gastronomy/culinary cultures, past, present, and future. This course has a substantial, mandatory and graded written communications component and is taught in Spanish. It also fulfills the Writing Intensive (WI) requirement for Arts and Sciences

students. Prereq. Spanish 303 and at least one Debating Cultures (32XX). Students who have taken more than four Spanish Debating/Researching classes are not allowed in this course and must proceed to a Major Seminar (4XX).
Credit 3 units. A&S IQ: HUM, LCD, SC, WI Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

SPAN 3622 Researching Cultures: The Stuff of Legends: Remembering and Recreating the Past in the Hispanic Wor
Researching Cultures: The Stuff of Legends: Remembering and Recreating the Past in the Hispanic World. In this course we will study various versions of some of the most memorable legends that populate the imagination of Hispanic people in both sides of the Atlantic Ocean. We will study these narratives as they have evolved through time, depending on the contexts and media on which they are told, and we will compare their written versions with their transformations into plays, movies, comics and artistic renderings. To inspire our discussions, we will use the support of some key theories both past and present about emotions, and how these can contribute to our ability to memorize and retrieve the stories we love to remember. This course has a substantial, mandatory, and graded written communications component and is taught in Spanish. It also fulfills the Writing Intensive (WI) requirement for Arts and Sciences students. Prereq. Spanish 303 and at least one Debating Cultures (32XX). Students who have taken more than four Spanish Debating/Researching classes are not allowed in this course and must proceed to a Major Seminar (4XX).
Credit 3 units. A&S IQ: HUM, LCD, SC, WI Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Spring

SPAN 3623 Researching Cultures: Decolonial Imaginaries in Latinx Cultures
Latinx-typically defined as the Latin American descendant and migrant populations settled in the US-is a hotly contested category and a fast-growing presence in US cultural and political life. In this course, we will examine cultural productions: literature, film, television, popular music, and more, to interrogate and attempt to understand the contours of Latinx experience. We will consider questions such as: what is the relationship of Latinx identity to language, migration, colonialism, labor, borders, race, ethnicity, and sexuality? How do race, ethnicity, class, gender, sexualities, citizenship, geography, and imperialism work with or push against Latinx identification? We will also consider the role of shared histories of coloniality in Latin America have on the formation of Latinx identity in the United States. Is there a shared decolonial impetus in Latinx cultural forms? Using an interdisciplinary lens, we will analyze how Latinx identities are imagined and produced through culture, and what they offer Latin American and US American cultural traditions as they push against multiple colonial orders. This course is taught in Spanish. It also fulfills the Writing Intensive (WI) requirement for Arts and Sciences students. Prereq. Spanish 303 and at least one Debating Cultures (32XX). Students who have taken more than four Spanish Debating/Researching classes are not allowed in this course and must proceed to a Major Seminar (4XX).
Credit 3 units. A&S IQ: HUM, LCD, SC, WI Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Spring

SPAN 3624 Researching Cultures: Afro-Central American Literature and Culture
While Afro-Latin Studies have flourished in other regions of Latin America, Afrodescendants and their contributions in Central America have been submerged in a deep mutism. Some countries, such as El Salvador, have gone as far as to officially deny the presence of Afrodescendants in the nation while others characterize Afro-Central Americans as an anomaly or as foreign. Nonetheless, Afro-Central Americans possess a long, rich and complex history within the region which although often denied, is very much present. This course introduces students to the contemporary literature and culture of people of African descent in Central America in their attempts to visibilize themselves, rescue their history and to properly represent their roots and culture. We will analyze how this history and culture is represented in the literature of authors such as Gerardo Maloney from Panama, Xiomara Cacho Caballero from Honduras, Isabel Estrada Colindres from Nicaragua, and Wingston Gonzalez from Guatemala, to name a few. In addition, students will also have the opportunity to engage with music, podcasts, art and films which feature and/or are produced by self-identifying Afro-Central Americans. This course has a substantial, mandatory and graded written communications component and is taught in Spanish. It also fulfills the Writing Intensive (WI) requirement for Arts and Sciences students. Prereq. Spanish 303 and at least one Debating Cultures (32XX). Students who have taken more than four Spanish Debating/Researching classes are not allowed in this course and must proceed to a Major Seminar (4XX).
Credit 3 units. A&S IQ: HUM, LCD, SC, WI Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall

SPAN 3625 Researching Cultures: Cumbia Culture in Latin America
This course explores the social impact of cumbia culture in Latin American lifestyles. Why has this music genre become a staple of Latin American countries? How does this music genre interact with the social, ethnic, and economical issues of the region(s)? By looking at cumbia as a transnational phenomenon, we will study how this genre interacted with different contexts and countries, such as Colombia, Venezuela, Peru, Mexico, Argentina, Chile, and the United States. We will explore the multiple cultural practices related to this culture, including music production, visual imagery, identities, parties, and dance. Our material includes music, album covers, video footage, and films, starting from the sixties to the present. From these productions, students will develop research essays using academic sources and methodologies from the cultural discussions of the classes with the guidance of the instructor. This course will have a strong, mandatory, and graded written communications component and is taught in Spanish. Students who have taken more than four Spanish culture or literature classes are not allowed in this course and must proceed to a Major Seminar.
Credit 3 units. A&S IQ: HUM, LCD, WI BU: HUM EN: H
Typical periods offered: Spring

SPAN 3626 Researching Cultures- Curatorial Mexico: Unfolding Heritage Through Curatorial Practice
This course will get us immersed in Mexico's rich cultural heritage through the perspective of curatorial practice as dispersed throughout its myriad museums, heritage sites, and everyday spaces. We will focus on curatorial discourse as a unique form of communication, a genre in itself that is often understated on the role it plays in shaping, shifting, and contesting cultural and social identities. We will analyze how curatorial language inhabits not only writing but visual culture, speech, heritage collections, gallery installations, and even architecture, fashion, and food. We will discuss how the instability of curatorial discourse reveals the instability and contradictions within cultural heritage itself, deceivingly presented constantly as a neutral, unchangeable, and unquestionable entity. The materials and reflections in this course will ponder on cultural heritage as inevitably curated, discern the forms and implications of such mediation, and study curatorial practice and the trade of the curator as a form of agency that should aim to be ethical, inclusive, collaborative, and always challenged and renewed. We will work with a wide variety of materials from the early 20th century to contemporary Mexico that

range from gallery and museum texts to political speeches, mass-media dispatches, literary texts, scholarly research, critical essays, interviews, fiction, magazine articles, manifestos, fashion statements, food menus, and architecture. These will lead us to reflect on how curatorial practice is a dynamic tool for understanding, renewing, preserving, and sometimes defying cultural heritage and what it stands for at different times and for different people. *This course has a substantial, mandatory and graded written communications component and is taught in Spanish. It also fulfills the Writing Intensive (WI) requirement for Arts and Sciences students. Students who have taken more than four Spanish Debating/Researching classes are not allowed in this course and must proceed to a Major Seminar (4XX).
Credit 3 units. A&S IQ: HUM, LCD, WI BU: HUM EN: H
Typical periods offered: Spring

SPAN 3650 Researching Cultures: Cultural Geographies of the Hispanic World
This course provides students with an overview of the cultural history of various regions of the Hispanic World, considering its global, transatlantic, hemispheric, national, and regional formations through print, visual, and sonic media and genres. Taking the multilayered tension between power and resistance as a conceptual framework, the course explores four key cultural geographies: the colonial space, the national space, the migrant space, and the natural space. Each cultural geography maps the oppositional forces that have shaped various regions of the Hispanic World since Western colonial expansion: colonialism and decolonial thinking, melting pot utopias and ethnic communities, revolution and the State, modernity, race, and gender identities, and extractivismo and ecological dissidence. Materials include films, songs, short stories, poetry, comics, and digital culture.This is a writing-intensive course. Students who have taken more than four Spanish culture or literature classes are not allowed in this course and must proceed to a Major Seminar.
Credit 3 units. A&S IQ: HUM, LCD, WI BU: HUM EN: H
Typical periods offered: Fall

SPAN 3660 Researching Cultures: Sociolinguistics of the Spanish-Speaking World
This course provides an introduction to the basic concepts in sociolinguistics. Sociolinguistics focuses on the symbolic value of language as an expression of group identity based on region, gender, ethnicity, socioeconomic class, age, or other ways of defining group affiliation. Notions such as speech community, sociolinguistic variable, phonological and syntactic variation, and field methods will be included. The course also surveys other related topics such as language in contact, bilingualism and Spanish in the United States, Spanish as a heritage language, language attitudes and language identity, and language and the law. We will focus on research examining the use of Spanish in Latin America, Spain, and the United States.
Credit 3 units. A&S IQ: HUM, LCD, SC BU: HUM EN: H
Typical periods offered: Fall, Spring

SPAN 3996 Spanish Elective: 3000-Level
This course is used for transcribing 3000 level SPAN elective units.
Credit 3 units. EN: H
Typical periods offered: Fall, Spring, Summer

SPAN 3999 Independent Study
Prereq: permission of instructor.
Credit 3 units.
Typical periods offered: Fall

SPAN 3ABR Spanish Coursework Completed Abroad
Credit 12 units. A&S IQ: HUM BU: HUM EN: H

SPAN 4000 Intensive Translation for Graduate Students I
Designed to help graduate students in the humanities, social and natural sciences fulfill their Ph.D. language requirement, this is the first part of a two-semester course sequence in reading and translating Spanish. Non-graduate students may enroll with permission of the department. Must be followed by Span 401.
Credit 3 units. A&S IQ: LCD EN: H
Typical periods offered: Summer

SPAN 4010 Intensive Translation for Graduate Students II
Designed to help graduate students in the humanities, social and natural sciences fulfill their Ph.D. language requirement, this is the second part of a two-semester course sequence in reading and translating Spanish. Non-graduate students may enroll with permission of the department. Credit for Span 400 is contingent on completion of Span 401.
Credit 3 units. A&S IQ: LCD EN: H
Typical periods offered: Summer

SPAN 4050 Major Seminar
An undergraduate seminar. Topics vary. This is a writing-intensive course, which requires a minimum of 3 papers of approx. 4-5 pp. length, with rewrites; 50% of the grade must come from written work. In Spanish.
Credit 3 units. A&S IQ: HUM, LCD, WI Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

SPAN 4070 Seminar in Spain: Cultural Encounters
The Spanish, Latinos, and non-hispanic North American vis-vis the Other. Designed to study the historical and ideological bases of attitudes and mutual perceptions that inform these three cultures' understanding of each other. Analysis of literary and extra-literary representations of the three identities in question will teach students to think critically about the cultural, religious, and political foundations of intercultural perceptions. Washington University students' experiences living in Spain will provide a context for them to examine their own attitudes about hispanidad, as well as to learn about their own cultures (American, latino) as they are understood from abroad. Study of theoretical concepts of identity, ethnicity, minority, gender, culture, and intercultural communication will enable students to participate in practical discussions based on observation and experience with an objective, critical understanding of how they perceive and are perceived by others. Fulfills 400-level literature course requirement for the Spanish major. Prereq: Span 307D, Span 308E and two 300-level literature surveys or the equivalent in Spanish. Course taught in Madrid, Spain, through the Washington University Madrid Program.
Credit 3 units.

SPAN 4100 Major Seminar
In this course we will try to understand how some of the most famous Spanish short stories ever told have been used more than once not only to entertain their listeners and readers, but to drill certain messages and ideas in their minds. Many of the stories we will study were preserved through oral tradition, long before they were put into writing; others were not so old, but they all have something in common: they were chosen, used and preserved because they were useful and unforgettable. The two most important questions we will try to answer here, with the help of some recent discoveries in the fields of the neurosciences and the study of emotions, are the following: Why were they unforgettable? And how were the characteristics that made them unforgettable used to modify the minds of those who received

them either orally or in written form? To answer these questions, we will analyze a selection of short stories taken from some of the most important collections of the Spanish Middle Ages: DISCIPLINA CLERICALIS, SENDEBAR, CALILA ET DIMNA, CATIGOS E DOCUMENTOS DEL REY DON SANCHO, EL CONDE LUCANOR, the LIBRO DE BUEN AMOR, the LIBRO DE LOS GATOS, and the LIBRO DE LOS EXEMPLOS POR A.B.C.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

SPAN 4110 Spanish Grammar and Syntax
This course presents a detailed study of Spanish syntax. Different theories (including generative theory) as well as the relationship between (morpho) syntax and other linguistic subsystems are considered. Special attention is also given to Spanish/English contrasts of particular interest to language learners and teachers. Prerequisite: Any one Researching Cultures course
Credit 3 units. A&S IQ: LCD EN: H
Typical periods offered: Fall, Spring

SPAN 4160 Introduction to Hispanic Linguistics
An introduction to the scientific study of the Spanish language, this course focuses on each of the major linguistic subsystems, including the sound system (phonetics and phonology), word formation (morphology), formation of phrases and sentences (syntax), and the use of the language to convey meaning (semantics and pragmatics). At each level of analysis, selected comparisons are made between Spanish and English and between Spanish and other languages. The course also examines different historical, regional, and social varieties of Spanish and situations of Spanish in contact with other languages. Preceptorial for undergraduates only.
Credit 3 units. A&S IQ: LCD EN: H

SPAN 4170 Spanish Phonetics, Phonology, and Dialectology
This course, conducted in Spanish, explores the linguistic varieties of the 21 Spanish-speaking countries from both a historical and a synchronic perspective. The course begins with a traditional look at Spanish phonetics and phonology, with all students memorizing and utilizing the International Phonetic Alphabet. Course readings and discussions extend beyond the descriptive and include a search for the sources of language variation within the Spanish speaking world. Particular attention is devoted to language contact and bilingualism. Students will read in areas such as history, sociolinguistics, dialectology, and sociology, as well as traditional linguistic studies, in designing their projects concerning phonetics, phonology and dialect diversification.
Credit 3 units. A&S IQ: LCD BU: IS EN: H

SPAN 4670 Grammar and Vocabulary Acquisition
This course examines theoretical and instructional implications of research on grammar and vocabulary acquisition. Topics include making form-meaning connections during language learning; developmental stages; the role of input and input processing; explicit and implicit methods of grammar instruction; pertinent factors in vocabulary acquisition, such a learning context and processing resource allocation; and comparisons of incidental and direct vocabulary instruction techniques. Major theories of language acquisition (e.g., nativism, emergentism) are critically examined in light of the research presented, and research findings are applied to instructional practices.
Credit 3 units. A&S IQ: LCD BU: BA EN: H
Typical periods offered: Fall, Spring

SPAN 4950 Honors
Students who meet the requirements work closely with a member of the faculty on an individual basis on a project of mutual interest. Emphasis on a tutorial on a regular basis. Prereq: permission of Director of Undergraduate Studies. Preregistration not permitted.
Credit 3 units.
Typical periods offered: Spring

SPAN 4951 Honors
Students who meet the requirements work closely with a member of the faculty on an individual basis on a project of mutual interest. Emphasis on a tutorial on a regular basis. Prereq: permission of Director of Undergraduate Studies. Preregistration not permitted. Pass/Fail.
Credit 3 units. EN: H
Typical periods offered: Fall

SPAN 4995 Spanish Elective: 4000-Level
This course is for transcribing 4000- level SPAN elective units.
Credit 3 units. EN: H
Typical periods offered: Fall, Spring, Summer

SPAN 4996 Spanish Elective (Senior)
Topics vary each semester.
Credit 3 units. EN: H

SPAN 4ABR Spanish Coursework Completed Abroad
Credit 0 units.

French Major

Program Requirements

- **Total Units Required:** 30 (27 for second majors)
- **Grade Requirement:** Students must maintain an average of B– or higher and are expected to maintain a B average or better in all French courses. Courses taken Pass/No Pass do not count toward the major.

Required Courses

Code	Title	Units
FRENCH 3070	Cultural Expression	3
FRENCH 3210 or FRENCH 3220	One "In-Perspective" course	3
FRENCH 3210	Topics I: In Perspective	
FRENCH 3220	Topics II	
FRENCH 3600 or FRENCH 3610	One "Thinking-It-Through" course	3
FRENCH 3600	Thinking it Through	
FRENCH 3610	Thinking It Through II	
FRENCH 3700s-3900s	One "In-Depth" course	3
FRENCH 4XXX	Two 4000-level seminars	6

* Students pursuing the major earn the remainder of their credits by taking our rich 3000- and 4000-level elective offerings in French and Francophone literature, language, culture, and related disciplines in Arts & Sciences. Majors may count one course taken abroad toward the satisfaction of their Thinking-It-Through or In-Depth requirement. Students also may count as elective credit toward the major one 3-credit course that is taught in English by a member of the French faculty, either within or outside the department. This course must be at the 3000 level or above and does not replace any specifically required course.

Senior Capstone

Students with a prime major in French, Italian, or Spanish must fulfill a capstone requirement by either obtaining Latin honors (see details below) or completing an advanced undergraduate seminar (4000 level) in their junior or senior year with a grade of B+ or better.

Additional Information

Both 4000-level courses required for the major must be taken at Washington University. All primary majors must complete a capstone experience by achieving a B+ or better in one of the 4000-level seminars.

For more information about the program and language study in general, Washington University Arts & Sciences has produced a video called "Falling in Love With Another Language and Culture."

Study Abroad

We encourage French majors to participate in a study abroad program. Summer programs are available in Paris, Nice, and Senegal, and semester- and year-long programs are available in Toulouse and Paris. Three credits from the Senegal program, and up to 6 credits from each of the others, can count toward the major. Those interested in studying in other historically French-speaking countries should consult the faculty. **Students should complete an In-Perspective course prior to attending the Nice, Toulouse, or Paris programs**.

Transfer Credits

Students must take 21 of the 30 units required for the major in residence. Courses
not taken at Washington University may count toward the major only with departmental permission.

Writing Intensive (WI) Courses

Students wishing to satisfy the university Writing Intensive requirement within their French major may do so by taking either FRENCH 4110 or FRENCH 4131. These writing intensive courses are not seminars, are not required for the major, and do not replace the major requirements.

Senior Honors

Students who have maintained at least a minimum cumulative grade point average of 3.65 through the end of their Junior year are encouraged to work toward Latin Honors (cum laude, magna cum laude, summa cum laude) in the College of Arts & Sciences, and by maintaining the minimum grade point average through the final semester.

To further achieve Departmental Honors in French, Italian, or Spanish, majors may fulfill requirements of either of two tracks: Honors by Coursework or Honors by Thesis. Recommendations for honors are based on performance and the quality of the thesis or critical essays in addition to the student's cumulative GPA. Honors examining committees will award the student one of three designations: Departmental Honors with High Distinction, Departmental Honors with Distinction, or Departmental Honors.

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Italian Major

Program Requirements

- **Total Units Required:** 27 (24 for second majors); of these units, 3 may be taken outside of Italian with the approval of the major advisor.
- **Grade Requirement:** Students must complete courses taken for the major with a grade of B- or higher and are expected to maintain a B average or better in all Italian courses. Courses taken pass/no pass do not count toward the Italian major.

Required Courses

- Students may count one of the following courses as an elective:

Code	Title	Units
ITAL 1100	First Year Seminar: Italy's Invention of the Modern Museum	3
ITAL 1101	First Year Seminar: Italian Literary Culture:Identity, Subjetivity, Audience	3
ITAL1102	Refracted Light: How others View Italy	3
ITAL 2800	Sex in Italian Culture and Media	3
ITAL 2900	The Culture of Food in Italy	3

- Students may count ITAL 2010 , which is a prerequisite for ITAL 3230 and ITAL 3241, toward the major as an elective as well.
- Students are required to complete one of the following courses (3 units):

Code	Title	Units
ITAL 3070	Advances Italian in the Everyday World	3
ITAL 3090	Tansmedia Italian Culture	3

- Students are required to complete one of the following courses (3 units):

Code	Title	Units
ITAL 3230	Italian Literature 1: Genre and Gender in Italy, 1200-1600	3
ITAL 3240	Italian Literature II: The Making of Modern Italy, Text and Contexts	3
ITAL 3270	History of the Italian Language	3

- Students are required to complete two of the following 4000-level seminars (6 units):

Code	Title	Units
ITAL 4080	Disease, Madness, and Death Italian Style	3
ITAL 4100	Mamma Mia! Motherhood, Maternity, and the Female Reproductive Body in the Italian Cultural Contex	3
ITAL 4280	The New Sicilian School	3
ITAL 4320	Divergent Voices: Italian Women Writers	3
ITAL 4370	Caffe, Cadavers, Comedy, and Castrati: Italy in the Age of the Grand Tour	3
ITAL 4560	Romance Philosophy	3
ITAL 4420	Literature and Fascism	3
ITAL 4620	Prose Writers of the Sixteenth Century	3
ITAL 4730	Machiavelli and Guicciardini	3
ITAL 4810	Dante	3
ITAL 4830	Boccaccio: Decameron	3
ITAL 4850	Ariosto: Orlando Furioso	3
ITAL 4910	Postmodernism	3
ITAL 4920	The Italian Detective Novel	3

Additional Information

For more information about the program and language study in general, Washington University Arts & Sciences has produced a video called "Falling in Love With Another Language and Culture."

Study Abroad

Students are strongly encouraged to participate in a study abroad program. We offer a semester abroad program at our affiliate program with Boston University's Centro in Padua and IES Rome Summer Language & Culture Program in Rome. These programs are considered in residence.

Transfer Credits

A minimum of 18 of the 27 units required for the major must be taken in residence. Courses not taken at Washington University may count toward the major only with departmental permission.

Senior Honors

Students are encouraged to work toward Latin honors (cum laude, magna cum laude, and summa cum laude). To qualify for Latin honors in the major by thesis, a student must complete special literary research and prepare and orally defend an honors thesis, which is judged by an honors faculty committee. To qualify for Latin honors by course work, a student must enroll in ITAL 4952 Honors (fall of the senior year) and ITAL 4950 Senior Honors (spring of the senior year). Recommendations for honors are based on performance and the quality of the thesis in addition to the student's cumulative grade point average. (Please refer to the departmental guidelines for more information about Latin honors.)

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Romance Languages and Literatures Major

Program Requirements

- **Total Units Required:** A minimum of 42 units at the 3000 and 4000 levels, distributed among French, Italian, and Spanish
- **Grade Requirement**: Students will need to take these courses for a grade (not Pass/No Pass) and earn a B- or better, with a B average overall, per departmental requirements of all majors.

Required Courses

Like our other majors, the Romance languages and literatures major requires a writing-intensive course and a capstone experience. Further details are available on the Romance Languages and Literatures website.

- **Language I:** Six courses, all at the 3000 or 4000 level:
  - *If Language I is French:*
    - FRENCH 3070
    - One 3200-level “In Perspective” course
    - One 3700- to 3900-level “In Depth” course
    - Two 4000-level courses
    - One other course from among the 3000- and 4000-level offerings
  - *If Language I is Italian:*
    - ITAL 3070
    - ITAL 3090
    - Two from among ITAL 3230, ITAL 3240;, and ITAL 3270
    - Two 4000-level courses
  - *If Language I is Spanish:*

    - SPAN 3020
    - SPAN 3030
    - Two "Debating Cultures" courses
    - Two 4000-level courses
- **Language II:** Five courses, all at the 3000 or 4000 level:
  - *If Language II is French:*
    - FRENCH 3070
    - One 3200-level "In Perspective" course
    - One 3700- to 3900-level "In Depth" course
    - One 4000-level course
    - One other course from among the 3000- and 4000-level offerings
  - *If Language II is Italian:*
    - ITAL 3070
    - ITAL 3090
    - Two from among ITAL 3230, ITAL 3240, and ITAL 3270
    - One 4000-level course
  - *If Language II is Spanish:*
    - SPAN 3020
    - SPAN 3030
    - Two "Debating Cultures" courses
    - One 4000-level course
- **Language III:** Four courses, all at the 3000 or 4000 level:
  - *If Language III is French:*
    - FRENCH 3070
    - One 3200-level "In Perspective" course
    - One 3700- to 3900-level "In Depth" course
    - One other course from among the 3000- and 4000-level offerings
  - *If Language III is Italian:*
    - ITAL 3070
    - ITAL 3090
    - Two from among ITAL 3230, ITAL 3240, and ITAL 3270
  - *If Language III is Spanish:*
    - SPAN 3020
    - SPAN 3030
    - Two "Debating Cultures" courses
- One writing-intensive course in Spanish, Italian, or French
- A capstone experience, either by completing Latin Honors or by completing a senior undergraduate seminar during the junior or senior year with a grade of B+ or better

We encourage students to think about doing an honors thesis, perhaps combining French and Spanish. The 6 units of SPAN 4950 or FRENCH 4997 would be above and beyond the requirements listed above for each language.

Students need approval from directors of undergraduate studies for Italian, French, and Spanish for this major.

Additional Information

Students who plan to teach or pursue graduate study should consider taking a second foreign language as well as linguistics courses. In all departmental courses for the major, the student must receive a grade of B- or better. Each student's progress toward achieving the objectives of the major will be assessed on a regular basis and by a variety of means. More information is available in the departmental mission statement.

Spanish Honors in Linguistics

To qualify for Spanish Honors in Linguistics in the major by thesis, a student must complete linguistic research and prepare and orally defend an honors thesis, which is judged by an honors faculty committee. The honors thesis in linguistics may include scientific experiments conducted in Spanish. The written thesis will include several drafts, all of which will be written in Spanish.

Study Abroad

Students are encouraged to participate in a study abroad program. Programs are available in France, Italy, Spain, and Chile. Up to six units from each approved study abroad program may count toward the major. A minimum of 33 of the 42 units required for the major must be taken in residence. Courses not taken at Washington University may count toward the major only with departmental permission.

Senior Honors

Students who have maintained at least a 3.65 overall cumulative grade point average through the end of the junior year are encouraged to work toward Latin honors (i.e., cum laude, magna cum laude, or summa cum laude). To qualify for Latin honors in the major by thesis, a student must complete special literary research and prepare and orally defend an honors thesis, which is judged by an honors faculty committee. To qualify for Latin honors by course work, the student must complete four literature courses at the 4000 level (including two in literature before 1800) and present two critical essays written for those courses to be judged by an honors faculty committee. Recommendations for honors are based on performance, the quality of the thesis or critical essays, and the cumulative GPA.

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Spanish Major

Program Requirements

- **Total Units Required:** A minimum of 30 units at the 3000 level or above, 24 of which must be taken in residence. Courses within Washington University's own study abroad programs in Spain or Chile are considered "in residence."

- **Grade Requirement:** Students must complete all courses with grades of B- or above and maintain a B average or better overall in Spanish. Courses taken Pass/No Pass do not count toward the Spanish major.

Required Courses

The following courses must be included in the 30 units:

Cultures and Communications in the Spanish-Speaking World

- SPAN 3020 Cultures and Communication in the Spanish-Speaking World (Heritage speakers of Spanish must be certified by the director of undergraduate studies and must enroll in SPAN 3021)
- SPAN 3030 Cultures and Communication in the Spanish-Speaking World II

SPAN 3030 is a prerequisite or corequisite for any other 3000-level literature course in Spanish.

Two "Debating Cultures" Courses (6 units)

- Courses designated as SPAN 32xx
- Study abroad options*:

Code	Title	Units
SPAN 3122	Advanced Conversation in Spain	3
SPAN 3154	A View From the Southern Cone	3
SPAN 3341	Literatura Espanola	3
SPAN 3361	Spanish-American Literature II in Chile/ Spain	3
SPAN 3501	Topics in Spanish Literature	3

* One literature course taken in the Chile or Spain semester abroad program offered by Romance Languages and Literatures, designated as an acceptable substitute, may be used as one of the 32xx-level courses.

Two "Researching Cultures" Courses (6 units)

- Courses designated as SPAN 36xx
- Study abroad options*:

Code	Title	Units
SPAN 3110	Hispanic Culture and Civilization I	3
SPAN 3130	Chilean Contemporary Culture	3
SPAN 3181	Spanish Culture and Civilization	3

* 32xx and 36xx designations indicate sequential levels. Once a student takes a course at one level, they may not take a course at the previous level.

Two 4000-Level Seminars (6 units)

Code	Title	Units
SPAN 4050	Major Seminar	3
SPAN 4100	Major Seminar	3

- Other 4000-level courses taught in Spanish, including the following linguistics courses:

Code	Title	Units
SPAN 4110	Spanish Grammar and Syntax	3
SPAN 4170	Spanish Phonology, and Dialectology	3

- The prerequisite for 4000-level courses is the completion of at least one "Researching Cultures" course.
- Study abroad:
  - One 4000-level seminar taken on campus
  - An approved 4000-level course from the Madrid or Chile program (refer to the Study Abroad Opportunities page of the Romance Languages and Literatures website)

Elective Courses

Students must select two elective courses (6 units) from the following list:

Code	Title	Units
SPAN 2020	Intermediate Spanish II	3
SPAN 3530	Medical Spanish	3
SPAN 3550	Spanish for Social Sciences	3
Any other advanced 3000- or 4000-level Spanish (SPAN) class taught by a Romance Languages and Literatures faculty member		

- Only one elective course taught in English may be taken, when available, for the major.
- Study abroad options for electives:
  - SPAN 3122 Advanced Conversation in Spanish
  - Elective credit from semester programs in Santiago or Madrid
  - Elective credit from Petitioned, Organization for Tropical Studies, School for International Training, or Comparative Literature programs (refer to the Study Abroad Opportunities page of the Romance Languages and Literatures website)
  - Spanish courses completed (and approved) as part of study abroad programs other than those offered by Washington University may be used for Spanish elective credit only.
  - All study abroad credit requires authorization from the director of undergraduate studies.

Other Requirements

- Major requirements have been revised as of 2021.
- Under the new requirements, to major in Spanish, students must take a minimum of 30 units, starting with SPAN 2020 Intermediate Spanish II or Spanish 3020 Cultures and Communication in the Spanish-Speaking World; 24 of these units must be taken in residence at Washington University, with Washington University's study abroad programs in Spain or Chile being considered "in residence."
- Transfer students with an advanced level of Spanish and native/heritage speakers need to be certified by the director of undergraduate studies prior to declaring the major.

Recommended for prospective teachers:

1. A second language
2. SPAN 4670, SPAN 4170, and SPAN 4110
3. A semester or year in Spain or Chile

Recommended for prospective graduate students:

1. A second language related to the student's area of interest
2. Advanced work in other literatures, literary criticism and theory, and related coursework in other literature or film programs
3. A year in Spain or Chile
4. Senior honors by thesis or course work (refer to the honors requirements on the Romance Languages and Literatures website): Students who have maintained a minimum cumulative grade point average of at least 3.65 through the end of the junior year are encouraged to work toward Latin honors (i.e., cum laude, magna cum laude, or summa cum laude).

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French Minor

Program Requirements

- **Total Units Required:** 18
- **Grade Requirements:** Students must complete courses taken for the minor with a grade of B– or higher and are expected to maintain a B average or better in all French courses. Courses taken Pass/No Pass do not count toward the minor.

Required Courses*

Code	Title	Units
FRENCH 3210 or FRENCH 3220	One "In-Perspective" course	3
FRENCH 3070	Cultural Expressions	3
FRENCH 3700s-3900s	One "In-Depth" course	3

* Students pursuing the minor earn the remainder of their credits by taking our rich 3000- and 4000-level elective offerings in French and Francophone literature, language, culture, and related disciplines in Arts & Sciences. Units earned from study abroad will be transferred as elective credit. Students also may count as elective credit toward the minor one 3-credit course that is taught in English by a member of the French faculty, either within or outside the department. This course must be at the 3000 level or above and does not replace any specifically required course.

Study Abroad

We encourage French minors to participate in a study abroad program. Summer programs are available in Paris, Nice, and Senegal, and semester- and year-long programs are available in Toulouse and Paris. Three credits from the Senegal program, and up to 6 credits from each of the others, can count toward the minor. Those interested in studying in other historically French-speaking countries should consult the faculty. *Students should complete an In-Perspective course prior to attending the Nice, Toulouse, or Paris programs.*

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Italian Minor

Program Requirements

Total Units Required: 18

Grade Requirement: Students must complete courses taken for the minor with a grade of B- or higher and are expected to maintain a B average or better in all Italian courses. Courses taken Pass/No Pass do not count toward the Italian minor.

Required Courses

- Students may count only one of the following courses as an elective (3 units):

Code	Title	Units
ITAL 1100	First year Seminar: Italy's Invention of the Modern Museum	3
ITAL 1101	First Year Seminar: Italian Literary Culture:Identity, Subjectivity, Audience	3
ITAL 1102	Refracted Light: How others View Italy	3
ITAL 2800	Sex in Italian Culture and Media	3
ITAL 2900	The Culture of Food in Italy	3

- Students may also count ITAL 2010, which is a prerequisite for ITAL 3230 and ITAL 3240, toward the minor as an elective as well.
- Students are required to complete one of the following courses (3 units):

Code	Title	Units
ITAL 3070	Advanced Italian in the Everyday World	3
ITAL 3090	Transmedia Italian Culture: Advanced Italian and Cultural Reflections	3

- Students are required to complete one of the following courses (3 units):

Code	Title	Units
ITAL 3230	Italian Literature I: Genre and Gender in Italy, 1200-1600	3
ITAL 3240	Italian Lierature II - Writing Intensive	3
ITAL 3270	History of the Italian Language	3

Elective Courses

Code	Title	Units
ITAL 3010	Oral Communication I	3
ITAL 3190	Advanced Conversational Italian	3
ITAL 3220	Advanced Conversation	3
ITAL 3221	Topics: The Jewish Expirence in Italy	3
ITAL 3222	Topics	3
ITAL 3224	Topics: From Basilisks to Botticelli	3
ITAL 3320	Topics in Film Studies: Italian Cinema	3
ITAL 3340	Topics in Italian Cinema	3
ITAL 3500	Topics: Global Italy: Race, Genfer, Migration and Citizenship	3
ITAL 4080	Disease, Madnessm ad Death Italian Style	3
ITAL 4100	Mamma Mia! Motherhood, Maternity, and the Female Reproductive Body in the Italian Cultural Contex	3
ITAL 4280	The New Sicillian School	3
ITAL 43000	Divergent Voices: Italian Women Writers	3
ITAL 4330	Literature of the Italian Enlightenment	3
ITAL 4370	Caffe, Cadavers, Comedy, and Castrati: Italy in the Age of the Grand Tour	3
ITAL 4420	Literature and Fascism	3
ITAL 4730	Machiavelli and Guicciardini	3
ITAL 4810	Dante	3
ITAL 4830	Boccaccio: Decameron	3
ITAL 4850	Ariosto: Orlando Furioso	3
ITAL 4910	Postmodernism	3
ITAL 4920	The Italian Detective Novel	3

Additional Information

Students must complete courses taken for the minor with a grade of B- or higher and are expected to maintain a B average or better in all Italian courses. Courses taken pass/no pass do not count toward the Italian minor.

Students are strongly encouraged to participate in a study abroad program. Please refer to the Italian page on the Romance Languages and Literatures website for more information about Italian study abroad programs.

The Italian minor requires the completion of 18 units, 12 of which must be taken in residence.

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Spanish Minor

Program Requirements

- **Total Units Required:** 18
  The Spanish minor requires the completion of 18 units, 12 of which must be taken in residence. Study at Washington University's own programs in Spain or Chile is considered "in residence."
- **Grade Requirement:** Students must complete courses with a grade of B- or better and maintain a B average or better overall in Spanish. Courses taken on a Pass/No Pass basis do not count toward the Spanish minor.

Required Courses

Cultures and Communications in the Spanish-Speaking World (6 units)

- SPAN 3020 Cultures and Communication in the Spanish-Speaking World (Heritage speakers of Spanish must be certified by the Director of Undergraduate Studies and enroll in SPAN 3021.)
- SPAN 3030 Cultures and Communication in the Spanish-Speaking World II

SPAN 3030 is a prerequisite or co-requisite for all 3000-level literature and culture courses in Spanish.

Three "Debating Cultures" and/or "Researching Cultures" Courses (9 units)

One or two "Debating Cultures" courses (3-6 units):

- Courses designated as SPAN 32xx
- Study abroad options:*

Code	Title	Units
SPAN 3122	Advanced Conversation in Spain	3
SPAN 3154	A view from the Southern Cone: Perspectives on Art, Literature and Culture	3
SPAN 3341	Literatura Espanola	3
SPAN 3361	Spanish-American Literature II in Chile/ Spain	3
SPAN 3501	Topics in Spanish Literature	3

* One literature course taken in the Chile or Spain semester abroad program offered by Romance Languages and Literatures, designated as an acceptable substitute, may be used as one of the 32xx-level courses.

One or two "Researching Cultures" courses (3-6 units):

- Courses designated as SPAN 36xx
- Study abroad options:*

Code	Title	Units
SPAN 3110	Hispanic Culture and Civilization I	3
SPAN 3130	Chilean Contemporary Culture	3
SPAN 3181	Spanish Culture and Civilization	3

* 32xx and 36xx designations indicate sequential levels. Once a student takes a course at one level, they may not take a course at the previous level.

One 4000-Level Seminar (3 units)

Code	Title	Units
SPAN 4050	Major Seminar	3
SPAN 4100	Major Seminar	3

- Other 4000-level courses taught in Spanish, including the following linguistics courses:

Code	Title	Units
SPAN 4110	Spanish Grammar and Syntax	3
SPAN 4170	Spanish Phonetics, Phonology, Dialectology	3

- The prerequisite for 4000-level courses is the completion of at least one "Researching Cultures" course.

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Russian Language and Literature

Students who want to achieve a high level of proficiency in the Russian language and study Russian literature can pursue a minor in Russian language and literature. The program offers elementary through third-year language courses and a number of courses on 19th- and 20th-century Russian literature (in translation) on a wide variety of topics. Students are strongly encouraged to study abroad.

Russian language and literature is an independent minor administered by Global Studies. Students undertaking this minor are encouraged to consider a major in Eurasian studies (p. 573) (through Global Studies), comparative literature and thought (p. 386), or history (p. 642), all of which can be pursued with a focus on Russia and the former Soviet Union.

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Faculty

Program Faculty

Steven J. Hirsch
Professor of Practice
PhD, George Washington University
(Global Studies; Latin American Studies)

Hillel Kieval
Professor Emeritus
Gloria M. Goldstein Professor of Jewish History and Thought
PhD, Harvard University
(History; Jewish, Islamic, and Middle Eastern Studies)

Max J. Okenfuss
Professor Emeritus
PhD, Harvard University
(History)

Mikhail Palatnik
Senior Lecturer
MA equivalent, University of Chernovtsy
MA, Washington University

Nicole Svobodny
Teaching Professor
PhD, Columbia University
(Global Studies; Russian Literature)

James V. Wertsch
Professor Emeritus
Director Emeritus of the McDonnell International Scholars Academy
David R. Francis Distinguished Professor
PhD, University of Chicago
(Sociocultural Anthropology; Global Studies)

Majors

There is no major in Russian language and literature. Students interested in Russian are encouraged to consider a major in Eurasian studies (p. 573), comparative literature and thought (p. 386), or history (p. 642), all of which can be pursued with a focus on Russia and the former Soviet Union.

Minors

- Russian Language and Literature Minor (p. 941)

Courses

RUSS 1501 Elementary Russian I
Interactive multimedia course designed to emphasize spoken language; includes the very latest video materials geared toward situations in contemporary post-Soviet Russian life. Also provides thorough understanding of fundamental grammar and develops reading and writing skills. Five class hours per week, plus an additional hour for conversation, review and testing.
Credit 5 units. A&S IQ: LCD, LS EN: H
Typical periods offered: Fall

RUSS 1502 Elementary Russian II
Continuation of 101D (Russian 101D or the equivalent is required). Interactive multimedia course designed to emphasize spoken language; includes the very latest video materials geared toward situations in contemporary Russian life. Also provides thorough understanding of fundamental grammar and develops reading and writing skills. Five class hours per week, plus an additional hour for conversation, review, and testing. Prerequisite: Russian 101D.
Credit 5 units. A&S IQ: LCD, LS EN: H
Typical periods offered: Spring

RUSS 1996 Russian Elective
Credit 0 units. EN: H

RUSS 2501 Intermediate Russian I
Designed to solidify students' control of Russian grammar and advance conversational, reading, and writing skills. Includes video materials produced in Russia and conveying an up-to-the-minute picture of contemporary Russian life.
Credit 4 units. A&S IQ: LCD, LS EN: H
Typical periods offered: Fall

RUSS 2502 Intermediate Russian II
Continuation of 211D, completes comprehensive review of Russian grammar and further advances conversational, reading, writing, and listening skills. Revised textbook with new audio and video materials that convey an up-to-the-minute picture of contemporary Russian life.
Credit 4 units. A&S IQ: LCD, LS EN: H
Typical periods offered: Spring

RUSS 2996 Russian Elective
Credit 0 units. EN: H

RUSS 3320 Russian Theater, Drama and Performance: From Swan Lake to Punk Prayer
This course explores performance in Russia from the wandering minstrels of medieval times to protest art of the present day. Genres include tragedy and comedy (Griboedov, Pushkin Gogol), drama (Ostrovsky, Turgenev, Chekhov), experimental theater (Stanislavsky, Evreinov, Meyerhold), ballet (Imperial, Soviet, Ballets Russes), opera (Tchaikovsky, Mussorgsky, Shostakovich), and performance art (Futurists, Pussy Riot, Pavlensky). We also consider performativity in rituals, public events, and everyday life. Our discussions center on the analysis of short and full-length plays, critical theory, specific productions and performers, and the role that performance has played in shaping Russian culture. All readings are in English translation. No prerequisites.
Credit 3 units. A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS EN: H
Typical periods offered: Fall, Spring

RUSS 3500 The 19th-Century Russian Novel (WI)
The 19th-cenutury realistic novel elevated Russian literature to world literary significance. In this course we do close readings of three major Russian novels: Nikolai Gogol's Dead Souls, Ivan Turgenev's Fathers and Sons, and Leo Tolstoy's Anna Karenina. While we consider a variety of formal and thematic concerns, special emphasis is placed on the social context and on questions of Russian cultural identity. Readings and discussions are supplemented by critical articles and film. This is a Writing Intensive course: workshops are required. All readings are in English translation. No prerequisites.
Credit 3 units. A&S IQ: HUM, LCD, WI Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall, Spring

RUSS 3501 Third-Year Russian I
Designed to develop students' abilities in the contemporary spoken language. Conversational practice is combined with a review of grammatical concepts. Students also work with newspapers, read literary texts, and write compositions. Prerequisite: Russ 212D or equivalent.
Credit 3 units. A&S IQ: LCD, LS EN: H
Typical periods offered: Fall

RUSS 3502 Third-Year Russian II
Designed to develop students' abilities in the contemporary spoken language. Conversational practice is combined with a review of grammatical concepts. Students also work with newspapers, read literary texts, and write compositions. Prerequisite: Russ 322D or equivalent.
Credit 3 units. A&S IQ: LCD, LS EN: H
Typical periods offered: Spring

RUSS 3721 Dostoevsky's Novels (WI)
In this discussion-based course we focus on two of Dostoevsky's major novels: Demons (also translated as The Possessed and Devils) and The Brothers Karamazov. Our close readings of the novels are enriched by literary theory and primary documents providing socio-historical context. All readings are in English translation. No prerequisites.
Credit 3 units. A&S IQ: HUM, LCD, WI BU: HUM, IS EN: H
Typical periods offered: Fall, Spring

RUSS 3995 Russian Coursework Completed Abroad
This course is for study abroad credits.
Credit 12 units.
Typical periods offered: Fall, Spring

RUSS 3996 Russian Elective
Credit 0 units. EN: H

RUSS 4970 Russian Independent Work
Independent study course.
Credit 3 units.
Typical periods offered: Spring

RUSS 4996 Russian Elective
Credit 0 units. EN: H

Russian Language and Literature Minor

Program Requirements

- **Total Units Required:** 20
- **Grade Requirement:** Students must earn at least a B- in language courses in order to continue to the next level. They must also maintain at least a B- average in all courses taken to fulfill the minor requirements. Students who do not meet this requirement may either repeat the course or courses in question or earn at least a B- in an approved equivalent course or courses (either during the summer or in a study abroad program).

Prerequisites

Code	Title	Units
RUSSIAN 1501	Elementary Russian I	5
RUSSIAN 1502	Elementary Russian II	5

Requirements

Code	Title	Units
RUSSIAN 2501	Intermediate Russian I	4
RUSSIAN 2502	Intermediate Russian II	4
RUSSIAN 3501	Third-Year Russian I	3
RUSSIAN 3502	Third-Year Russian II	3
One 3000- or 4000-level course in Russian literature		3
One elective course: either another Russian literature course or a Russian subject course taught in such departments as history or political science		3
Total Units		**20**

Additional Information

- Students can earn up to 6 credits from a semester or summer study abroad program, with the approval of the Russian Language and Literature advisor.
- All advanced units must be unique to the Russian Language and Literature minor (i.e., not counted toward any other major or minor).

Study Abroad

The Russian Language and Literature minor program encourages students to study abroad in Russia and other post-Soviet countries. Washington University offers summer, semester, and year-long study in St. Petersburg, Russia, under the auspices of the Council on International Educational Exchange (CIEE). Students can also petition for an alternative study abroad program by filling out the Washington University Petition Packet. Students may count up to 6 units from study abroad toward the Russian Language and Literature minor: 3 units for a literature or culture course and 3 units for a language course.

Semester options include both language and area studies programs. The summer program is language-focused only, but there are programs available for students at any language level, including beginning.

Financial aid may be available for these programs through both Washington University and the CIEE.

Transfer Credit

Students may be allowed to transfer credit from coursework completed at another college or university. Transfer of credit requires prior approval of the Russian Language and Literature advisor.

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Sociology

The Department of Sociology strives to understand the origins and reproduction of social inequality, especially as it relates to issues of pressing public concern. Our particular areas of focus include — but are not limited to — the following: race/ethnicity; gender and the family; the sociology of organizations, work, and the workplace; immigration; political sociology and social movements; and community and urban sociology.

Sociological analysis begins from theoretical perspectives that explain how the structures that organize and govern social systems emerge and change. Our curriculum and research emphasize an understanding of social processes that is well-grounded in empirical data related to how societies actually function. We also seek to engage with social policies and social institutions to better understand the world in which we live and to help guide social change.

Re-established in 2015 after a hiatus of more than two decades, the department offers undergraduate major and minor programs with wide-ranging course offerings every semester. The curriculum provides students with research tools to examine critical social issues and to apply their understanding of sociology to activities outside of the university.

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Faculty

Chair

Jake Rosenfeld
Professor
PhD, Princeton University

Associate Chair

Ariela Schachter
Associate Professor
PhD, Stanford University

Director of Graduate Studies

Kenneth (Andy) Andrews
Professor
PhD, State University of New York at Stony Brook

Director of Undergraduate Studies

Caitlyn Collins
Associate Professor
PhD, University of Texas at Austin

Department Faculty

Darwin Baluran
Assistant Professor
PhD, Vanderbilt University

Liz Chiarello
Associate Professor
PhD, University of Michigan

Yannick Coenders
Assistant Professor
PhD, Northwestern University

David Cunningham
Professor
PhD, University of North Carolina at Chapel Hill

Steven Fazzari
Bert A. and Jeanette L. Lynch Distinguished Professor
PhD, Stanford University

Cynthia Feliciano
Professor
PhD, University of California, Los Angeles

Patrick Ishizuka
Assistant Professor
PhD, Princeton University

Samuel Kye
Assistant Professor
PhD, Indiana University

Chaeyoon Lim
Professor
PhD, Harvard University

Zakiya Luna
Associate Professor
PhD, University of Michigan

Margot Moinester
Assistant Professor
PhD, Harvard University

Mira Vale
Assistant Professor
PhD, University of California, Irvine

Adia Harvey Wingfield
Mary Tileston Hemenway Professor in Arts & Sciences
PhD, Johns Hopkins University

Kiara Wyndham
Assistant Professor
PhD, New York University

Majors

- Sociology Major (p. 950)

Minors

- Sociology Minor (p. 952)

Courses

SOC 1006 Social Problems and Social Issues
This course explores and analyzes contemporary American social problems and social issues using sociological tools. The sociological perspective provides the overarching framework for analyses of social issues, along with the application of sociological theory and research. Topics may include aging, substance use and abuse, crime, violence, poverty, discrimination, health care, family, globalization, and environmental degradation. This course will be valuable to students pursuing graduate work and careers in sociology, law, medicine and health care, and social services. The content may also prove useful for MCAT, LSAT, and GRE preparations. No prerequisite.
Credit 3 units. A&S IQ: SSC, SC Art: SSC BU: BA EN: S
Typical periods offered: Fall, Spring, Summer

SOC 1100 First-Year Seminar: Beyond the Melting Pot: Life in Immigrant America
This course uses a sociological lens to explore contemporary immigration to the United States. The more than 43 million immigrants living in the United States today come from across the globe. Their reasons for migrating to the United States are complex, as are the laws, policies, and social structures they must navigate before and after their arrival. In the first half of the course, students will get to know Mexican immigrants who split their lives between Brooklyn and their small hometown in Mexico, fourth-generation Chinese Americans who are still asked, Where are you from?, and West Indian immigrants forced to confront a U.S. racial order where they are defined by their Blackness. In the second half of the course, students will learn about Iranian-American youth navigating life in post- 9/11 America and the challenges of becoming a young adult when one learns that they lack any legal

status. Who are these immigrants? Why and how did they come here? How well are they and their children integrating into American society? Readings will be drawn from sociological research that opens windows into the lives of immigrants in America. Students will also conduct their own hands-on research to better understand life in immigrant America. This course is open to first-year students only. No prerequisite.
Credit 3 units. A&S IQ: LCD, SSC, SC BU: BA, IS EN: S
Typical periods offered: Fall, Spring

SOC 1130 Introduction to Race
This course serves as an introduction to the analytic category race. Students will be exposed to major theories concepts, processes, frameworks, and scholars of race. They will develop the skills and language to critically examine and discuss race, with emphasis on how conceptions of race and collective identity have deep historical roots and have changed over time. This course takes the position that race-like gender, class and sexuality-is socially constructed. That said, while race is socially constructed, this course also emphasizes that racialization and racial categories have social, political, and economic consequences in people's everyday lives. Meaning the socially and historically constructed category of race has real implications for people and communities. Ultimately, the purpose of the course is to teach students to read, think and write critically about one of today's most contentious topics-race-by exposing them to readings and other course materials that consider race and the process of racialization in specific contexts and time periods throughout the world.
Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM BU: BA, HUM EN: H

SOC 2010 The Roots of Ferguson: Understanding Racial Inequality in the Contemporary U.S.
This course provides an overview of sociological understandings of race, with a particular focus on race relations in the contemporary United States. The course begins by inquiring how sociologists understand racial distinctions, asking: What comprises a racial group? What constitutes a group in the social sense? The course then shifts to explore patterns of racial inequality in the U.S., particularly through investigating the intersections of economic, political, and racial stratification. After analyzing national trends in racial stratification, the course narrows its focus to particular regions and metropolitan areas, including St. Louis, to shed light on pressing public concerns such as the interrelationships between race and the criminal justice system. The course ends by looking beyond U.S. borders to compare the way that race is understood in other countries. Are there common patterns of racial classification shared by many societies? What makes the U.S. system of racial stratification distinctive? No prerequisite.
Credit 3 units. A&S IQ: SSC, SC Art: SSC BU: BA EN: S
Typical periods offered: Fall, Spring

SOC 2020 Order and Change in Society
This course identifies and analyzes processes that create social order and forces that generate social change. What kinds of structures make social life coherent so that people can navigate a wide range of social settings? How do societies sometimes mobilize to alter the status quo, and what kinds of barriers limit those efforts to change social systems? This course engages with such core issues through a sociological lens. Specific topics include: the emergence of social roles and status systems; how social networks matter in communities, schools, and other groups; and the performance, reproduction, and, subversion of privilege and inequality. No prerequisite.
Credit 3 units. A&S IQ: SSC, SC Art: SSC BU: BA EN: S
Typical periods offered: Fall, Spring, Summer

SOC 2030 Social Movements
Social movements are collective efforts to produce political, economic, and/or cultural change. This course draws on a range of historical and contemporary case studies to analyze such collective actions by interrogating distinctive aspects of movements and their associated campaigns. Key questions include: when and where do movements occur, who participates and why, how do protest strategies and tactics develop, how do police and other movement targets react to challenges to the status quo, and how can we assess the direct and indirect impacts of contention? No prerequisite.
Credit 3 units. A&S IQ: SSC, SC Art: SSC BU: BA EN: S
Typical periods offered: Fall, Spring

SOC 2040 Social Inequality in America
Americans face different challenges and opportunities that depend on a variety of characteristics, including race, class, gender, and sexual orientation. This class examines these intersecting categories from a sociological perspective - not simply as ways to classify people, but as social constructions that help to explain social inequality. Students will examine these systems in a variety of institutional contexts, such as popular culture, family life, education, the criminal justice system, and the labor force. No prerequisite.
Credit 3 units. A&S IQ: SSC, SC Art: SSC BU: BA EN: S
Typical periods offered: Fall, Spring

SOC 2050 Inequality By Design: Understanding Racial/Ethnic Health Disparities
This course critically examines health status and health care disparities among racial/ethnic minority groups in the United States. The course will utilize sociological, demographic, epidemiological, and psychological concepts to introduce students to racial/ethnic health disparities research. Students will be exposed to the descriptive demography and epidemiology of health indicators across population groups, as well as to the theories used to understand and explain racial/ethnic health disparities. In particular, the course will examine the ways in which multiple forms of interpersonal and institutional discrimination, neighborhood and community factors, and inequalities in socioeconomic status influence health behaviors, access to health care services, and health status outcomes across racial/ethnic groups. Concepts such as acculturation, patient preferences, provider congruence and cultural competence will also be explored in this course. Finally, students will be challenged to use the theories and frameworks introduced in this course to develop and present policy approaches to address racial/ethnic disparities in health and health care in the United States. No prerequisite.
Credit 3 units. A&S IQ: SSC, SC Art: SSC BU: BA EN: S
Typical periods offered: Fall, Spring

SOC 2060 Punishment and Inequality
This course examines the institutions and policies that shape punishment in the United States, with a particular focus on mass incarceration. The U.S. incarceration rate has more than quadrupled since the early 1970s. In this course, students examine how the United States became the world's leader in incarceration and how racial and class disparities in imprisonment became so large. The course next investigates the consequences of incarceration, both in terms of its high rates and intense social concentration. The course concludes by assessing recent attempts to reform the criminal justice system. No prerequisite.
Credit 3 units. A&S IQ: SSC, SC BU: BA EN: S
Typical periods offered: Fall

SOC 2070 Families and Social Inequality
Families have changed dramatically in recent decades in the United States. Dual-earner families, single parents, cohabiting families, and blended families are now common in the contemporary family landscape. The prevalence of increasingly diverse and complex family configurations varies substantially by social class, race and ethnicity, and gender. Men's and women's work and family lives have also become more similar over time, but gender inequalities in child care remain significant. Drawing on insights from sociology, demography, and economics, this course aims to understand the causes and consequences of social inequalities in family life. The course focuses primarily on the contemporary U.S. context, but also explores historical and cross-national variation in families. The course also considers the role of social policy in affecting inequalities. No prerequisite.
Credit 3 units. A&S IQ: SSC, SC Art: SSC BU: BA EN: S
Typical periods offered: Fall, Spring

SOC 2091 Media, Culture, and Society
This introductory level course will focus on the critical analysis of media at both structural and interactional levels. The course will approach critical questions about media as a social institution, such as how media is socially constructed and, relatedly, how media shapes the social world. Core themes students will consider include critical media theory, representation in media, consumption of media, and action/engagement with social issues concerning media. Along these themes, the course will consider key concepts such as race, gender, class, sexuality, nation, language, law/justice, generation, space/place, and social change. The course will use an intersectional, social justice framework to discern how media reflects, commodifies, oppresses, liberates, and constructs social life. This course will be an accessible entry point for students who are new to sociology as a discipline. No prerequisite.
Credit 3 units. A&S IQ: SSC, SC EN: S
Typical periods offered: Spring, Summer

SOC 2500 Topics in Sociology
This course acts as an introductory-level seminar that provides in-depth explorations of sociological concepts, methods, or perspectives. Topics of study vary. No prerequisite.
Credit 3 units. A&S IQ: SSC
Typical periods offered: Fall

SOC 2996 Sociology Elective - 200 Level
Course used for transfer units to denote Sociology elective
Credit 3 units. EN: S
Typical periods offered: Fall, Spring, Summer

SOC 3000 Social Theory
This course provides an overview of major theoretical frameworks used by sociologists to understand social behavior and group patterns. This course explores classical theories, including those developed by Marx, Weber, and Durkheim, along with contemporary perspectives such as functionalist, interactionist, and conflict theories. Class discussions and writing assignments emphasize students' application of theory to understand current social experiences and structures. The course has no specific prerequisites, but students should be prepared for intensive study of challenging ideas and the application of these ideas in new contexts relevant to modern society. This course counts toward the program's Theory component which Sociology majors and minors must complete to fulfill degree requirements.
Credit 3 units. A&S IQ: SSC, SC Art: SSC BU: BA EN: S
Typical periods offered: Fall, Spring

SOC 3003 Black Feminist Theory
What makes Black feminist theory unique? Whose theorizing is considered theory worthy of canonizing? What are the different strands of Black feminist thought ? What has Black feminist thought contributed to academic and popular culture? Through engaging with primary text and producing their own text, students in this seminar will develop answers to these questions through exploration of (contemporary) Black feminist thought. The course has no specific prerequisites, but students should be prepared for intensive study of challenging ideas and the application of these ideas in new contexts relevant to modern society. This course counts toward the program's Theory component which Sociology majors and minors must complete to fulfill degree requirements.
Credit 3 units. A&S IQ: SSC, SC Art: SSC EN: S
Typical periods offered: Fall

SOC 3030 Introduction to Research Methods
This course offers an overview of research methods commonly used to investigate sociological phenomena, including experiments, surveys, ethnographic field research, and analysis of existing data. The course explores general issues in sociological research, such as research design, conceptualization and measurement, reliability, validity, sampling, and ethical conduct. Students will also review applications of research methods in specific sociological studies and analyze how research results are communicated. This is a core course within the Sociology program and is required of all Sociology majors; Sociology minors are encouraged to take this course to fulfill their Methods requirement within their course of study. The course has no specific prerequisites, but some familiarity with sociological analysis is recommended.
Credit 3 units. A&S IQ: SSC Art: SSC BU: BA EN: S
Typical periods offered: Fall, Spring

SOC 3040 Statistics for Sociology
This course acts as an introduction to descriptive and inferential statistical techniques used in sociological research. Topics addressed include: probability distributions, data presentation and visualization, confidence intervals, hypothesis testing, and linear regression. Students will learn to design and evaluate statistical analysis drawn from sociological research and other social science data sources, such as polling and economic data. Students will use statistical software to complete lab assignments. This is a core course within the Sociology program and is required of all majors; Sociology minors are encouraged to take this course to fulfill the Methods requirement within their course of study. The course has no specific prerequisites, but some familiarity with sociological analysis is recommended.
Credit 3 units. A&S IQ: NSM, AN Art: NSM
Typical periods offered: Fall, Spring

SOC 3100 The Social Construction of Race
This course examines race, ethnicity, and racism from a sociological perspective to understand race as a socially-constructed phenomenon manifested in a wide range of social institutions. The course focuses on how race and racism impact contemporary social problems and public policy issues including immigration, affirmative action, education, media representation, and work. Students will learn to apply sociological analysis to understand current race-related events. This course has no specific prerequisites, but completion of an introductory Sociology course is recommended prior to enrollment.
Credit 3 units. A&S IQ: SSC, SC Art: SSC BU: BA EN: S
Typical periods offered: Fall, Spring

SOC 3110 The New Inequality
This course explores recent trends of economic inequality in the United States that have reached levels not seen since before the Great Depression. Students will examine factors that account for the decades-long increase in economic disparities, paying particular attention to patterns in educational attainment, political developments, and the role of technological change. Students will also compare recent movements in economic inequality and macroeconomic performance in the U.S. to other advanced industrialized nations. This course has no specific prerequisites but successful completion of an introductory Sociology course is recommended prior to enrollment.
Credit 3 units. A&S IQ: SSC, SC, WI Art: SSC BU: BA EN: S
Typical periods offered: Fall, Spring

SOC 3120 Getting Paid: A Sociological Investigation of Wages and Salaries
A Burger King worker in the United States today performs the same duties and requires the same skills as a Burger King worker in Denmark. However, the worker in Denmark earns two-and-a-half times as much money. Why? A full-time construction worker in the United States today earns $10,000 less per year (adjusted for inflation) than a worker with the same job in 1973. Construction work cannot be shipped overseas, so why the decline? What determines one's pay? Are people paid fairly? How might one know? This course seeks to answer these questions. Students will draw on a range of comparative, historical, and contemporary case studies to explore changes in the ways in which American workers get paid. Key areas of focus include: employer strategies to prevent workers from realizing their market value, the role Wall St. plays in influencing pay, and ongoing efforts to measure and reward individual productivity. The ultimate goal of the course is to upend students' taken-for-granted assumptions about pay-setting, and to provide students with a richer and more complex understanding of the contemporary world of wage and salary determination. Prerequisite: successful completion of an introductory-level Sociology course or consent of the instructor.
Credit 3 units. A&S IQ: SSC Art: SSC BU: ETH EN: S
Typical periods offered: Fall, Spring

SOC 3130 Sociology of Work
This course acts as an overview of the sociological understandings of work, and in particular, how work reduces or replicates inequality. This course will cover classic and contemporary sociological theories of work; how work in the U.S. has changed over time; and how workers are matched to good and bad jobs. Threaded through the course is the exploration of barriers to racial, gender, and class to inclusion and advancement at work. Students will explore how organizational structures, policies, and practices can increase or decrease those barriers. Prerequisite: successful completion of an introductory Sociology course or consent of the instructor.
Credit 3 units. A&S IQ: SSC, SC Art: SSC BU: BA EN: S

SOC 3140 Social Conflict
This course is a comparative and historical examination of conflict between social groups, including groups defined by race, ethnicity, and class. Course readings will combine classical and contemporary perspectives on collective conflict with in-depth analyses of historical and contemporary episodes. The course will discuss the various ways in which conflicts can manifest, including: the formation and hardening of divisive attitudes; discriminatory lawmaking and criminal justice practices; riots and collective violence; residential segregation; and sustained social movement activity. Prerequisite: successful completion of an introductory Sociology course or consent of the instructor.
Credit 3 units. A&S IQ: SSC, SC Art: SSC BU: BA EN: S
Typical periods offered: Fall, Spring

SOC 3150 Sociology of Immigration
This course reviews theoretical and empirical research on how and why people migrate across international borders, and the consequences of international migration for immigrants and natives in the United States. While immigration is one of the most controversial issues in the contemporary United States, these contentious debates are not new. Americans once voiced the same concerns about the economic and social impact of Southern and Eastern European immigrants that today are aimed at immigrants from Latin America, Asia, Africa, and the Caribbean. In this course, students will compare historical (1880-1920) and contemporary (1965-present) waves of immigration to the United States. In this, students will explore why and how people migrate; immigrant integration; the impact of immigration on native-born Americans; and how government policies - at the national, state, and local level - shape immigrant assimilation and what it means to be considered truly American in a social as well as a legal sense. Prerequisite: successful completion of an introductory Sociology course or consent of the instructor.
Credit 3 units. A&S IQ: SSC, SC Art: SSC BU: BA EN: S
Typical periods offered: Fall, Spring

SOC 3170 Poverty and the New American City
This course explores structural changes that are transforming the American urban landscape, especially for low-income populations. The course begins with a review of classic theories of urban poverty and consider their relevance in the modern context. Students will then analyze key political, economic, demographic, and geographic shifts in how urban poverty is organized and reproduced, including gentrification, immigration, social policy reform, and the credit crisis. Special attention will be devoted to exploring the social and political implications of changing urban policy approaches, as well as the suburbanization of poverty. The course will conclude by discussing how urban poverty interfaces with broader social structures, including law, markets, and the state. Prerequisite: successful completion of an introductory sociology course or consent of the instructor.
Credit 3 units. A&S IQ: SSC, SC Art: SSC BU: BA EN: S
Typical periods offered: Fall

SOC 3180 Philanthropy Lab
This experiential course is designed to give students a theoretical and practical understanding of philanthropy. Students will apply their skills and grant up to $50,000 in funding to local non-profits. The course will delve into the sociological and historical roots of philanthropy in the United States, including the origins of philanthropic dollars and their utilization. It will also explore the government's role in funding nonprofits and new philanthropic tools, such as donor-advised funds. The course will examine philanthropy's role in addressing social issues and the growing interest in and need for advocacy among institutional givers, providing a thorough knowledge of the field. This course has no specific prerequisites, but some familiarity with sociological analysis is recommended.
Credit 3 units. A&S IQ: SSC Art: SSC BU: BA EN: S
Typical periods offered: Fall, Spring

SOC 3190 Gender in Society
This course acts as an introduction to the sociological study of gender. The primary focus of the course will be on U.S. society, but the course will also discuss gender in an international context. From the moment of birth, boys and girls are treated differently. Gender structures the experiences of people in all major social institutions, including the family, the workplace, and schools. Students will explore how gender impacts lives and life chances. The central themes of the course are historical changes in gender beliefs and practices; socialization practices that reproduce gender identities; how race/ethnicity, class,

and sexuality shape the experience of gender; and the relationship between gender, power, and social inequality. Prerequisite: successful completion of an introductory Sociology course or consent of the instructor.

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

Typical periods offered: Fall, Spring

SOC 3191 How Many Sociologists Does It Take To Change a Lightbulb: Studying Humor in Social Life

What makes things funny? What roles does humor play in society? How is humor used by various groups and to what ends? What are the relationships between humor, identity, and inequality? In this course, we will investigate humor and its place in social life from a sociological perspective. We will read classic and contemporary theorists on what people find funny while considering the positive and negative effects of humor in the contemporary world.

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

Typical periods offered: Fall, Spring

SOC 3201 Deviance and Society

In sociology, deviance is the term used to describe actions or identities that differ from group norms. It encompasses everything from serious crimes (e.g. murder) to non-criminal, but frowned upon, behavior (e.g. talking loudly at the movies). Why do certain actions and identities become labeled as deviant and others do not? In what ways do societal conceptions of deviance change over time? How do people labeled as deviant manage their deviant identities and deal with any associated stigma? In this course, students will think about and explore how sociology and related disciplines have approached the study of social deviance and consider what can be learned about societies by looking at the way they construct deviant identities and acts. Prerequisite: successful completion of an introductory Sociology course or consent of the instructor.

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

Typical periods offered: Fall

SOC 3210 Foundations of Population Dynamics

How do morbidity and mortality patterns differ across countries and over time? What are the causes and consequences of aging populations? What is the impact of migration on the demographic structures of destination societies? How do policies influence fertility desire and behaviors? Is there a limit to human life expectancy? This course will address such questions by introducing students to the key theories and elementary measures for understanding how vital events-deaths, births, and migration-shape the structure of human societies around the world. Merging insights from Sociology, Demography, Population Health, Global Health, and Population Biology, we will study the social, economic, and political causes and consequences of changes in human populations in terms of their size, composition, and distribution. In addition to reading key theories and perspectives about population change *(e.g., epidemiologic & demographic transitions),* students will also learn fundamental methods of demographic analysis *(e.g., estimating population growth, standardizing mortality rates, constructing life tables).* While this course involves some basic quantitative analyses, students with basic math skills (addition, subtraction, multiplication, and division) will have no trouble. We will work on calculations together in class, and you are encouraged to work on problem sets in groups.

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

Typical periods offered: Fall, Spring

SOC 3290 Sociology of Religion

Global conflicts, raising children, electing presidents, praying for a loved one: from the mundane to the extraordinary, religion plays a significant role in social life, regardless of whether or not one considers oneself religious. In this course students will investigate religion and its impacts in society from a sociological perspective. Questions the course will ask include: How does religion fit into society? What are the contours of contemporary religion in the United States and around the world? How do religious identities interact with other aspects of social life, including gender, race and politics? In what ways have religions and religious life changed over time? As social scientists, how can we best study religion? The course will use examples from a variety of religious and secular traditions to help students understand religion's sociological significance in the contemporary world.

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

Typical periods offered: Fall, Spring

SOC 3512 Topics in Sociology

An intermediate- to advanced-level seminar focused upon various topics and subject areas within - and adjacent to - the field of Sociology. Themes and content of course will vary by offering and instructor. Prerequisite: successful completion of an introductory Sociology course or consent of the instructor.

Credit 3 units.

SOC 3810 Film and the City

What makes a city a city? Is there something unique about urban life, in comparison to the way life is lived in rural areas and small towns? Only recently has over half of the world's population started to live in urban centers. What issues, if any, might have arisen from this development? In this course, students will think about and explore how sociology and related disciplines have approached the study of cities. Students will read classic and contemporary theorists on urban life and consider how cities shape the human experience. Then, they will apply what they learn to consider the city as portrayed in film. Movies will become the lab where students grapple with the good, the bad, the ugly, and also the beauty of cities. This course has no specific prerequisites, but completion of an introductory Sociology course is recommended prior to enrollment.

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

Typical periods offered: Fall, Spring

SOC 3996 Sociology Elective

Credit 0 units. EN: S

SOC 4000 Advanced Topics in Sociology

This course is an upper-level seminar course providing in-depth explorations of sociological concepts, methods, or perspectives intended for advanced Sociology majors or minors and graduate students. Topics of study vary. Prerequisite: successful completion of an introductory-level Sociology course or consent of the instructor. Graduate students should enroll in the 500-level offering.

Credit 3 units. BU: BA

Typical periods offered: Spring

SOC 4010 Applied Sociological Research

This couse is an advanced seminar that aims to connect sociological reasoning with practical data analysis. Course instructors will select current issues in contemporary sociology and identify relevant data that students will use to explore a range of related research questions. The course develops computational and statistical skills in order to put sociological ideas into practice by learning to analyze and evaluate data, in addition to presenting study results in ways that communicate one's research findings effectively. Topics and subject areas covered

will vary by offering and instructor. Prerequisite: successful completion of an introductory Sociology course or consent of the instructor. Completion of - or concurrent enrollment in - Introduction to Research Methods (SOC 3030) and/or an introductory statistics course (SOC 3050 or equivalent) is strongly encouraged. Graduate students should enroll in the 500-level offering.
Credit 3 units. A&S IQ: NSM Art: NSM
Typical periods offered: Spring

SOC 4011 Childhood and Society
This discussion-based course will focus on the social context and critical analysis of childhood as a social construct and as a valuable site of sociological research, social inquiry, and social action. The course will discuss critical questions about how social inequalities and social institutions shape life chances and outcomes from early childhood through young adulthood. The breadth of the analytic framing of this course will range from the prenatal context and birth to early childhood, school age, pre-teen and teen stages and will also importantly consider how the social transition to adulthood is both socially constructed and has concrete impacts and outcomes. Students will consider intersections of inequality and childhood including but not limited to economic inequalities, race, gender, sexuality, education, criminal justice, health, disability, immigration, media, environment, and social change as the course highlights an intersectional lens. Students focus on an applied sociological perspective of childhood and will emphasize social action and social change. Prerequisite: successful completion of an introductory-level Sociology course or consent of the instructor. Graduate students should enroll in the 500-level offering.
Credit 3 units. A&S IQ: SSC, SC EN: S

SOC 4017 Healing and Social Justice
What makes activism sustainable and accessible? Not just ideologically or politically, but physically, emotionally, and some would ask, spiritually? How do actors in social justice movements enact care for movement survival? Conversely, when might care serve to depoliticize or otherwise undermine political action? How do race, gender, sexuality, class and other aspects of identity shape the ways we approach these questions? Including the contested topics of burnout and self-care, questions of movement survival and activist sustainability touch on Marxist, Black, and Disabled feminisms, queer theory, the sociology of health and illness, critical theory, and other theoretical lineages. This course takes as its starting points Sarah Ahmed's concept of feminist killjoy survival kits, Black feminist epistemology, adrienne marie brown's Pleasure Activism, and the sociology of lay health experiences. Ultimately, this course will analyze, theorize, and critique care in activism and social movements. At the same time, it will create space to discern what our own visions of sustainable, politically committed wellbeing look like.
Credit 3 units. A&S IQ: HUM, SC BU: BA, HUM

SOC 4111 Sick Society: Social Determinants of Health and Health Disparities in the United States
Improving the health of the U.S. population and reducing disparities in health are national priorities. To reach these goals, much research has sought to determine the factors that influence health status beyond health care quality and access. This course explores the broad area of study termed the social determinants of health while placing special emphasis on the exploration of health disparities in the United States. The course will examine the social conditions that relate to the health of populations, paying particular attention to how patterns of health vary by social class, race/ethnicity, and gender. The course will also consider mechanisms that produce and maintain these differences. In addition to sociology, students will draw upon the work of multiple disciplines, including public health, demography, anthropology, public policy, economics, and medicine to understand what makes our populations sick and what might make them better. The class will be taught through an active learning approach, with class discussions, small group work, presentations, and critical writing assignments being central to the learning process. Student participation through reading and discussions is essential for both the success of the class and individual student learning. While this course has no specific prerequisites, some familiarity with sociologicla analysis is strongly recommended. Graduate students should enroll in the 500-level offering.
Credit 3 units. A&S IQ: SSC, SC Art: SSC BU: BA EN: S
Typical periods offered: Spring

SOC 4120 Migration and Health
This course explores the complex relationship between migration and health, with a focus on immigrant health in the United States. Topics include the immigrant health paradox, the impact of immigration enforcement on health and health behavior, access to health care, the health effects of migration on those left behind, and refugee health. Throughout the course, students will pay particular attention to the diverse mechanisms through which immigration and immigration status affect health. In addition to sociology, students will draw on scholarship from the fields of anthropology, demography, medicine, public health, and public policy. Prerequisite: successful completion of an introductory Sociology course or consent of instructor. Graduate students should enroll in the 500-level offering.
Credit 3 units. A&S IQ: SSC, SC Art: SSC BU: BA EN: S
Typical periods offered: Spring

SOC 4130 Race, Ethnicity, and Migration
This course will explore theoretical and empirical analyses of race, ethnicity and migration through a sociological lens, focusing on children of immigrants and later-generation descendants of migrants in the United States. Students will compare the experiences and outcomes of various racial and ethnic groups, including whites/Europeans, Blacks/African-Americans, Latinos/Hispanics, and Asians, investigating how migration processes and patterns shape racial/ethnic group formations and inequalities. Examples of specific topics related to these issues include: assimilation; ethnic and racial identities; multiraciality; language; legality; intergroup relations; and education. This course will be taught in a seminar style where student engagement within class discussions is required and one's participation is central to the learning process. Prerequisite: successful completion of an introductory-level Sociology course or consent of the instructor. Graduate students should enroll in the 500-level offering.
Credit 3 units. A&S IQ: LCD, SSC, SC Art: SSC BU: BA, IS EN: S
Typical periods offered: Spring

SOC 4140 Political Sociology
In this course, students will be discussing politics, the way that people interact with politics, and the way that politics shape our lives. Why do individuals participate in politics (e.g., vote) or become engaged in their communities (e.g., join a voluntary association, protest, etc.)? What role do social connections play in political and civic engagement? What does political competition in the US look like today? What accounts for increasing political partisanship in the United States? Who has access to political institutions? How amenable is our political system to change? Who has the power to impact policy and institutions? How do shifts in political participation, civic engagement, and partisanship all shape policymaking? How does policy shape participation? In this class students will engage with these questions through course discussion, group work, class data collection and analysis, and more. Prerequisite: successful completion of an introductory-level Sociology course or consent of instructor. Graduate students should enroll in the 500-level offering.
Credit 3 units. A&S IQ: SSC EN: S
Typical periods offered: Fall

SOC 4170 Global Structures and Problems
This course examines social problems around the world and their relationship to globalization - that is, the increasing connectedness of social and economic life across borders. Students will investigate a range of these problems - such as environmental degradation, labor exploitation, human rights abuses, ethnic conflict, poverty, and inequality - and these issues' links to both personal experiences and larger social structures. The course is premised on the idea that to understand current global social problems, one must understand the evolution of markets, states, civil society and social movements, gender hierarchies, ethnic categories, and global governance over the past century. While the course has no specific prerequisites, some familiarity with sociological analysis is strongly recommended. Graduate students should enroll in the 500-level offering.
Credit 3 units. A&S IQ: LCD, SSC Art: SSC BU: BA, IS EN: S
Typical periods offered: Fall, Spring

SOC 4213 Land of Dollars: Race, Money, and the Politics of Equity
This course will explore how racialized meanings and structures shape the circulation and accumulation of money throughout the market economy. Prerequisite: successful completion of an introductory-level Sociology course or consent of the instructor. Graduate students should enroll in the 500-level offering.
Credit 3 units. A&S IQ: SSC, SC BU: BA
Typical periods offered: Spring

SOC 4214 Race and Place
In this course, students will investigate the claim that race and place are mutually constitutive; that is, race shapes how people perceive and organize places, and places in turn shape understandings and experiences of race. This investigation will span time - form the beginning of colonization in North America to the present - and space - from rural communities to central cities. Students will use a primarily sociological lens, but will also draw insights from history, political science, demography, and philosophy. Topics of study include segregation, housing, the criminal legal system, schooling, work, and more. This seminar is an upper level course intended for advanced sociology majors and minors, as well as graduate students. Graduate students should enroll in the 500-level offering.
Credit 3 units. A&S IQ: SSC, SC Art: SSC EN: S
Typical periods offered: Fall, Spring

SOC 4215 Work, Family, and Gender Inequality in the Contemporary U.S.
Despite dramatic increases in women's education and employment over the past century, progress toward gender equality in both the public and private sphere has slowed or stalled in recent decades. Drawing on research in sociology, economics, and demography, this course examines why gender inequality persists in the workplace and in family life. Students focus primarily on the contemporary U.S. context but also draw on historical and cross-national comparisons. In addition, the course considers the role of cultural norms and work-family policy in shaping gender inequality. Prerequisite: successful completion of an introductory-level Sociology course or consent of the instructor. Graduate students should enroll in the 500-level offering.
Credit 3 units. A&S IQ: SSC, SC Art: SSC EN: S
Typical periods offered: Spring

SOC 4240 Social Stratification
To the extent that sociology has a “core,” it lies in the study of the complex processes that generate inequalities of power, privilege, and prestige in human societies. This course introduces this core by surveying the major classical and current approaches to social stratification and inequality. Who gets what, and why? How are resources distributed across individuals and groups, and why is it that some enjoy more than others? We consider how different dimensions of inequality have evolved over time, with special focus on inequalities across race, class, and gender. We assess how inequality shapes the lives of individuals in society, how and why inequality persists, and how people have worked to both challenge and reproduce their places in society.
Credit 3 units. A&S IQ: SSC, SC
Typical periods offered: Fall, Spring

SOC 4351 War and Peace
What happens when wars end? This course examines social experiences around violent conflict and its aftermath. How does the portrayal and memory of war shape future possibilities - whether in terms of social policy or ideas about civic inclusion? How does martial conflict shape social policies? We examine war and the social experiences of those adjacent to geopolitical conflict through the experiences of survivors, policy makers, soldiers and families, and international relief agencies. Our emphasis is in understanding the social implications of war - what are the social consequences of martial conflict and how is war represented to those not directly involved? How is war and its aftermath witnessed and how is its commemoration and remembrance constitutive for future action?
Credit 3 units.

SOC 4530 Sociology of Education
This course provides an overview of sociological theory and research on education in contemporary U.S. society. Drawing from sociological perspectives, it covers the implications of schools and schooling for social inequality, mobility, and group relations. It examines major theoretical perspectives on the purpose and social organization of mass education in the United States, and topics related to the organization and function of schools, access to educational resources, and group disparities in school experiences and outcomes.
Credit 3 units. A&S IQ: SSC, SC Art: SSC BU: BA, ETH EN: S
Typical periods offered: Fall, Spring

SOC 4721 Race, Reproduction, and Justice
Reproduction is biological, economic, political, and social. Of course, individuals reproduce, but when, how, why, and with whom we do (or do not) is also a matter of public policy and social concern. Drawing on readings from sociology, law and other fields that engage continually with these key questions: Why is reproduction an important site through which to understand sociology? How do statuses such as race, class, gender, sexuality, and ability influence people's reproductive possibilities? How have communities supported or resisted efforts at reproductive control? Why is reproductive justice central to these answers? Students will review theoretical pieces, empirical research, media and more to explore the answers. This course primarily focuses on the US but will expose students to global reproductive concerns. Class sessions include lecture, in-class discussion and online discussion, media analysis and other activities. This upper-level seminar presumes an understanding of the basic concepts in sociology such as sociological imagination and social construction. Prerequisite: successful completion of an introductory-level Sociology course or consent of the instructor. Graduate students should enroll in this 500-level offering.
Credit 3 units. A&S IQ: SSC, SC EN: S
Typical periods offered: Fall

SOC 4831 Global Racial Systems
This course will examine the history and contemporary expressions of racism around the world. Specifically, it aims to illuminate the entwinement of racist systems with capitalism, gender, science/knowledge production, and politics over time, focusing on global convergences and localized manifestations of such overlapping structures. The course aims to highlight the effects of global racism across spectrums of (dis)advantage as well as social movements, programs, and policies resisting racism and its effects. Prerequisite: successful completion of an introductory-level Sociology course or consent of the instructor. Graduate students should enroll in the 500-level offering.
Credit 3 units. A&S IQ: LCD, SSC, SC Art: SSC EN: S
Typical periods offered: Fall

SOC 4900 Capstone Paper for Sociology Majors
This course requires students to carry out an independent research and writing project pertaining to the material covered within the student's choice of an associated 300- or 400-level class that they have successfully completed prior to this Capstone course - or such a course in which the student is currently enrolled. Student work will be supervised and evaluated by the faculty member who instructed or is instructing the course on which this paper is written. Registration may be concurrent with the associated course or after the course is completed. Successful completion of this paper satisfies the capstone requirement for the Sociology major. Students will normally enroll in the minimum one credit required to fulfill the capstone requirement, but students may register for up to three credits with the approval of their faculty supervisor. This course is open to Sociology majors only. Students should obtain faculty approval for their sponsorship and proposed paper topic well in advance of course registration. Students will register for the section assigned to their respective faculty supervisor and will be waitlisted until supervisor approval is confirmed. Prerequisites: approval of faculty supervisor and upper-level class standing at the time of enrollment.
Credit 3 units.
Typical periods offered: Fall, Spring

SOC 4902 Sociology Honors Thesis
The Honors Thesis program is a two-semester sequence of coursework that aids students in developing, designing, executing, and producing original research within the field of sociology. Successful completion of this sequence and the thesis product is required for a student to be eligible for Latin Honors in Sociology. In the fall term, students will participate in a seminar-style course centered upon research design and obtaining needed approvals for carrying out their proposed project. In the spring term, students will be supervised by faculty mentors in an independent study as they carry out their research, analyze their findings, construct the thesis document, and defend their work in a formal defense. Students may be required to share their work in additional venues, such as departmental symposiums or institution-wide undergraduate research events. Successful completion of both terms of coursework and completion of a defendable thesis paper satisfies the capstone requirement for the Sociology major. Additionally, students may count three of the six-credit sequence's hours toward the major's upper-level requirements.This course is open to Sociology majors only. Students who are interested in the thesis program should contact the department's Director of Undergraduate Studies and/or the Academic Coordinator - as well as their planned faculty mentor(s) - prior to their planned enrollment. Students will be waitlisted until program acceptance and faculty approval is confirmed. Prerequisites: acceptance into Honors Sociology Program; consent of instructor and faculty mentor(s).
Credit 3 units. A&S IQ: SSC EN: S
Typical periods offered: Fall, Spring

SOC 4910 Internship in Sociology
Students may receive up to three units of credit for an approved, faculty-sponsored internship that relates to the study and application of sociological material. To fulfill the major's capstone requirement, students must enroll in no less than two credit hours and complete at least 90 approved hours at their internship site, in addition to constructing an academic product to be submitted to and evaluated by their faculty advisor. Specific academic and work requirements will be set by the faculty supervisor in consultation with the student's supervisor at the organization where the internship work is completed. Students must complete and submit an Internship Learning Agreement prior to their course enrollment and no less than two weeks after beginning at their internship site. This course is open to sociology majors; Sociology minors may enroll with departmental permission. Student should register for the section assigned to their faculty supervisor. Students will be waitlisted until their completed Internship Learning Agreements have been received. Prerequisites: completion and submission of the department's Internship Learning Agreement and approval of faculty and internship site supervisors.
Credit 3 units.
Typical periods offered: Fall, Spring

SOC 4920 Teaching Practicum in Sociology
Students may receive up to 3 units of credit for work assisting in course instruction, tutoring, and preparation of course materials under the supervision of a faculty member. This course may fulfill sociology major requirements with the permission of one's advisor and/or the Director of Undergraduate Studies. Students may enroll in this course multiple times, but may only receive program credit once. Register for the section assigned to the faculty supervisor. This course is open only to students who have been approved and assigned to work as a departmental course assistant. Students who register will be waitlisted until practicum assignments have been confirmed with faculty supervisors. Please contact the department's Academic Coordinator for additional details. Prerequisites: approval for practicum participation from supervising faculty and Academic Coordinator.
Credit 3 units.
Typical periods offered: Fall, Spring

SOC 4950 Research in Sociology
Students will conduct independent research on a sociological topic as directed by a faculty member within the Department of Sociology. The student and supervising professor will agree in writing on the course goals, requirements, readings, assignments, meeting schedule, and evaluation criteria. The written agreement must be submitted to the department's Academic Coordinator and approved by the Director of Undergraduate Studies before registration will be authorized. Students should enroll in the section assigned to their faculty supervisor. Students will be waitlisted until faculty supervisor approval is confirmed. Students may take the course for up to three credits, and, with the approval of the supervising faculty member may be repeated. However, this course may be taken for program credit no more than twice (a maximum of 6 credit hours), depending on the student's status as a major or minor. Prerequisites: approval of faculty supervisor and Academic Coordinator.
Credit 3 units.
Typical periods offered: Fall, Spring

SOC 4996 Sociology Elective
Credit 0 units. EN: S

Sociology Major

Program Requirements

- **Total Units Required:** 31-36 (credits may vary based on capstone option)
- **Grade Requirement:** Courses that satisfy major requirements must be completed with a letter grade of C- or better. Courses taken on a Pass/No Pass basis do not satisfy program requirements, save for internships used for capstone credit.

Required Courses

The major requires the successful completion of 10 courses:

a. **Introductory requirement** (6 credits): Any two 1000- or 2000-level Sociology courses. Students may substitute an upper-level Sociology elective for one of their two introductory courses with the written approval of their major advisor.

b. **Theory requirement** (3 credits): Either SOC 3000 Social Theory *or* SOC 3003 Black Feminist Theory

c. **Methods requirement** (6 credits): SOC 3030 Introduction to Research Methods *and* SOC 3040 Statistics for Sociology
We strongly encourage students to enroll in Sociology's statistics course. However, students may substitute SDS 2020 Elementary Probability and Statistics, SDS 3020 Elementary to Intermediate Statistics and Data Analysis, or a social science statistics course for SOC 3040 Statistics for Sociology with the written approval of their major advisor. Courses used to fulfill other programs' major or minor requirements cannot be used in this substitution. Majors who receive approval to fulfill this requirement with a course from another department or university are required to take an additional upper-level Sociology elective in lieu of SOC 3040 Statistics for Sociology for a total of six upper-level Sociology electives rather the standard five.

d. **Upper-level Sociology electives** (15 credits): Any five 3000- or 4000-level Sociology courses. An independent learning course (i.e., independent research, a teaching assistantship, or an internship) can fulfill one of these five elective course requirements. Courses taken to fulfill Theory and Methods requirements cannot count toward upper-level elective program credit.

e. **Capstone:** Majors need to complete one of the following options:

(1) *Capstone project* (1 to 3 credits): A capstone project in Sociology usually resembles a paper like an extended literature review. It can also be a more creative project, such as a podcast, art installation, or community lecture. Regardless of the final product the student submits, capstone projects need to align with a course taken during or prior to the semester in which they intend to complete the capstone — usually in one's junior or senior years. Typically, the faculty instructor of the selected class will serve as the capstone project advisor; however, Sociology faculty (and in some cases, faculty affiliates) may oversee capstone projects. The capstone project should demonstrate the student's ability to synthesize research and integrate new ideas with the selected course's content. The capstone project option is not appropriate for students who wish to conduct independent empirical research; instead, students should consider undertaking a Sociology Honors Thesis.

To begin the capstone project, students should meet with the instructor before the start of the semester to discuss goals, expectations, product(s) to be graded, and timelines, and fill out the Capstone Project Learning Agreement. Capstone Project Learning Agreements must be completed and filed with their faculty advisor and the Sociology Academic Coordinator no later than two weeks after the start of the semester (before the semester's Add/Drop deadline). Students who do not submit the Capstone Project Learning Agreement will not be authorized to enroll in their advisor's section of SOC 4900 Capstone Project for Sociology Majors. Credit cannot be awarded retroactively for previous work or unapproved projects.

To complete the capstone requirement, students must enroll in at least 1 letter-graded credit of SOC 4900 Capstone Project for Sociology Majors but can register for up to 3 credits. Students should expect to invest three hours per week for each credit in which they enroll. Students who successfully complete an approved capstone project with a C- or better will satisfy the capstone requirement.

(2) *Internship* (2 or 3 credits): Capstone internships are intended to integrate and apply the knowledge gained in the classroom to community and organizational settings. Students should aim to secure and complete the capstone internship before the final semester of their senior year, usually during one's junior year or over the summer leading into one's senior year. Students are responsible for finding and securing internship positions. For help identifying options in St. Louis, students may reference the Gephardt Institute's internship opportunities listings and the Center for Career Engagement's resources.

After securing a capstone-eligible internship, students should meet with both their faculty internship advisor and internship site supervisor before the work begins to discuss goals, expectations, product(s) to be graded, and timelines, and fill out the Internship Learning Agreement. The finalized Internship Learning Agreement should be filed with the Sociology Academic Coordinator, faculty internship advisor, and internship site supervisor no later than two weeks from the start of the internship (prior to the semester's Add/Drop deadline). Students who do not submit the Internship Learning Agreement will not be authorized to enroll in their advisor's section of SOC 4910 Internship in Sociology. Credit cannot be awarded retroactively for previous or unapproved internships.

To fulfill the capstone requirement, students need to enroll in at least 2 credits of SOC 4910 Internship in Sociology. If the internship takes place over the summer, the student should register for SOC 4910 Internship in Sociology to receive credit in the following fall semester. Per Arts & Sciences policy, all internships must be taken for Pass/No Pass credit; the student must earn a Pass to successfully complete the program's capstone requirement.

Students need to complete at least 90 internship hours to fulfill the 2-credit capstone requirement or 135 hours for a 3-credit internship. 1-credit internships cannot be combined to count toward capstone requirements. Students interested in 1-credit internship opportunities are encouraged to consider seeking general Arts & Sciences elective credit for this work.

(3) *Honors thesis* (6 credits): The Sociology Honors Thesis program is a two-semester sequence undertaken in one's senior year, during which students conduct independent empirical research. The program is only open to Sociology majors. There is no non-honors thesis option.

Students interested in the program need to submit an application by May 1 of their junior year. Students accepted into the program will be notified by late May.

In the fall of their senior year, students admitted to the program will enroll in SOC 4902 Sociology Honors Thesis Seminar for 3 credits. In this once-weekly course, students will develop and complete a thesis proposal. In the spring semester, students will undertake independent research under faculty mentor supervision through a 3-credit independent study, SOC 4900 Capstone Project for Sociology Majors. Students who choose the thesis capstone option can apply their 3 thesis credits toward the major's elective requirement (part d above). In other words, students who complete the year-long thesis program only need to compete four (rather than five) 3000- or 4000-level courses. Students must complete both the fall Honors Thesis Seminar and the spring independent study components to be eligible for these modified program requirements and consideration for Latin Honors.

By midway through the fall semester, students should identify a faculty member who will serve as their thesis committee chair. Students and faculty will work together to establish expectations and timelines for the thesis, and to complete the Honors Thesis Learning Agreement. This document should be filed with the Sociology Academic Coordinator no later than two weeks from the start of the spring semester (prior to the Add/Drop deadline). Students who do not submit the Honors Thesis Learning Agreement will not be authorized to enroll in their advisor's section of SOC 4900 Capstone Project for Sociology Majors, forfeiting their program membership and eligibility for Latin Honors.

In addition to completing required coursework, students should expect to conduct independent research and data analysis, culminating in a written work that resembles an empirical journal article (roughly 35 pages, though many theses are longer). Sociology Honors Thesis Program students must also successfully defend their thesis at a one-hour meeting near the end of the spring semester with their thesis committee (a chair and a reader). Additionally, students are expected to share their work at a departmental honors thesis colloquium in late April or early May.

For more information, please visit Sociology's Honors Thesis Program page.

(4) The department occasionally offers special 4000-level courses that fulfill the capstone requirement (for example, collaborative and community-based research opportunities like SOC 4930 In \Visible St. Louis: People, Place, and Power in the Divided City). Only juniors and seniors may enroll and earn capstone credit for their work. Please contact the Sociology Academic Coordinator to inquire about the upcoming availability of such courses.

Additional Information

Professional Development Opportunities

Students interested in undergraduate research, teaching assistantships, or leadership development opportunities within the Department of Sociology should contact the Academic Coordinator.

Transfer Credits and Study Abroad

Majors may apply up to 6 credits of Study Abroad coursework approved through Washington University or approved transfer credits from another U.S. institution. This may include one lower-level and one upper-level elective, or two upper-level electives. The Department of Sociology has many preapproved Sociology Study Abroad programs. Students who plan to study abroad should first consult Overseas Programs. Students will then complete a study plan and submit this form to the Director of Undergraduate Studies. Students who want to apply Study Abroad credits or transfer credits to their program requirements should contact the Director of Undergraduate Studies, who serves as the department's Study Abroad advisor. Upon completion of their Study Abroad program, students will complete a credit evaluation form and a brief departmental survey about their experiences.

In exceptional cases, students may request a course outside of Sociology to count toward their program requirements if it has sufficient sociological content. Please contact the Director of Undergraduate Studies for more information about course substitutions.

Latin Honors

To be eligible for Latin honors in Sociology, students must complete an honors thesis. For more information, please review the Requirements entry above or visit Sociology's Honors Thesis Program page. Juniors interested in the Sociology Honors Thesis Program should submit their applications by May 1. Students accepted into the program will be notified by late May with more details about the process.

Contact:	Kaitlyne A. Motl
Phone:	314-935-5790
Email:	kaitlyne.motl@wustl.edu
Website:	http://sociology.wustl.edu

Sociology Minor

Program Requirements

- **Total Units Required:** 15 credits
- **Grade Requirement:** Courses taken Pass/No Pass and courses in which a student earns less than a C- cannot fulfill program requirements.

Required Courses

To earn the minor in Sociology, students must complete the following:

- **Introductory requirement** (3 credits): One 1000- or 2000-level Sociology course
- **Theory requirement** (3 credits): Either SOC 3000 Social Theory **or** SOC 3003 Black Feminist Theory
- **Methods requirement** (3 credits): Either SOC 3030 Introduction to Research Methods **or** SOC 3040 Statistics for Sociology
- **Additional upper-level sociology electives** (6 credits): Any two 3000- or 4000- level Sociology courses. Upper-level courses taken to fulfill Theory or Methods requirements cannot be used to fulfill required elective credits.

Additional Information

Minors may apply up to 3 credits of Study Abroad coursework approved through Washington University or approved transfer credits from another U.S. institution. Students who want to apply Study Abroad credits or transfer credits to their program requirements should contact the Director of Undergraduate Studies, who serves as the department's Study Abroad Advisor. Upon completion of their Study Abroad program, students will complete a credit evaluation form and a brief departmental survey about their experiences.

Students interested in undergraduate research, teaching assistantships, or leadership development opportunities in the Department of Sociology should contact the Academic Coordinator.

Contact:	Kaitlyne A. Motl
Phone:	314-935-5790
Email:	kaitlyne.motl@wustl.edu
Website:	http://sociology.wustl.edu

Speech and Hearing

The minor in speech and hearing is offered by the Program in Audiology and Communication Sciences (PACS) in the School of Medicine and is designed for students interested in exploring topics related to typical and disordered human communication. The required coursework provides an overview of the fields of hearing, deafness, language, and speech with opportunities to explore related topics in more depth. This minor is especially valuable for students in fields such as psychological and brain sciences, education, philosophy-neuroscience-psychology (PNP), and linguistics, but it has broad applicability for many fields of study. Courses completed as part of this minor can also be used to fulfill the total unit requirements for graduation and as prerequisites for graduate studies in audiology, deaf education, and speech-language pathology. However, the minor may not be used as an Integration in Arts & Sciences Integrated Inquiry (IQ) curriculum, and it does not otherwise fulfill any Arts & Sciences distribution requirements.

Contact:	Kate McClannahan
Phone:	314-747-0109
Email:	k.mcclannahan@wustl.edu
Website:	http://pacs.wustl.edu

Faculty

Minor Advisor

Kate McClannahan
Assistant Professor of Otolaryngology

Program Directors

Kate McClannahan
Director of Undergraduate Studies
Assistant Professor of Otolaryngology

Amanda Ortmann
Director of Audiology Studies
Assistant Professor of Otolaryngology

Casey Reimer
Director of Deaf Education Studies
Assistant Professor of Otolaryngology

Faculty and Staff List

For a full list of faculty and staff, please visit the PACS website.

Majors

There is no major in this area. The minor in speech and hearing is offered by the Program in Audiology and Communication Sciences at Washington University School of Medicine. The program also offers graduate study in the fields of audiology, deaf education, and speech and hearing sciences, which lead to the following degrees: Doctor of Audiology (AuD), Master of Science in Deaf Education (MSDE), and Doctor of Philosophy (PhD)—Speech and Hearing Sciences.

Minors

- Speech and Hearing Minor (p. 953)

Courses

To view offerings, visit the PACS course listings page. Please visit the Speech and Hearing Minor page (p. 953) for courses that are open to undergraduate students.

Speech and Hearing Minor

Program Requirements

- **Total Units Required:** 15
- **Grade Requirement:** C- or better; Pass/No Pass grades do not count for the minor.

Required Course

Code	Title	Units
EDUC 2100	Introduction to Speech, Language, and Hearing Sciences	3

Elective Courses

At least four of the following, totaling at least 12 units:

Code	Title	Units
LING 1600	Introduction to Linguistics	3
LING 3050	Phonetics	3
PACS 3000	Acoustics and Speech Perception	3
PACS 3010	Introduction to Audiology	3
PACS 3993	Observation and Methods in Audiology	3
PACS 3994	Observation and Methods in Speech-Language Pathology	3
PACS 4000	Anatomy and Physiology and Speech and Hearing	3
PACS 4050	Sign Language I	2
PACS 4051	Sign Language II	2
PACS 4052	Sign Language III	2
PACS 4060	Typical Language Development	3
PACS 4080	Speech and Language Disorders	3

Additional Information

- This minor is composed of a minimum of 15 units that focus on the study of speech, language, and hearing. Of the 15 units, 3 units must be EDUC 2100; at least 9 units must be at the 3000 level or higher; and at least 9 units must be offered by the department.
- To count toward the minor, courses must be selected from the courses listed above or approved in advance by the minor advisor.
- A grade of C- or higher is required for a course to count toward the minor; Pass/No Pass grades do not count for the minor.
- For students who intend to pursue graduate studies in audiology, speech-language pathology, or deaf education, we recommend meeting with the minor advisor to develop a course of study that will fulfill prerequisite requirements for the intended area of study.
- Because the Minor in Speech and Hearing Sciences is offered by the Program in Audiology and Communication Sciences (PACS) in the School of Medicine, it may not be used as an Integration and does not otherwise fulfill any Arts & Sciences distribution requirements.

Contact: Kate McClannahan
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Website: http://pacs.wustl.edu

Statistics and Data Science

Statistics — as a core discipline focusing on data-driven discovery, understanding, and decision-making — is rapidly evolving and advancing in the data science era. The new Department of Statistics and Data Science (SDS) strives to be a world-class department with outstanding scholars who will transform the university's intellectual community not only through their own activities and achievements but also through synergistic collaborations with faculty and departments across Arts & Sciences, the McKelvey School of Engineering, the School of Medicine, and all of the other schools at the university.

The department aims to provide a foundation for ambitious and innovative digital transformation across a range of disciplinary areas, filling a vital niche in the current academic landscape that leverages the emerging opportunities of computational and data science. SDS values foundational as well as transdisciplinary scholarship and will focus on using data to offer solutions to some of the most complex global issues.

The Department of Statistics and Data Science offers two Bachelor of Arts degrees:

1. Statistics: The BA in Statistics provides flexible and rigorous training in statistics for a wide range of career paths in industry or further graduate studies.
2. Data Science: Jointly offered with Computer Science & Engineering (CSE), the BA in Data Science offers students the formal foundation needed to understand the applicability and consequences of the various approaches to analyzing data with a focus on statistical modeling and machine learning.

Both programs are offered as a prime or a double major. In addition, SDS offers a Minor in Statistics and an Accelerated BA/MA in Statistics. All our programs are flexible enough to allow a broad range of double majors or major/minor combinations. Majors are encouraged to complete additional work in other related areas.

Why choose the BA in Statistics? Data permeates every aspect of our lives. The ability to comprehend, synthesize, analyze, extract valuable information, and draw sound conclusions from data is a must-have in almost all human endeavors and activities. Statistics not only facilitates the implementation and evaluation of mathematical and computational models that represent reality but also acknowledges the inherent randomness in data, rendering it indispensable for the making of informed decisions in a wide range of domains.

Why choose the BA in Data Science? Data science arises in the midst of a new era of data revolution and the challenges faced by the standard mathematical and statistical approaches when dealing with massive datasets, high dimensionality, and extremely complex data objects. These datasets appear in modern applications ranging from medicine to climatology to social sciences, to name just a few. Students trained in data science are already in high demand across a wide spectrum of industries. Data science is by nature interdisciplinary, requiring the mastery of a variety of skills and concepts, including many traditionally associated with the fields of statistics, computer science, and mathematics. In crafting the BA in Data Science, SDS and CSE have sought to leverage courses that are already taught as much as possible, while at the same time judiciously introducing a handful of new courses that capture unique aspects at the intersection of the two disciplines. The program features a novel practicum component during which students undertake a mentored experience to apply their knowledge and skills in industry or research.

The Accelerated BA/MA in Statistics allows highly qualified undergraduate majors to earn both the BA and MA degrees with two additional semesters of work (i.e., usually a total of five years). Participants can count up to 15 units of 4000-/5000-level coursework earned during the four years of undergraduate study (with grades of B or better) toward the MA course requirements. Counting these 15 units makes it possible to finish the master's requirements in one additional year, but the program is still fast-paced and requires a lot of intense work and careful planning. For more information, visit the Statistics and Data Science page of the graduate Arts & Sciences *Bulletin.*

Overview of Faculty Research

The interdisciplinary interests of our faculty span a broad range of areas including the application of statistics and data science to medicine, finance, environmental sciences, and technology. Research interests of our faculty include the following:

- Bioinformatics
- Bootstrap methodology
- Environmental statistics
- Functional data analysis
- High-dimensional statistics
- Statistical computing for massive data
- Mathematical and statistical finance
- Model selection and post-selection inference
- Network analysis
- Objective Bayes
- Robust statistics
- Statistical and machine learning
- Time series and spatial statistics

Contact:	Department of Statistics and Data Science
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Faculty

Chair

Xuming He
Kotzubei-Beckmann Distinguished Professor
PhD, University of Illinois at Urbana-Champaign
Robust statistics; quantile regression; Bayesian inference; post-selection inference

Director of Graduate Studies, PhD Program

José Figueroa-López
Professor
PhD, Georgia Institute of Technology
Inference methods for stochastic processes based on high-frequency sampling data; nonparametric estimation and model selection methods; time series analysis; high-frequency algorithmic trading, limit order book modeling, and asset price formation

Director of Master's Program

Nan Lin
Professor
PhD, University of Illinois at Urbana–Champaign
Statistical computing in big data, quantile regression, causal inference, longitudinal data and functional data analysis, and statistical applications in anesthesiology

Directors of Undergraduate Studies

Jimin Ding
Associate Professor
PhD, University of California, Davis
Survival analysis; longitudinal data analysis; joint modeling of longitudinal and survival data; functional data analysis; nonparametric smoothing methods; systems of differential equations; dynamical systems; profile likelihood; asymptotic theories

Joe Guinness
Associate Professor
PhD, University of Chicago
Computing and methodology for large spatial and spatial-temporal datasets; Gaussian process models

Department Faculty

Likai Chen
Assistant Professor
PhD, University of Chicago
Time series; high dimensional data analysis; statistical learning theory

Ran Chen
Assistant Professor
PhD, University of Pennsylvania
Reinforcement learning; data-driven decision-making; optimization; statistical machine learning; high-dimensional statistics; nonparametric statistics

Hong Hu
Assistant Professor
PhD, Harvard University
Statistical signal processing; machine learning

Abigail Jager
Senior Lecturer
PhD, University of Chicago
Statistics; causal inference

Vasileios (Bill) Katsianos
Senior Lecturer
PhD, University of Chicago
Statistical genetics; multiple testing with dependence; graphical models; Markov Chain Monte Carlo methods; time series analysis; model-based clustering

Todd Kuffner
Associate Professor
PhD, Imperial College London
Statistics; econometrics; Bayesian asymptotics; applications of differential geometry to statistics; empirical likelihood; variable and model selection methods

Soumendra Lahiri
Stanley A. Sawyer Professor
PhD, Michigan State University
Asymptotic expansions, astrostatistics, inference for high dimensional and massive data sets, machine learning and predictive modeling, resampling and computer intensive methods, spatial statistics, time series and econometrics

Bo Li
Stanley A. Sawyer Professor
PhD, Texas A&M University
Spatial and spatiotemporal statistics; univariate and multivariate spatiotemporal data modeling; functional data analysis; multiple testing; copula methods; Bayesian hierarchical modeling; spatial extremes

Robert Lunde
Assistant Professor
PhD, Carnegie Mellon University
Statistical network analysis; time series; resampling methods; high-dimensional statistics

Carlos Misael Madrid Padilla
Assistant Professor
PhD, University of Notre Dame
High-dimensional statistics; nonparametric statistics; change point detection; causal inference; Bayes methodology

Debashis Mondal
Associate Professor
PhD, University of Washington
Spatial statistics; computational science; machine learning; applications in ecology (including microbial ecology); environmental sciences

Lizda Nazdira Moncada Morales
Lecturer
PhD, University of Notre Dame
Statistical machine learning; combinatorial commutative algebra

Xiaofeng Shao
Lecturer
PhD, University of Chicago
Econometrics; time series analysis; change-point analysis; high-dimensional statistics; nonparametric statistics; functional data analysis

Debjoy Thakur
Postdoctoral Lecturer
PhD, Indian Institute of Technology
Spatial statistics, resampling method, copula, spatial extreme, statistical neural network

Shota Takeishi
Postdoctoral Lecturer
PhD, University of Tokyo
Heterogeneity; survival analysis; asymptotic theory

Majors

- Data Science Major (p. 958)
- Statistics Major (p. 962)

Minors

- Statistics Minor (p. 963)

Courses

SDS 1600 Introducation to Statistics
Basic concepts of statistics. Data collection (sampling, designing experiments), data organization (tables, graphs, frequency distributions, numerical summarization of data), statistical inference (elementary probability and hypothesis testing).
Credit 3 units. A&S IQ: NSM, AN
Typical periods offered: Spring

SDS 1998 Statistics and Data Science Elective: 100-Level
Credit 3 units.

SDS 2020 Elementary Probability and Statistics
An elementary introduction to statistical concepts, reasoning and data analysis. Topics include statistical summaries and graphical presentations of data, discrete and continuous random variables, the logic of statistical inference, design of research studies, point and interval estimation, hypothesis testing, and linear regression. Students will learn a critical approach to reading statistical analyses reported in the media, and how to correctly interpret the outputs of common statistical routines for fitting models to data and testing hypotheses.

A major objective of the course is to gain familiarity with basic R commands to implement common data analysis procedures. Students intending to pursue a major or minor in statistics or wishing to take 400 level or above statistics courses should instead take Math/SDS 3200 or Math/SDS 3211. Prerequisite: Math 131

Credit 3 units. A&S IQ: NSM, AN Art: NSM

Typical periods offered: Fall, Spring

SDS 3020 Elementary to Intermediate Statistics and Data Analysis

An introduction to probability and statistics. Major topics include elementary probability, special distributions, experimental design, exploratory data analysis, estimation of mean and proportion, hypothesis testing and confidence, regression, and analysis of variance. Emphasis is placed on development of statistical reasoning, basic analytic skills, and critical thinking in empirical research studies. The use of the statistical software R is integrated into lectures and weekly assignments. Required for students pursuing a major or minor in statistics or wishing to take 400 level or above statistics courses. Prerequisite: Math 132. Though Math 233 is not essential, it is recommended.

Credit 3 units. A&S IQ: NSM, AN Art: NSM

Typical periods offered: Fall, Spring

SDS 3030 Statistics for Data Science I

This course starts with an introduction to R that will be used to study and explore various features of data sets and summarize important features using R graphical tools. It also aims to provide theoretical tools to understand randomness through elementary probability and probability laws governing random variables and their interactions. It integrates analytical and computational tools to investigate statistical distributional properties of complex functions of data. The course lays the foundation for statistical inference and covers important estimation techniques and their properties. It also provides an introduction to more complex statistical inference concepts involving testing of hypotheses and interval estimation. Required for students pursuing a major in Data Science. Prerequisite: Multivariable Calculus (Math 233). No prior knowledge of Statistics is required. NOTE: Math/SDS 3211 and Math/SDS 3200 can not both count towards any major or minor in the Statistics and Data Science Department.

Credit 3 units. A&S IQ: NSM, AN Art: NSM

Typical periods offered: Fall, Spring

SDS 3110 Biostatistics

A second course in elementary statistics with applications to life sciences and medicine. Review of basic statistics using biological and medical examples. New topics include incidence and prevalence, medical diagnosis, sensitivity and specificity, Bayes' rule, decision making, maximum likelihood, logistic regression, ROC curves and survival analysis. Prerequisite: CSE 131 or 200; Math/SDS 3200, Math/SDS 3211, or a strong performance in Math/SDS (with permission of the instructor).

Credit 3 units. A&S IQ: NSM

Typical periods offered: Spring

SDS 3111 Applied Linear Modeling

This course is an introduction to applied linear regression and analysis of variance. The course will cover simple linear regression, multiple linear regression, and simple experimental design. Emphasis will be placed on estimating, interpreting, and using statistical inference to answer scientific questions. This course is intended for students who would like to further their statistical knowledge past the level of introductory statistics, but without pursuing a statistics or data science major. This course will count as an elective for the minor in statistics, but not for the majors in statistics or data science.

Credit 3 units. A&S IQ: NSM, AN

Typical periods offered: Fall

SDS 3996 Statistics and Data Science Elective: 300-Level

Credit 3 units.

SDS 4000 Undergraduate Independent Study

This course is for independent study. Approval of instructor required.

Credit 3 units.

Typical periods offered: Fall

SDS 4010 Probability

Mathematical theory and application of probability at the advanced undergraduate level; a calculus based introduction to probability theory. Topics include the computational basics of probability theory, combinatorial methods, conditional probability including Bayes' theorem, random variables and distributions, expectations and moments, the classical distributions, and the central limit theorem. permission of the instructor.

Credit 3 units. A&S IQ: NSM Art: NSM

Typical periods offered: Fall, Spring

SDS 4020 Mathematical Statistics

Theory of estimation, minimum variance and unbiased estimators, maximum likelihood theory, Bayesian estimation, prior and posterior distributions, confidence intervals for general estimators, standard estimators and distributions such as the Student-t and F-distribution from a more advanced viewpoint, hypothesis testing, the Neymann-Pearson Lemma (about best possible tests), linear models, and other topics as time permits.

Credit 3 units. A&S IQ: NSM Art: NSM

Typical periods offered: Fall

SDS 4030 Statistics for Data Science II

This builds on the foundation from the first course (SDS I) and further develops the theory of statistical hypotheses testing. It also covers advanced computer intensive statistical methods, such as the Bootstrap, that will make extensive use of R. The emphasis of the course is to expose students to modern statistical modeling tools beyond linear models that allow for flexible and tractable interaction among response variables and covariates/feature sets. Statistical modeling and analysis of real datasets is a key component of the course. Prerequisites: Math/SDS 3211, or Math/SDS 3200 and Math/SDS 493; Math/SDS 439 (Math/SDS 439 can be taken concurrently).

Credit 3 units. A&S IQ: NSM, AN Art: NSM

Typical periods offered: Fall, Spring

SDS 408 Nonparametric Statistics

Statistical methods that make few or no assumptions about the data distribution. Permutation tests of different types; nonparametric confidence intervals and correlation coefficients; jackknife and bootstrap resampling; nonparametric regressions. If there is time, topics chosen from density estimation and kernel regression. Short computer programs will be written in a language like R or C. Prerequisite: CSE 131 or 200, Math 3200 and Math 493, or permission of instructor

Credit 3 units. A&S IQ: NSM

SDS 4110 Experimental Design

A first course in the design and analysis of experiments, from the point of view of regression. Factorial, randomized block, split-plot, Latin square, and similar design.

Credit 3 units. A&S IQ: NSM Art: NSM

Typical periods offered: Fall

SDS 4120 Survival Analysis
Life table analysis and testing, mortality and failure rates, Kaplan-Meier or product-limit estimators, hypothesis testing and estimation in the presence of random arrivals and departures, and the Cox proportional hazards model. Techniques of survival analysis are used in medical research, industrial planning and the insurance industry.
Credit 3 units. A&S IQ: NSM
Typical periods offered: Fall

SDS 4130 Linear Statistical Models
Theory and practice of linear regression, analysis of variance (ANOVA) and their extensions, including testing, estimation, confidence interval procedures, modeling, regression diagnostics and plots, polynomial regression, colinearity and confounding, model selection, geometry of least squares, etc. The theory will be approached mainly from the frequentist perspective and use of the computer (mostly R) to analyze data will be emphasized. Prerequisite: CSE 131 or 200; a course in linear algebra (such as Math 309 or 429); Math/SDS 3211 or Math/SDS 3200 and Math/SDS 493 (493 can be taken concurrently). If Math/SDS 3211 is taken, Math/SDS 493 is not required.
Credit 3 units. A&S IQ: NSM Art: NSM
Typical periods offered: Fall, Spring

SDS 4135 Applied Statistics Practicum
This course develops critical thinking, practical data analysis skills, and effective communication by working on a series of data analysis projects. For each project, the instructor will give an introduction to the dataset and the desired outcome of the data analysis, along with a review of statistical methodology appropriate to each project. Students will be expected to produce written reports and give oral presentations for each project. The course will also cover how to collaborate on a data science project and produce information-rich data visualizations. We will also cover a number of practical skills for data analysis, including command line tools, version control, and reproducibility.
Credit 3 units. A&S IQ: NSM
Typical periods offered: Fall, Spring

SDS 4140 Advanced Linear Statistical Models
Review of basic linear models relevant for the course; generalized linear models including logistic and Poisson regression (heterogeneous variance structure, quasilikelihood); linear mixed-effects models (estimation of variance components, maximum likelihood estimation, restricted maximum likelihood, generalized estimating equations), generalized linear mixed-effects models for discrete data, models for longitudinal data, optional multivariate models as time permits. The computer software R will be used for examples and homework problems. Implementation in SAS will be mentioned for several specialized models. Prerequisites: Math/SDS 439 and a course in linear algebra (such as Math 309 or 429).
Credit 3 units. A&S IQ: NSM
Typical periods offered: Spring

SDS 4155 Time Series Analysis
Time series data types; autocorrelation; stationarity and nonstationarity; autoregressive moving average models; model selection methods; bootstrap condence intervals; trend and seasonality; forecasting; nonlinear time series; filtering and smoothing; autoregressive conditional heteroscedasticity models; multivariate time series; vector autoregression; frequency domain; spectral density; state-space models; Kalman filter. Emphasis on real-world applications and data analysis using statistical software.
Credit 3 units. A&S IQ: NSM Art: NSM
Typical periods offered: Fall

SDS 4210 Statistical Computation
Introduction to modern computational statistics. Pseudo-random number generators; inverse transform and rejection sampling. Monte Carlo approximation. Nonparametric bootstrap procedures for bias and variance estimation; bootstrap confidence intervals. Markov chain Monte Carlo methods; Gibbs and Metropolis-Hastings sampling; tuning and convergence diagnostics. Cross-validation. Time permitting, optional topics include numerical analysis in R, density estimation, permutation tests, subsampling, and graphical models. Prior knowledge of R at the level used in Math 494 is required. Acquaintance with fundamentals of programming in R is helpful.
Credit 3 units. A&S IQ: NSM Art: NSM
Typical periods offered: Fall

SDS 4310 Bayesian Statistics
Introduces the Bayesian approach to statistical inference for data analysis in a variety of applications. Topics include: comparison of Bayesian and frequentist methods, Bayesian model specification, choice of priors, computational methods such as rejection sampling, and stochastic simulation (Markov chain Monte Carlo), empirical Bayes method, hands-on Bayesian data analysis using appropriate software.
Credit 3 units. A&S IQ: NSM
Typical periods offered: Spring

SDS 4430 Statistical Learning
A modern course in multivariate statistics. Elements of classical multivariate analysis as needed, including multivariate normal and Wishart distributions. Clustering; principal component analysis. Model selection and evaluation; prediction error; variable selection; stepwise regression; regularized regression. Cross-validation. Classification; linear discriminant analysis. Tree-based methods. Time permitting, optional topics may include nonparametric density estimation, multivariate regression, support vector machines, and random forests.
Credit 3 units. A&S IQ: NSM
Typical periods offered: Spring

SDS 4440 Mathematical Foundations of Data Science
Mathematical foundations of data science. Core topics include: Probability in high dimensions; curses and blessings of dimensionality; concentration of measure; matrix concentration inequalities. Essentials of random matrix theory. Randomized numerical linear algebra. Data clustering. Depending on time and interests, additional topics will be chosen from: Compressive sensing; efficient acquisition of data; sparsity; low-rank matrix recovery. Divide, conquer and combine methods. Elements of topological data analysis; point cloud; Cech complex; persistent homology. Selected aspects of high- dimensional computational geometry and dimension reduction; embeddings; Johnson-Lindenstrauss; sketching; random projections. Diffusion maps; manifold learning; intrinsic geometry of massive data sets. Optimization and stochastic gradient descent. Random graphs and complex networks. Combinatorial group testing. A willingness to learn new mathematics as needed is essential.
Credit 3 units. A&S IQ: NSM
Typical periods offered: Spring

SDS 4480 Topics in Statistics: Machine Learning Methods in Biological Sciences
Novel scientific discoveries are made nowadays by analyzing increasingly large and noisy biological datasets thanks to next-generation high-throughput technology. Machine learning methods which have been developed to extract complex patterns from image, text and speech datasets are now regularly being utilized to investigate

conjectures in biology and medicine. The goal of this course will be to review some key concepts and methods in statistical learning and apply these to biological datasets. The course's focus is on the methods and applications rather than the theory and is intended for a broad audience. We will first explore predictive algorithms which perform classification and regression based on training datasets, such as logistic regression, decision trees, random forests, boosting, naive Bayes classifiers, Gaussian process regression, linear discriminant analysis and support vector machines. As much as time allows it, we will then review clustering algorithms and dimensionality reduction techniques used to identify patterns in large-scale biological datasets, such as hierarchical clustering, mixture models and principal component analysis.
Credit 3 units. A&S IQ: NSM Art: NSM
Typical periods offered: Fall

SDS 4481 Special Topics in Statistics and Data Science: An Introduction in Python
At the end of the course, students will have a solid grasp of Python programming basics and have been exposed to the entire data science workflow. This includes interacting with SQL databases to query and retrieve data, through to data wrangling, reshaping, summarizing, analyzing and ultimately reporting results.The course will introduce and use popular Python libraries such as pandas, numpy, seaborn and matplotlib and use the Jupyter notebooks framework for coding. "Special Topics in Statistics and Data Science" is a variable-credit course that covers computational/practical methods or tools of broad interests in Statistics and Data Science. The title of the course will change from semester to semester.
Credit 1.5 units.
Typical periods offered: Spring

SDS 4482 Topics in Statistics
Topic changes each semester.
Credit 3 units. A&S IQ: NSM
Typical periods offered: Fall, Spring

SDS 4720 Stochastic Processes
Content varies with each offering of the course. Past offerings have included such topics as random walks, Markov chains, Gaussian processes, empirical processes, Markov jump processes, and a short introduction to martingales, Brownian motion and stochastic integrals.
Credit 3 units. A&S IQ: NSM Art: NSM
Typical periods offered: Spring

SDS 4971 Topics in Statistics: Data Mining
Data mining is the process of uncovering meaningful patterns and making predictions from data, often in large and complex datasets. This course provides both a practical and theoretical foundation in data mining, emphasizing computational techniques and statistical reasoning. Students will explore supervised and unsupervised learning methods, applying them to real-world datasets across different domains. The course balances conceptual understanding with hands-on programming, ensuring students grasp both the principles behind data mining algorithms and their implementation. Topics covered include essential data mining techniques, such as information retrieval and similarity measures, dimensionality reduction (PCA, MDS, Isomap, UMAP), clustering (k-means, hierarchical clustering), regression (linear regression, ridge regression, lasso), and classification (KNN, LDA, QDA, decision trees). Additional topics, including advanced clustering methods, ensemble learning techniques (bagging, boosting, random forests), and artificial neural networks, may be covered as time permits. All programming throughout the course will be conducted in Python.
Credit 3 units. A&S IQ: NSM Art: NSM
Typical periods offered: Fall

SDS 4990 Study for Honors
Senior standing, a distinguished performance in upper level statistics courses, and permission of the Chair of the Undergraduate Committee. Register for the section (listed in department header) corresponding to your honors project supervisor.
Credit 3 units.
Typical periods offered: Fall, Spring

SDS 4996 Statistics and Data Science Elective: 400-Level
Credit 3 units.

Data Science Major

Program Requirements

- **Total Units Required:** 51-54
- **Grade Requirement:** All courses must be passed with a grade of C- or better

Required Courses and Practicum

- 12 core requirement courses (36 credits)
- Four elective courses (12 credits)
- A course in Ethics and Professional Responsibility (3 credits)
- Practicum requirement (3 credits if completed via independent study or a project-focused course)
- We will allow undergraduates to take any SDS 5000-level courses that are not listed as undergraduate courses

The College of Arts & Sciences and McKelvey School of Engineering developed a new major that efficiently captures the intersection of mathematics and statistics with computer science for data science. The Bachelor of Arts in Data Science (BADS) will give students the formal foundation needed to understand the applicability and consequences of the various approaches to analyzing data with a focus on statistical modeling and machine learning.

Students who declare this major must fulfill the core course requirements and electives listed below. In addition, students need to meet the ethics and professional responsibility requirement as well as the practicum requirement. Arts & Sciences students who declare this major must fulfill all other requirements for a BA degree. McKelvey Engineering students who declare this major must complete all other requirements for the Applied Science degree in the McKelvey School of Engineering. They must also complete ENGR 3100 Technical Writing and 8 units of courses designated as Natural Sciences & Math (NSM) from Anthropology (ANTHRO), Biology and Biomedical Sciences (BIOL), Chemistry (CHEM), Earth, Environmental, and Planetary Sciences (EEPS), Physics (PHYSICS), or Environmental Studies (ENST).

Data Science Core Requirements (CR)

Code	Title	Units
CSE 1301	Introduction to Computer Science	3
CSE 2107	Introduction to Data Science	3
CSE 2407	Data Structures and Algorithms	3
CSE 3104	Data Manipulation and Management	3
CSE 4107 Introduction to Machine Learning **or** SDS 4430 Multivariate Statistical Analysis **or** ESE 4170 Introduction to Machine Learning and Pattern Classification		3
MATH 1510	Calculus I	3
MATH 1520	Calculus II	3
MATH 2130	Calculus III	3
MATH 3300	Matrix Algebra	3
SDS 3030	Statistics for Data Science I	3
SDS 4030	Statistics for Data Science II	3
SDS 4130	Linear Statistical Models	3
Total Units		**36**

Data Science Technical Electives

Four courses can be chosen from the list of approved electives given below, with the following caveats:

- At least one course from Statistics and Data Science (at the 4000 level or above)
- At least one course from Computer Science & Engineering (at the 4000 level or above)
- At most one course at the 2000 level

List of Approved Data Science Technical Electives

Computer Science and Engineering

Code	Title	Units
CSE 2307	Programming Tools and Techniques	3
CSE 2506	Introduction to Human Centered Design	3
CSE 3050*	Responsible Data Science	3
CSE 3101	Introduction to Intelligent Agents Using Science Fiction	3
CSE 3407	Analysis of Algorithms	3
CSE 4061	Text Mining	3
CSE 4101*	AI and Society	3
CSE 4102	Introduction to Artificial Intelligence	3
CSE 4107**	Introduction to Machine Learning	3
CSE 4109***	Introduction to AI for Health	3
CSE 4207	Cloud Computing	3
CSE 4305	Database Management Systems	3
CSE 4507	Introduction to Visualization	3
CSE 5104	Data Mining	3
CSE 5105	Bayesian Methods in Machine Learning	3
CSE 5107	Machine Learning	3
CSE 5108	Human in the Loop Computation	3
CSE 5403	Algorithms for Nonlinear Optimization	3
CSE 5509	Computer Vision	3

* CSE 3050 and CSE 4101 cannot be double counted in EPR.
** CSE 4107 cannot be double counted in CR.
*** CSE 4109 cannot be double counted as Practicum.

Statistics and Data Science

Code	Title	Units
SDS 3110	Biostatistics	3
SDS 4020	Mathematical Statistics	3
SDS 4110	Experimental Design	3
SDS 4120	Survival Analysis	3
SDS 4135	Applied Statistics Practicum*	3
SDS 4140	Advanced Linear Statistical Models	3
SDS 4155	Time Series Analysis	3
SDS 4210	Statistical Computation	3
SDS 4310	Bayesian Statistics	3
SDS 4430	Statistical Learning**	3
SDS 4440	Mathematical Foundations of Data Science	3
SDS 4480	Topics in Statistics, Machine Learning Methods in Biological Sciences	3
SDS 4720	Stochastic Processes	3
SDS 5061	Theory of Statistics I	3
SDS 5062	Theory Statistics II	3
SDS 5071	Advanced Linear Models	3
SDS 5072	Advanced Linear Models II	3
SDS 5531	Advanced Statistical Computing I	3
SDS 5532	Advanced Statistical Computing II	3
SDS 5595	Topics in Statistics, Spatial Statistics	3
SDS 5800	Topics in Statistics	3
SDS 5805	Topics in Statistics	3

* SDS 4135 cannot be double counted as Practicum.
** SDS 4430 cannot be double counted in CR.

Mathematics

Code	Title	Units
Math 4501	Numerical Applied Mathematics	3
Math 4502	Topics in Applied Mathematics	3
Math 4560	Topics in Financial Mathematics	3
Math 5223	Geometry/Topology III	3

Electrical and Systems Engineering

Code	Title	Units
ESE 3590	Signals, Data and Equity	3
ESE 4031	Optimization for Engineered Planning, Decisions and Operations	3
ESE 4150	Optimization	3
ESE 4270	Financial Mathematics	3
ESE 5130	Large Scale Optimization for Data Science	3

Energy, Environmental & Chemical Engineering

Code	Title	Units
EECE 2020	Computational Modeling in Energy, Environmental and Chemical Engineering	3

Linguistics

Code	Title	Units
LING 3250	Introduction to Computational Linguistics	3

Ethics and Professional Responsibility Requirement (EPR)

- 3 units of courses from the following list:

List of EPR Course Options

Code	Title	Units
CSE 3050*	Responsible Data Science	3
CSE 4101*	AI and Society	3
ENGR 4501	Engineering Ethics and Sustainability	1
ENGR 4502	Engineering Leadership and Team Building	1
ENGR 4503	Conflict Management and Negotiation	1
MSB 5560	Ethics in Biostatistics and Data Science	2
PHIL 2070	Business Ethics	3
PHIL 3160	Classical Ethical Theories	3
PHIL 4250	Normative Ethical Theory	3
POLSCI 3313	Theories of Social Justice	3

* CSE 3050 and CSE 4101 cannot be double counted as technical electives.

Practicum Requirement

- Students must complete an approved comprehensive data science project or experience for their practicum requirement. The practicum must be approved by the committee of data science faculty.
- The practicum experience should be completed during the next-to-last semester of study (i.e., the first semester of senior year). It is important that practicum plans be submitted for review *prior to starting the project or coursework* to ensure the proposed work is sufficient for the objectives of the practicum. After-the-fact approvals are possible but not guaranteed.
- Appropriate practicum work is possible via the following pathways:
  - Independent Study (CSE 4001 or SDS 4000)
  - Project-focused courses, including (but not limited to) CSE 4109 Introduction to AI for Health, CSE 4307 Software Engineering Workshop, CSE 4504 Software Engineering for External Clients, and SDS 4135 Applied Statistics Practicum. Students should contact course instructors in advance to identify the degree of agency the student will have over project selection and requirements.
  - Internships related to data science can be used to fulfill the practicum. Internships (paid or unpaid) cannot count for credit, but can satisfy the practicum requirement.
- To initiate the approval process, majors through the McKelvey School of Engineering should contact the CSE undergraduate coordinator (cse.undergrad@wustl.edu) in the CSE department, and majors through Arts & Sciences should contact the Undergraduate Director(s) (sdsundergraddirector@wustl.edu) in the Department of Statistics and Data Science.

AP Credit, Waivers, and Course Substitutions

AP credit can be applied for Math 1510 Calculus I and Math 1520 Calculus II.

CSE 1301 Introduction to Computer Science may be waived with approval from the Director of Undergraduate Studies of the Department of Computer Science and Engineering.

Aside from the approved cases listed below, course substitutions will be considered on a case-by-case basis.

- ESE 3260 may be substituted for SDS 3020.
- If both MATH 2801 and MATH 2802 are taken, they can be substituted for the entire calculus sequence MATH 1510, MATH 1520, and MATH 2130.

Course Transfer

Courses transferred from other accredited colleges and universities can be counted with department approval and with the following caveats:

- Courses transferred from a two-year college (e.g., a community college) cannot be used to satisfy upper-level requirements.
- Courses from the School of Continuing & Professional Studies cannot be used to fulfill minor requirements.

Distinctions in Data Science

Distinction

- For Distinction in Data Science, a student must take an additional two electives for a total of six electives.
- The student's GPA in the six electives must be at least 3.7. If the student takes additional courses that satisfy these requirements, the courses with the lowest grades may be omitted when calculating the GPA for this purpose.
- The electives need to be taken from the list of approved data science technical electives. Electives need to be passed with a grade of B or better.

High Distinction

- Complete all requirements for Distinction.
- Complete an honors thesis in either department (Statistics and Data Science or Computer Science & Engineering).

Highest Distinction

- Complete the requirements for High Distinction.
- Complete one of the two options described below:
  - **Qual Option:** Take either SDS 5061–SDS 5062 or SDS 5071–SDS 5072, which corresponds to one of the qualifiers for the PhD in Statistics, earning a grade of B+ or better in each course.
  - **Course Option:** Complete three additional electives from the list of approved data science technical electives for a total of 12 courses. As with Distinction, the student's GPA in the 12 electives must be at least 3.7 with the student earning a grade of B+ or better in each course, and additional courses beyond 12 can be disregarded when calculating the GPA. At least four of these 12 courses must be from the Department of Statistics and Data Science, and at least four must be from the Department of Computer Science & Engineering.

Latin Honors

At the time of graduation, the Department of Statistics and Data Science will recommend that a candidate receive Latin Honors (cum laude, magna cum laude, or summa cum laude) if that student has completed the department's requirements for High Distinction or Highest Distinction in Mathematics, including an Honors Thesis. The actual award of Latin Honors is managed by the College of Arts & Sciences.

The Honors Thesis

Arts & Sciences majors who want to be candidates for Latin Honors, High Distinction, or Highest Distinction must complete an honors thesis. Writing an honors thesis involves a considerable amount of independent work, reading, creating mathematics, writing a paper that meets acceptable professional standards, and making an oral presentation of the results.

Types of Projects

An honors thesis can take three forms:

1. A thesis that presents significant work by the student on one or more nontrivial statistics or probability problems.
2. A project in applied statistics that involves an in-depth analysis of a large data set. To do an honors thesis involving data analysis, it is usually necessary to have completed SDS 3020,SDS 4010, and SDS 4020 (or SDS 3030 and SDS 4030) by the end of the junior year and to have the ability to work with statistical software such as SAS, R, or Python.
3. A substantial expository paper that follows independent study on an advanced topic under the guidance of a department faculty member. Such a report would involve the careful presentation of ideas and the synthesis of materials from several sources.

Process and Suggested Timeline

Junior Year, Spring Semester:

1. Talk with a faculty advisor about possible projects.
2. Complete the Honors Proposal Form and submit it to the SDS Undergraduate Director(s) (sdsundergraddirector@wustl.edu).

Senior Year:

1. By the end of January, provide the advisor with a draft abstract and outline of the paper.
2. By the end of February, submit a rough draft, including an abstract, to the advisor.
3. The student and the advisor should agree on a date that the writing will be complete and on a date and time for the oral presentation in mid-March (the deadline is March 31).

Departmental Prizes

Each year, the department considers graduating majors for several departmental prizes and awards a prize to a junior. Recipients are recognized at an annual awards ceremony in April where graduating majors each receive a certificate and a set of honors cords to be worn as part of the academic dress at Commencement. Awards are noted on the student's permanent university record.

Contact:	Jimin Ding and Joe Guinness
Email:	sdsundergraddirector@wustl.edu
Website:	https://sds.wustl.edu/

Statistics Major

Program Requirements

- **Total Units Required:** 42
  - Ten core courses (30 units)
  - At least four elective courses (12 units)
- **Grade Requirement:** All courses must be passed with a grade of C- or better

Required Courses

Code	Title	Units
CSE 1301	Introduction to Computer Science	3
MATH 1510	Calculus I	3
MATH 1520	Calculus II	3
MATH 2130	Calculus III	3
MATH 3300 Matrix Algebra **or** MATH 4301 Linear Algebra		3
SDS 3020	Elementary to Intermediate Statistics and Data Analysis	3
SDS 4010	Probability	3
SDS 4020	Mathematical Statisitcs	3
SDS 4130	Linear Statistical Models	3
SDS 4310 Bayesian Statistics **or** SDS 4210 Statistical Computation		3
Total Units		**30**

Elective Courses

In addition to the required courses, students must complete at least 12 units of electives from the approved list of electives. Typically, this is satisfied by taking 4 courses, worth 3 units each; however, a student may use any number of approved elective courses, as long as the total number of elective units is at least 12.

At least 6 of the elective units must be from SDS courses numbered 4000 or above. At most, 3 units of independent study or research can count towards electives.

In addition to the list below, any SDS course numbered 4000 or above, except SDS 4211, can be counted as an elective.

We will allow undergraduates to take any SDS 5000-level courses that are not listed as undergraduate courses.

Approved Electives

Code	Title	Units
CSE 4107	Machine Learning	3
CSE 5104	Data Mining	3
CSE 5105	Bayesian Methods in Machine Learning	3
CSE 5100	Deep Reinforcement Learning	3
ECON 4151	Applied Econometrics	3
ESE 4030	Operations Research	3
ESE 4150	Optimization	3
ESE 4170	Machine Learning and Pattern Classification	3
ESE 4261	Statistical Methods for Data Analysis with Applications to Financial Engineering	3
ESE 4270	Financial Mathematics	3
MATH 3010	Foundations for Higher Mathematics	3
MATH 4101	Introduction to Analysis	3
MATH 4102	Introduction to Lebesgue Integration	3
MATH 4501	Numerical Applied Mathematics	3
MATH 4502	Topics in Applied Mathematics	3
MATH 4560	Financial Mathematics	3
SDS 3110	Biostatistics	3

AP Credit, Waivers, and Course Substitutions

AP credit can be applied for Math 1510 Calculus I, Math 1520 Calculus II.

CSE 1301 Introduction to Computer Science may be waived with approval from the Director of Undergraduate Studies of the Department of Computer Science and Engineering.

Aside from the approved cases listed below, course substitutions will be considered on a case-by-case basis.

- ESE 3260 may be substituted for SDS 3020
- If both MATH 2801 and 2802 are taken, they can be substituted for the entire calculus sequence MATH 1510,1520, and 2130.

Course Transfers

Courses transferred from other accredited colleges and universities can be counted with department approval and with the following caveats:

- Courses transferred from a two-year college (e.g., a community college) cannot be used to satisfy 4000-level requirements.
- Courses from the School of Continuing & Professional Studies cannot be used to fulfill major requirements.

Distinctions in Statistics

Students who satisfy the following requirements may contact the SDS Academic Coordinator to notify the department that they request to graduate with distinctions in their senior year.

Distinction

Complete at least 21 units of SDS courses numbered 4000 or above, excluding independent study courses, achieving at least a 3.7 GPA in these courses. The GPA is weighted by the number of units of each course. If more than 21 units are taken, only the 21 units with the highest grades are used in the GPA calculation.

High Distinction

Complete all requirements for Distinction, and complete an Honors Thesis.

Highest Distinction

Complete all requirements for High Distinction, plus one of the two paths below:

- **Graduate Qualifier Path:**
  - Complete a two-semester graduate qualifier course sequence and pass the graduate qualifier exam for this sequence. Graduate qualifier courses are two-semester course sequences that start in the fall. These qualifier courses can count toward the additional course requirements for Distinction.
- **Course Work Path:**
  - Complete 9 additional units of approved electives, 6 of which must be SDS courses numbered 4000 or above, achieving at least a 3.7 GPA in the 30 units (21+9) required for highest distinction.

Latin Honors

At the time of graduation, the Department of Statistics and Data Science will recommend that a candidate receive Latin Honors (cum laude, magna cum laude, or summa cum laude) if that student has completed the department's requirements for High Distinction or Highest Distinction in Statistics, including an Honors Thesis. The actual award of Latin Honors is managed by the College of Arts & Sciences.

The Honors Thesis

Arts & Sciences majors who want to be candidates for Latin Honors, High Distinction, or Highest Distinction must complete an Honors Thesis. Writing an Honors Thesis involves a considerable amount of independent work, reading, research, writing a paper that meets acceptable professional standards, and making an oral presentation of the results.

Types of Projects

An Honors Thesis can take three forms:

1. A thesis that presents significant work by the student on one or more nontrivial statistics or probability problems.
2. A project in applied statistics that involves an in-depth analysis of a large data set. To do an honors thesis involving data analysis, it is usually necessary to have completed SDS 3020, SDS 4010, and SDS 4020 (or SDS 3030 and SDS 4030) by the end of the junior year and to have the ability to work with statistical software such as SAS, R, or Python.
3. A substantial expository paper that follows independent study on an advanced topic under the guidance of a department faculty member. Such a report would involve the careful presentation of ideas and the synthesis of materials from several sources.

Process and Suggested Timeline

Junior Year, Spring Semester:

- Talk with a faculty advisor about possible projects.
- Complete the Honors Proposal Form and submit it to sdsundergraddirector@wustl.edu.

Senior Year:

- By the end of January, provide the advisor with a draft abstract and outline of the paper.
- By the end of February, submit a rough draft, including an abstract, to the advisor.
- The student and the advisor should agree on a date that the writing will be complete and on a date and time for the oral presentation in mid-March (the deadline is March 31).

Departmental Prizes

Each year, the department considers graduating majors for several departmental prizes and awards a prize to a junior. Recipients are recognized at an annual awards ceremony in April where graduating majors each receive a certificate and a set of honors cords to be worn as part of the academic dress at Commencement. Awards are noted on the student's permanent university record.

Contact:	Jimin Ding and Joe Guinness
Email:	sdsundergraddirector@wustl.edu
Website:	http://sds.wustl.edu

Statistics Minor

Program Requirements

- **Total Units Required:** 27
  - Six required courses (18 units)
  - Three elective courses (from list) (9 units)
- **Grade Requirement:** All courses must be passed with a grade of C- or better.

Required Courses

Code	Title	Units
CSE 1301	Introduction to Computer Science	3
MATH 1510	Calculus I	3
MATH 1520	Calculus II	3
MATH 2130	Calculus III	3
MATH 3300	Matrix Algebra	3
SDS 3020 Elementary to Intermediate Statistics and Data Analysis **or** SDS 4020 Mathematical Statistics		3
Total Units		**18**

Elective Courses

In addition to the required courses, students must complete 3 elective courses, totaling at least 9 units, from the approved list of electives. In addition to the approved list below, any SDS course numbered 4000 or above, except SDS 4211, can count as an elective.

Approved Electives

Code	Title	Units
ECON 4151	Applied Economics	3
ESE 4030	Operations Research	3
SDS 3110	Biostatistcs	3
SDS 3111	Applied Linear Modeling	3

AP Credit, Waivers, and Course Substitutions

AP credit can be applied for MATH 1510 Calculus I and MATH 1520 Calculus II.

CSE 1301 Introduction to Computer Science may be waived with approval from the director of undergraduate studies of the Department of Computer Science and Engineering.

Aside from the approved cases listed below, course substitutions will be considered on a case-by-case basis.

- ESE 3260 may be substituted for SDS 3020.
- MATH 4301 may be substituted for MATH 3300.
- If both MATH 2801 and MATH 2802 are taken, they can be substituted for the entire calculus sequence MATH 1510, MATH 1520, and MATH 2130.

Course Transfers

Courses transferred from other accredited colleges and universities can be counted with department approval and with the following caveats:

- Courses transferred from a two-year college (e.g., a community college) cannot be used to satisfy 4000-level requirements.
- Courses from the School of Continuing & Professional Studies cannot be used to fulfill minor requirements.
- At least 6 units of the 4000-level courses required in a minor must be earned at Washington University or in a Washington University-approved overseas study program.

Contact:	Jimin Ding and Joe Guinness
Email:	sdsundergraddirector@wustl.edu
Website:	https://sds.wustl.edu/

Women, Gender, and Sexuality Studies

Faculty and students in the Department of Women, Gender, and Sexuality Studies use an interdisciplinary approach to examine the construction of women, gender, and sexuality throughout the world. The interdisciplinary research and training in our department position our students to be thought leaders and agents in addressing inequality in all of its forms. Our graduates have gone on to work in fields such as business, entertainment, law, medicine, and social work. This community of scholars and activists is committed to doing the critical work of reimagining and producing a more inclusive future.

Among the first of its kind in the nation (est. 1972), the Department of Women, Gender, and Sexuality Studies at Washington University has emphasized the importance of gender and sexuality to such disciplines and interdisciplinary programs as philosophy, psychology, history, education, law, architecture, art history and archaeology, anthropology, political science, international studies, American culture studies, and studies in culture and languages.

Women, Gender, and Sexuality Studies students are often leaders in campus organizations that deal with issues concerning women, gender relations, sexuality, and health.

Phone:	314-935-5102
Email:	wgss@wustl.edu
Website:	https://wgss.wustl.edu

Faculty

Chair

Diana O'Brien
Bela Kornitzer Distinguished Professorship
PhD, Washington University
Political Science

Co-Directors of Graduate Studies

Marlon M. Bailey
Professor
PhD, University of California, Berkeley
African and African American Studies; Women, Gender, and Sexuality Studies

Rachel Brown
Assistant Professor
PhD, The Graduate Center, City University of New York
Women, Gender, and Sexuality Studies; Political Science

Shefali Chandra
Associate Professor
PhD, University of Pennsylvania
Women, Gender, and Sexuality Studies; History

Co-Directors of Undergraduate Studies

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Women, Gender, and Sexuality Studies; German

Cynthia Barounis
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PhD, University of Illinois Chicago
Women, Gender, and Sexuality Studies

Department Faculty

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PhD, Indiana University Bloomington
Interdisciplinary Project in the Humanities; Women, Gender, and Sexuality Studies

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Women, Gender, and Sexuality Studies; American Studies

Tamsin Kimoto
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Andrea Nichols
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Women, Gender, and Sexuality Studies

Rebecca Wanzo
Professor, Women, Gender, and Sexuality Studies
PhD, Duke University
Women, Gender, and Sexuality Studies

Elisabeth Windle
Lecturer
PhD, Washington University in St. Louis
Women, Gender, and Sexuality Studies; English

Professors Emeritus

Mary Ann Dzuback
Professor Emerita
PhD, Columbia University
Women, Gender, and Sexuality Studies; Education; History

Linda Nicholson
Profesor Emerita
PhD, Brandeis University
Women, Gender, and Sexuality Studies; History

Andrea Friedman
Professor Emerita
PhD, University of Wisconsin-Madison
Women, Gender, and Sexuality Studies; History

Barbara Baumgartner
Professor Emerita
PhD, Northwestern University
Women, Gender, and Sexuality Studies

Affiliated Faculty

Jean Allman
J.H. Hexter Professor in the Humanities
PhD, Northwestern University
History

Susan Frelich Appleton
Lemma Barkeloo and Phoebe Couzins Professor of Law
JD, University of California, Berkeley
Law

Nancy Berg
Professor
PhD, University of Pennsylvania
Modern Hebrew Languages and Literatures

Elizabeth Childs
Etta and Mark Steinberg Professor of Art History
PhD, Columbia University
Art History

Caitlyn Collins
Assistant Professor
PhD, University of Texas at Austin
Sociology

Rebecca Copeland
Professor
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Japanese

Marion Crain
Wiley Rutledge Professor of Law
JD, University of California, Los Angeles
Law

Adrienne Davis
William M. Van Cleve Professor of Law
JD, Yale University
Law

Tonya Edmond
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Social Work

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Director, John C. Danforth Center on Religion and Politics

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Romance Languages and Literatures

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Romance Languages and Literatures

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Julie Singer
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Peggie Smith
Charles F. Nagel Professor of Employment and Labor Law
JD, Yale University
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Gaylyn Studlar
David May Distinguished University Professor in the Humanities
PhD, University of Southern California
Film and Media Studies

Lynne Tatlock
Hortense and Tobias Lewin Distinguished Professor in the Humanities
PhD, Indiana University
Germanic Languages and Literatures

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LLM, University of California, Berkeley
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Gerhild Scholz Williams
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PhD, University of Washington
Germanic Languages and Literatures

Adia Harvey Wingfield
Professor
PhD, Johns Hopkins University
Sociology

Colette Winn
Professor
PhD, University of Missouri-Columbia
Romance Languages and Literatures

Majors

- Women, Gender, and Sexuality Studies Major (p. 979)
- Women, Gender, and Sexuality Studies Major, Health Specialization (p. 983)
- Women, Gender, and Sexuality Studies Major, Politics Specialization (p. 984)

Minors

- Women, Gender, and Sexuality Studies Minor (p. 987)

Courses

WGSS 1006 First-Year Seminar: Feminist and Queer Science and Technology Studies
This course will introduce students to key concepts and ideas emerging from the fields of feminist and queer science and technology studies. Science and scientific practice are commonly understood to proceed from a neutral, objective perspective aimed at producing universal truths. Similarly, technological innovation is understood to be an unquestioned good for human development. Feminist and queer thinkers have critiqued these views along epistemological, methodological, and socio-political lines. They have consistently pointed to both the gaps in scientific knowledge production and the risks of uncritical technological development for reproducing marginalization and oppression. At the same time, feminist and queer thinks have critically imagined the possibilities of both science and technology as potential forces for addressing social injustice. We will survey a number of these interventions while considering how this work might inform our present contexts. Course is for first-year, non-transfer students only.
Credit 3 units. A&S IQ: HUM, SC BU: HUM EN: H
Typical periods offered: Fall

WGSS 1101 First Sem:Sex & Gender in the Gutter: An Intro to Gender and Sexuality Studies Through Comics
This freshman seminar serves as an introduction to some of the history and concepts important in the field of gender and sexuality studies through graphic storytelling. Topics include the history of feminism in the United States, violence against girls and women, queer theory, intersectionality, and transnational feminism. Please be advised that while we will read comics-most of these texts are not for kids. We discuss traumatic issues and will look at some disturbing images. Please spend some looking at descriptions of the required texts and think about whether or not this class is for you.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA, HUM EN: H

WGSS 1102 First Year Seminar: Gender, Sexuality and Settler Colonialism
This course examines settler colonial societies through the lens of gender and sexuality. Central questions of the course include: How is colonialism a fundamentally gendered process? What is settler colonialism and how is it different from/similar to extractive or franchise colonialism? How does the political, legal and social construction of indigeneity intersect with other social categories such as race, gender, class and sexuality? How have social movements mobilized against land dispossession globally in ways that incorporate diverse understandings of gender? Looking at various global case studies, we will examine how indigenous feminist scholars and organizers think about and respond to resource extraction, economic exploitation, gender violence, and land theft. Drawing on anti-colonial, queer, indigenous feminist, two-spirit, transnational feminist and anti-capitalist traditions, we will compare settler colonial regimes and modes of organizing across economic, cultural, political, and environmental spheres. This course is for first-year, non-transfer students only.
Credit 3 units. A&S IQ: LCD, SSC Art: SSC BU: BA, ETH
Typical periods offered: Spring

WGSS 1500 Introduction to Women, Gender, and Sexuality Studies
This course will provide an introduction to the foundational concepts, histories, and theories that form the interdisciplinary field of women, gender and sexuality studies. Topics may include the history of feminist movements, masculinity, intersectionality, intimate partner violence, and queer and trans identities and politics. All sections will include periodic testing with in-class exams that may include several unit/module exams or a midterm and final exam.

Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM BU: BA, HUM EN: H
Typical periods offered: Fall, Spring, Summer

WGSS 1996 Women, Gender and Sexuality Studies Elective
Credit 0 units. EN: H

WGSS 2060 Introduction to Queer Studies
This course offers an introduction to the topics, questions, and approaches that characterize the rapidly growing field of lesbian/gay/bisexual/trans/queer studies. Using an interdisciplinary approach, we will explore such topics as the relation between gender and sexual identity, the history of same-sex relations, homophobia and heterosexism, queer cultures, and LGBTQ politics, particularly in the United States. Our focus will be on asking whether and how LGBTQ functions as a coherent category of analysis or identity, and we will pay particular attention to differences (of race, age, gender, sexual practice, class, national origin, temperament, and so on) that are contained within and that often disrupt that category. This course is not open to students who have taken L77 203 or L77 3031.
Credit 3 units. A&S IQ: HUM, SC Art: HUM BU: BA, HUM EN: H
Typical periods offered: Fall, Spring

WGSS 2070 Sexuality and the State: Introduction to Sexuality Studies
Taking Michel Foucault's idea of biopolitics as a starting point. This course examines the ways in which sexuality has been produced and regulated by the state. Drawing on history, theory, and literature, we will look at contemporary examples of the relationship between the state and sexuality. What assumptions lie behind our ideas of sexuality? How are bodies linked by the prevailing logic of sexuality? How does sexuality inform the way that we see bodies as gendered, raced, or able-bodied. In addition to looking at the relationship between sexuality and capitalism, religion, and nation, this course asks how these ideas are embodied in particular raced and gendered ideologies.
Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM BU: BA, HUM EN: H
Typical periods offered: Fall

WGSS 2080 Constructions of Black Womanhood and Manhood in the Black Community
This course introduces students to everyday and representational experiences of Black women and men. We will explore different understandings of Black gender through engaging scholarly work and creative texts/performances/visual representations. How is the construction of gender informed by race and other categories of difference (e.g., sexuality, class)? How might we gain a better understanding of how gender is (re)constructed within American society? What role does gender play in Black community politics and issues? This course is for first-year and sophomore students only.
Credit 3 units. A&S IQ: SSC, SC Art: SSC BU: BA EN: S
Typical periods offered: Fall

WGSS 2101 Sophomore Seminar: Globalization and Its Disguises
The metanarrative of globalization and global inter-connections privileges the story of markets, growth, and mobility. That story is relentlessly optimistic, and simultaneously, devoid of an understanding of gender, sexual difference or race. In this course, we take a different approach. We discard the more conventional metrics of globalization by focusing instead on another equally global story: the manner by which human beings have been gendered and racialized over time. Doing so allows us to revisit globalization through its own deceptions, its interconnected secrets. We confront a different set of questions: how has intimacy shaped global mobility, what is the relationship between caste and MAMAA, between custom and the movement of capital, between slums and scale, between outsourcing and incarceration, how does the normative family propel global racial regimes? Most crucially, how and why is the emotional and intimate story of globalization concealed? The seminar class utilizes a wide array of sources, historical documents, scholarly critiques, novels and film and largely considers the longer, global history of India as the case study. Our specific focus will be on the secretive interconnections of slavery, seclusion, settlers, servitude, surrogacy, and scholarship, as we take a deep dive into the disguises, and the more hidden aspects, of globalization.
Credit 3 units. A&S IQ: HUM, LCD BU: BA, HUM, IS EN: H
Typical periods offered: Fall

WGSS 2210 Gender and Texts
Discussion of canonical and non-traditional texts, most by women. Emphasis on how these texts represent gender, how literature contributes to identity-formation, and how women have used the written word to change their social and imaginative conditions.
Credit 3 units. A&S IQ: HUM, SC Art: HUM BU: HUM EN: H
Typical periods offered: Spring

WGSS 2230 Undergraduate Teaching Assistant
In this course an advanced undergraduate can assist a faculty member in the teaching of an introductory level Women and Gender Studies course. Students can enroll in one course only after having obtained permission from a faculty member who is willing to supervise. Students will not engage in any grading but may serve in a variety of other capacities - as discussion leaders, in providing logistical support, or in otherwise assisting with the transmission of course material.
Credit 3 units.
Typical periods offered: Fall, Spring

WGSS 2900 Directed Research in Women, Gender, and Sexuality Studies
Introduces first-years and sophomores to research by engaging them in ongoing faculty research projects within the department. Under the direction of a faculty mentor, students take part in tasks that contribute to the mentor's research. Through this hands-on experience, students learn about the research process and build foundational research skills that can benefit their future academic experience and development. Faculty mentors provide regular guidance, training, and feedback to support students' understanding and growth. Students are registered by the department after approval from the faculty member leading the research project. The course may be taken for 1-3 credit hours based on the weekly hours required. Credit/No Credit only
Credit 3 units.

WGSS 2910 Peer Counseling Training: Sexual Assault and Rape Anonymous Helpline
SARAH (The Sexual Assault and Rape Anonymous Helpline) is a confidential student-run helpline serving the Washington University in St. Louis community 24 hours a day, 7 days a week. An institutional resource of the university, SARAH offers peer counseling and resource referral on topics including (but not limited to) sexual assault, sexual harassment, intimate partner and sexual violence, relationships, and mental and sexual health. The training and dialogue course will provide students with skill development and preparation to become peer counselors who will take over-the-phone calls, which may entail crisis counseling. Prerequisite: Must be selected as a member to enroll in this course. The curriculum includes 100 hours of training instruction and additional hours of evaluation and preparation. For further information, contact the RSVP Center at 314-935-3445.
Credit 3 units. A&S IQ: SSC BU: BA
Typical periods offered: Spring

WGSS 2996 Women, Gender and Sexuality Studies Elective
Credit 0 units. EN: H

WGSS 2999 Independent Study: Internships
This course number is to be used for internships only.
Credit 3 units.
Typical periods offered: Fall, Spring

WGSS 3020 Justice as Failure: Abolitionist Theory and Praxis
In this course, we will explore the links between prison abolition, feminist praxis, and the political organizing of queer and trans people of color. In particular, we will ask what it means to re-envision justice in a world without prisons and what the role of feminism, especially as practiced by queer and trans people of color, is in this kind of collective project. We will focus on developing a solid grounding in critical prison studies as an expansive, interdisciplinary field by reading foundational texts in the study of prisons. We'll take up analytic frameworks developed by prison abolitionists, paying special attention to the role Black and Asian American studies have played in shaping contemporary abolitionism. Our focus will especially be on the activist and academic work by and about QTPOC prison abolitionists in the United States.
Credit 3 units. A&S IQ: HUM, SC, WI BU: HUM
Typical periods offered: Fall, Spring

WGSS 3025 On Love and Intimacy: Theorizing Kinship in the Multiple
Love and Intimacy are terms that have a lot of cultural cache. In this course, we will analyze the ways in which intimacy has been embedded within certain discourses of privacy, rights, and individuality. In addition to the couple form, we will examine friendship, celibacy, therapy and relationships people form with pets and with objects to flesh out intimacy's multiplicities to see how these forces impact these affective tides. This course will bring together history, critical theory, and film to think through various expressions of intimacy and what it means to relate to the other. Prerequisites: Any 100- or 200- level Women, Gender, and Sexuality Studies course or permission from the instructor.
Credit 3 units. A&S IQ: HUM, SC Art: HUM BU: BA, ETH, HUM EN: H

WGSS 3030 Queering Citizenship: Gender/Abolition
Queering Citizenship: Gender/Abolition asks how the struggle for gender self-determination overlaps with struggles to refigure, transform, and abolish political institutions. We will ask: How have queer thinkers/social movements in the last four decades helped create collective forms of life and social organization beyond the state and the prison-industrial complex? Global resistance to citizenship, borders, carceral violence and gender injustice makes these question unavoidable for queer and feminist thinkers and activists. Through our study of queer theory and abolitionist politics, we will consider the costs of exclusion from, as well as inclusion in, citizenship regimes transnationally and state discourses of LGBT recognition. The course considers connections between heteronormativity and citizenship; carceral and gender violence; state support for the white, middle-class nuclear family; the policing of intimacy; queer liberation and abolition democracy; gender anarchy and political anarchism; and the surveillance of gender and the political economy of prisons and policing. In each of these areas, we will attend to the politics of transgender recognition; gay imperialism; campaigns to defund the police; legislative violence against transgender youth; and overlaps between global abolitionist movements and the struggle for bodily autonomy and sovereignty.
Credit 3 units. A&S IQ: LCD, SSC Art: SSC BU: BA EN: S
Typical periods offered: Fall, Spring

WGSS 3045 Queer Theory
This course provides students with an interdisciplinary examination of the history, politics, and cultural expressions of gay and lesbian communities in American culture. It explores the ways lesbians, gay men, and bisexual and transgender people construct, participate in, and resist various constructions of gender and sexuality. We question desire and social/cultural power, the nature and power of social change, and so on. Particular attention is paid to examining the roots and effects of heterosexism and homophobia, the call for hate crime legislation, the ethics of outing and passing, the impact of AIDS, partnership recognition, and domestic violence in LGBT communities. Throughout the course, students are encouraged to examine the intersections of gender, race, ethnicity, and social class with sexual orientation.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA, HUM EN: H
Typical periods offered: Fall, Spring

WGSS 3050 Sex, Gender, and Popular Culture
A critical survey of sex and gender in the production, reception, and content of contemporary popular culture. Possible topics include: television, film, advertising, popular fiction, music, comics, internet, foodways, and fashion. Themes include: the representation and stylization of sexed and gendered bodies; popular models of sexual and gendered social relations; production of normative and alternative sex and gender identities through media consumption; sex and gender in systems of popular cultural production.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA, HUM EN: H

WGSS 3055 Making Sex and Gender: Understanding the History of the Body
This course provides an overview of history of the body in Europe and the United States from medieval to modern times using feminist and queer theoretical frameworks. We explore the shifting authority in defining a normal body as the fields of medicine and science become professionalized, the cultural interaction with science and medicine in the modern era, and how aesthetics and popular perception of science inform the notion of ideal body, gender, race, sex, and sexuality in the modern era. Prerequisite: Any -100 or -200 level Women, Gender, and Sexuality Studies course or permission of instructor.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA, HUM EN: H
Typical periods offered: Spring

WGSS 3056 European Population Politics, 1900 - 2000
Credit 3 units.

WGSS 3070 Masculinities
This course critically examines the subject of masculinity through a number of themes including history, society, politics, race, gender, sexuality, art and popular culture. Interdisciplinary readings are drawn from the fields of sociology, anthropology, literature, history, art history and cultural studies. We will examine the challenges presented to 'masculinity' (and a variety of responses) by the late-twentieth century emergency of gender studies. Our goal is to come to a working definition of masculinity/ies and gain an understanding of some past, current and possible future masculine behaviors, mythologies, ideologies, experiences and identities. Previous coursework in Women, Gender, and Sexuality Studies strongly recommended but not required. ATTENDANCE MANDATORY FIRST DAY IN ORDER TO RESERVE YOUR CLASS ENROLLMENT.
Credit 3 units. A&S IQ: SSC Art: SSC BU: BA EN: S
Typical periods offered: Fall, Spring

WGSS 3071 Feminism, Families, and Social Change
This course will offer a feminist analysis of how dynamics of gender, race and class shape U.S. family life. The major objective of this course will be to examine women's studies research and theory addressing the question: Is there a family crisis in contemporary American society?
Credit 3 units.

WGSS 3081 From Hysteria to Hysterectomy: Women's Health Care in America
This course examines issues surrounding women's health care in America. While the scope is broad, the major emphasis will be on the nineteenth and twentieth centuries. Through an examination of popular writing, scientific/medical writing, letters, diaries, and fiction, we will look at the changing perceptions and conceptions of women's bodies and health in America.
Credit 3 units. A&S IQ: SSC, SC Art: SSC BU: BA EN: S
Typical periods offered: Fall

WGSS 3083 Topics in Asian American Lit: Gender and Sexuality in American Literature
Topics in Asian American literature which will vary from semester to semester. This course satisfies the Global and Minority Literature Requirement.
Credit 3 units.

WGSS 3090 Sex and Money: Economies of Desire
This interdisciplinary course explores the connections between sexuality and money. First, we investigate the role of money in sexual life that appears to exist outside of the market. How does heterosexuality reproduce capitalism, and are there sexual formations that escape capitalism's reach? Can there be meaningful consent so long as there is rent to pay? How do economics, race, and colonialism shape desire? What is the role of money in dating and marriage, and should these be understood as forms of legalized prostitution, as Marxist feminists and sex workers have long suggested? Next, we turn to sex work to explore how explicit economic exchange shapes sexuality. What power dynamics does money engender, and how do sex workers navigate and subvert them? Is sex work merely an extension of the work we do as women, as sex worker activists wrote in a 1977 manifesto? Finally, we close with the question of whether women have better sex under socialism. What economic systems make way for sexual liberation, and how might projects for economic justice center demands for better sexual futures?
Credit 3 units. A&S IQ: SSC, SC Art: SSC BU: BA EN: S
Typical periods offered: Spring

WGSS 3135 The Racial and Sexual Politics of Public Health
Race and sexuality have long been concerns of public health. From hygienic campaigns against Mexican immigrants in early-1900s California to the 1991 quarantine of Haitian refugees with HIV at Guantanamo Bay, race and sexuality have proven crucial to how society identifies health and, by extension, determines who is fit to be a citizen. This interdisciplinary course interrogates the intersections of race, sexuality, and medicine, discussing how each domain has been constitutive of the other in the American context. Via feminist and queer theorizing, we will examine the political and economic factors under which diseases, illnesses, and health campaigns have impacted racial and sexual minorities over the last two centuries. An orienting question for the course is the following: How has the state wielded public health as a regulatory site to legitimatize perceived racial differences and to regulate ostensible sexual deviations? Through primary and secondary sources, we will likewise explore the various forms of health activism undertaken by these very same targeted populations. Themes to be addressed will include the medicalization of racial and sexual difference; activism both in and against health institutions; and the roles of race, class, gender, sexuality, and disability in contemporary health issues. Case studies include the Tuskegee syphilis experiment; the sterilization of black, Mexican, Puerto Rican, and Native American women; the medicalization of homosexuality during the Cold War; and the role of mass incarceration in the diffusion of HIV. At a moment in time when access to health continues to be shaped by categories of social difference, understanding the role of public health in the normalization and subversion of racial and sexual hierarchies in the West is more pertinent than ever.
Credit 3 units. A&S IQ: SSC, SC Art: SSC BU: BA EN: S
Typical periods offered: Fall

WGSS 3136 Community-Engaged Learning: Feminist and Queer Youth Studies
The categorizing of life experience into childhood and adolescence is a relatively new construct. The first part of this course will examine how the categories of early childhood and adolescence developed in social and medical discourses. The remainder of the course encourages students to draw connections between Feminist and Queer theoretical scholarship on children and the practice of designing and implementing programming for children. Students will examine the relationship between the course readings and their experience working with various agencies in St. Louis. Note: This is a community-engaged learning class, which means that it combines classroom learning with outside work at a community organization. In addition to regular class time, there is a service requirement, which will necessitate an additional four to five hours of time per week. Before beginning the community service component, students must complete required training and submit material for a background check. Prerequisite: L77 100B.
Credit 4 units. A&S IQ: SSC, SC BU: BA EN: S
Typical periods offered: Fall

WGSS 3155 Gender, Health, and Society
In this class, we will identify and study a broad range of health issues and experiences within the context of gender and sexuality. The course will focus both on the health care system and lived, lay experiences of health and wellbeing. Topics will include discussions on mental health, reproductive issues, caregiving, and survivorship, as well as the politics of health and gender, the role of health and care in activism, gender differences in health status, and the impact of race and socioeconomic status on health. Prerequisties: any 100- or 200-level Women's, Gender, and Sexuality Studies course or permission from the instructor. If you have taken L77 316 Contemporary Women's Health, you may not register for this course. Waitlists controlled by Department; priority given to WGSS majors. Enrollment capped at 20.
Credit 3 units. A&S IQ: SSC, SC Art: SSC BU: BA EN: S
Typical periods offered: Fall, Spring

WGSS 3165 Queer Histories
Queer history is a profoundly political project. Scholars and activists use queer histories to assert theories of identity formation, build communities, and advance a vision of the meanings of sexuality in modern life and the place of queer people in national communities. This history of alternative sexual identities is narrated in a variety of settings-the internet as well as the academy, art and film as well as the streets-and draws upon numerous disciplines, including anthropology, geography, sociology, oral history, fiction and memoir, as well as history. This discussion-based course will examine the sites and genres of queer history, with particular attention to moments of contestation and debate about its contours and meanings.
Credit 3 units. A&S IQ: HUM, SC BU: BA, HUM EN: H
Typical periods offered: Fall, Spring

WGSS 3170 Community-Engaged Learning: Gender and Incarceration

Since President Reagan declared the war on drugs in the 1980s, the numbers of women in prison have increased dramatically. Due to mandatory minimum sentencing requirements and increasingly harsh sentences for nonviolent offenses, the U.S. prison population has swelled to unprecedented numbers over the last few decades. While women are the fastest growing population in prison, men still make up the vast majority of prisoners, and the system is largely geared toward men and their needs. In this course, we will explore the historical treatment of and contemporary issues related to women and girls who get caught up in the criminal justice system. Through readings, films, reflective writings, and facility tours, we will explore the impact of incarceration on women and their families. Although our scope will be national, we will focus on the corrections system in Missouri. Note: This is a community-engaged learning class, which means that it combines classroom learning with outside work at a community organization. In addition to regular class time, there is a service requirement that will necessitate an additional four to five hours per week. There are several organizations with which we are partnering, and students will be assigned to one of these groups to work with for the entire semester. Moreover, there is a required all-day field trip to visit the women's prison in Vandalia, Mo., and the men's prison in Bowling Green, Mo. If students cannot commit to these out-of-class obligations, which are required to pass the course, they should not register for this course. Prerequisite: Intro to Women and Gender Studies or Intro to Sexuality Studies. Juniors and seniors only. Waitlists controlled by Department; priority given to WGSS majors.

Credit 4 units. A&S IQ: SSC, SC Art: SSC BU: BA EN: S

Typical periods offered: Spring

WGSS 3175 Community-Engaged Learning: Documenting the Queer Past in St. Louis

Around the United States and the world, grassroots LGBTQ history projects investigate the queer past as a means of honoring the courage of those who have come before, creating a sense of community today as well aas building an understanding of the exclusions and divisions that shaped these communities and that continue to limit them. In this course, we participate in this national project of history-making by helping to excavate the queer past in the greater St. Louis region. Course readings will focus on the ways that sexual identities and communities in the United States have been shaped by urban settings since the late 19th century, with particular attention to the ways that race, class, and gender have structured queer spaces and communities. In their community service project, students will work with local LGBTQ groups, including the St. Louis LGBT History Project, to research St. Louis's queer past. Each student will also conduct an oral history interview with an LGBTQ community member. Note: This is a community-engaged learning class, which means that it combines classroom learning with outside work at a community organization. In addition to regular class time, there is a service requirement, which necessitates an additional three to five hours per week. Before beginning the community service component, students must complete required training. Prerequisite: Introduction to Women, Gender, and Sexuality Studies; Introduction to Queer Studies; or permission of instructor.

Credit 4 units. A&S IQ: HUM, SC Arch: HUM Art: HUM BU: BA, HUM EN: H

Typical periods offered: Fall

WGSS 3176 Community Engaged Learning: Feminist and Queer Community Praxis

Using St. Louis as a lens, the course focuses on examining the imbrication of class, gender, race, and sexuality in the US and the variety of community efforts that use feminist and queer principles to enact social change. Course readings present theories of class, gender, race, and sexuality as well as visions of community response. Service work in community engagement placements enables students to ask how their understanding of social change is challenged when put into practice and how communities can and should shape academic discourse. Course assignments ask students to evaluate both academic and community praxis (theory in practice) with the goal of creating a more just and equitable St. Louis. Students can do engagement hours with a group with which they already have established a relationship, but must notify instructor when enrolling in the course. Course enrollment is limited to Juniors and Seniors. Course expects significant community work outside of class meeting hours and thus carries 4 credits.

Credit 4 units. A&S IQ: HUM, SC Arch: HUM Art: HUM BU: HUM EN: H

Typical periods offered: Spring

WGSS 3215 Bodies Out of Bounds: Feminist and Queer Disability Studies

For many, disability seems like a concept with a relatively stable definition and a fairly straightforward relationship to questions of health and well-being. But in the past few decades, scholars and activists have begun to challenge the notion that disability is a tragedy to be medically prevented or inspirationally overcome. These scholars have instead focused their attention on the social aspects of disability: how it came to be constructed as a category of identity, the physical and institutional barriers that have excluded disabled people from public life, and the distortion of disabled lives within the mainstream representation. More recently, writers have turned their attention to the way disability has been defined though norms of race, gender, and sexuality. These intersections will be the focus of this course. From the diagnoses of hysteria to debates over selective abortion and the recent proliferation of breast cancer memoirs, we will consider how the politics of disability has both complemented and complicated the usual goals of feminism. We will also explore some of the ways that disability studies as a discipline has redefined and in turn been shaped by the fields of queer theory, masculinity studies, and critical race theory. We will consider how deviant genders have been the target of medicalization, the relationship between corrective surgery and compulsory gendering, the desexualization and hypersexualization of disabled bodies, and the role that medicine has played in justifying colonial conquest and perpetuating racial inequalities. Prerequisite: any 100- or 200-level Women, Gender, and Sexuality Studies course.

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

Typical periods offered: Fall, Spring

WGSS 3240 Girls' Media and Popular Culture

This course will analyze girls as cultural consumers, mediated representations, cultural producers, and subjects of social anxiety. Readings will cover a range of media that have historically been associated with girlhood, including not only film, television, and digital media but also dolls, magazines, literature, and music. We will explore what role these media texts and technologies have had in the socialization of girls, the construction of their gendered identities, and the attempts at regulation of their behavior, sexuality, and appearance. Although the course will focus on girlhood media since the 1940s, we will consider how constructions of girlhood identity have changed over time and interrogate how girlhood identity intersects with race, sexuality, and class. The course will examine important debates and tensions arising in relation to girls' media. We will evaluate concerns and moral panics about girls and their relationship to or perceived overinvestment in media and compare and contrast this with accounts of girls as active media consumers and producers. We will critically analyze how girls have been understood to negotiate agency in relation to commercialized culture -- how they have been represented as wielders of girl power, as passive or active consumers, as fans, and as media producers themselves. We will also analyze attempts

to intervene in girls' media and popular culture and consider how these interventions have attempted to empower, inspire, or regulate girls or how they have worked to reinforce or challenge gendered understandings of childhood.
Credit 3 units. A&S IQ: SSC, SC Art: SSC BU: BA EN: S
Typical periods offered: Spring

WGSS 3256 Sex Trafficking
Sex trafficking is a complex social problem with multiple contributing factors largely rooted in intersecting inequalities. Both in the United States and on a global level, interrelated inequities in gender, sex, sexual orientation, gender identity, power, class, opportunity, education, culture, politics, and race are among the social phenomena that contribute to sex trafficking/CSE victimization. In this course, we will examine the dynamics of sex trafficking on a local and global level from various feminist and political perspectives, with particular attention given to the sexed and gendered social and structural conditions that impact sex trafficking. This course will cover the extent and nature of the problem, as well as current debates in the field, including demand, prevalence, experiences of survivors, types of sex trafficking, methods of traffickers, the role of weak social institutions, cultural dynamics, and global power dynamics. The course will also examine international, federal, and state legislation as well as organizational and grassroots efforts to prevent and respond to sex trafficking victimization. The aim of this course is to provide students with a holistic understanding of sex trafficking drawing from interdisciplinary sources and presenting a variety of perspectives.
Credit 3 units. A&S IQ: SSC, SC Art: SSC BU: BA EN: S UColl: CD
Typical periods offered: Spring

WGSS 3340 Feminist Theory
This course begins by examining the 19th and early 20th century historical context out of which contemporary feminist theory emerged. We then turn to the 1960's and the emergence of the Second Wave of Feminism. We focus on some of the major theories that developed during the 1960's, 1970's and 1980's and the conflicts and internal problems these theories generated. We then examine some of the ways these problems were resolved in feminist theory of the 1990's. The last part of the course focuses on topics of concern to contemporary feminists -- such as the family, sexuality and globalism -- and the contributions feminist theory brings to these topics. Open to graduate students by enrolling in L77 WS 500; contact the Women, Gender, and Sexuality Studies office for details.
Credit 3 units. A&S IQ: HUM, SC Art: HUM BU: BA, HUM EN: H

WGSS 3405 Revolutionize It! the Radical History of Second-Wave Feminisms
In this discussion-based course, we explore the complex, contradictory and profoundly multiracial history of the so-called second wave of the feminist movement (1960s-1980s). We will focus on those activists who understood themselves to be radicals and revolutionaries -- women's liberationists, women of color (or third-world) feminists, and lesbian-feminists -- as they collaborated and collided with each other. Among the questions we will ask are the following: What happens to our understanding of the second wave when we center the activism of African-American, Latinx, indigenous and anti-capitalist feminists? What were the promises and the pitfalls of a politics of sisterhood? How did sexual desire and sexual conflict shape both notions of identity and the movement on the ground? We will also consider the legacy of second-wave feminism for the politics of our time, including #MeToo, reproductive freedom, and the struggle for trans liberation. Prerequisite: L77 100B or permission of instructor.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA, HUM EN: H
Typical periods offered: Spring

WGSS 3446 No Boys Allowed: Girlhood and Programming for Girls in 19th and 20th Centuries, United States
This course takes an intersectional feminist approach to studying girlhood in 19th and 20th Century United States using fictional accounts of girlhood, conduct books for girls, the history of girls' education, psychological theories of girlhood, girls' toys, and the development of extracurricular programming for girls. Each topic will allow us to study the way stereotypical girlhood of a particular historical moment serves a political purpose in articulating American identity. At the end of the course students will understand how the concept of girlhood is socially constructed, which means that understanding historical context is a core component of the course. The title of the course is a play on words because in the 19th century and the first half of the 20th century, most schools and boys' clubs excluded girls. All are welcome to enroll in the course.
Credit 3 units. A&S IQ: SSC, SC Art: SSC BU: BA EN: S
Typical periods offered: Spring

WGSS 3470 Law, Gender, and Justice
This course explores how social constructions of gender, race, class, and sexuality have shaped traditional legal reasoning and American legal concepts, including women's legal rights. We will begin by placing our current legal framework, and its gender, race, sexuality, and other societal assumptions, in an historical and Constitutional context. We will then examine many of the questions raised by feminist theory, feminist jurisprudence, and other critical perspectives. For example, is the legal subject gendered male, and, if so, how can advocates (for women and men) use the law to gain greater equality? What paradoxes have emerged in areas such as employment discrimination, family law, or reproductive rights, as women and others have sought liberal equality? What is the equality/difference debate about and why is it important for feminists? How do intersectionality and various schools of feminist thought affect our concepts of discrimination, equality, and justice? The course is thematic, but we will spend time on key cases that have influenced law and policy, examining how they affect the everyday lives of women. Over the years, this course has attracted WGSS students and pre-law students. This course is taught by law students under the supervision of a member of the School of Law faculty.
Credit 3 units. A&S IQ: SSC, SC Art: SSC BU: BA EN: S UColl: ML, SSC
Typical periods offered: Fall, Spring

WGSS 3475 Queering the History of Health
This course identifies the key conceptual and methodological terrain pertinent to the historical development of the concepts of health disease, and ability. We will use an intersectional lens to trace various contingencies that produce a set of false binaries, including healthy, slender, responsible self v. the medically diseased, disabled, fat, and irresponsible other. Historically, these binaries have created and maintained social, political, and cultural inequalities and have been used as a powerful ideological weapon against queer and trans people of color, people with disabilities, people living with HIV/AIDS, fat people, and other people who do not/cannot embody normative race, gender, sexuality, and ability. However, as we will see, these inequalities, somehow counterintuitively, also enable a predisposition for a resistance, world-making, and political agency. While the course serves as an introduction to the key terms that surround the construction of health from the establishment of modern nation-states in the 19th century to the present, it is structured as a history of the present-it assesses how different notions pertinent to health shape our daily lives and inform the choices we make still today(?).
Credit 3 units. A&S IQ: SSC, SC Art: SSC BU: BA EN: S
Typical periods offered: Spring

WGSS 3500 Trans Studies
This course surveys the interdisciplinary field of trans studies by emphasizing how trans identities, activism, and scholarship are intertwined with broader histories of gender, sexuality, race, disability, and class. Students will explore the vibrant intellectual, political, and cultural productions of trans people. The primary geographic focus for the course is the United States, but we will situate U.S. trans studies within broader conversations about gender variance transnationally. While attention will be paid to understanding how transphobia operates, the course emphasizes thinking through the possibilities afforded by trans histories of resistance and refusal.
Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM BU: BA, HUM EN: H
Typical periods offered: Fall, Spring

WGSS 3503 Global Italy: Migration and Multiculturalism in Literature, Cinema, and Media
Global Italy: Migration and Multiculturalism in Literature, Cinema, and Media
Credit 3 units.
Typical periods offered: Fall

WGSS 3510 Women and Social Movements: Gender and Sexuality in U.S. Social Movements
This course examines the history of grassroots activism and political engagement of women in the United States. Looking at social movements organized by women or around issues of gender and sexuality, class texts interrogate women's participation in, and exclusion from, political life. Key movements organizing the course units include, among others: the Temperance Movement, Abolitionist Movements, the Women's Suffrage Movements, Women's Labor Movements, Women's Global Peace Movements, and Recent Immigration Movements. Readings and discussion will pay particular attention to the movements of women of color, as well as the critiques of women of color of dominant women's movements. Course materials will analyze how methods of organizing reflect traditional forms of doing politics, and we will also examine strategies and tactics for defining problems and posing solutions particular to women.
Credit 3 units. A&S IQ: HUM, SC BU: BA, HUM EN: H
Typical periods offered: Fall, Spring

WGSS 3530 Neither Man Nor Woman: Transgender Ethnographies in Global Context
This seminar examines transgenderism and gender variance more broadly in a global context that includes, but does not privilege, Western analytical frameworks. We will read ethnographic accounts of gender diversity that complicate Western notions of sex, gender, and sexuality. In particular, we will interrogate the idea of transgenderism as a crossing from one gender to an opposite one (i.e. male to female or female to male), investigate the relationship between gender identity and sexuality, and examine the particularities of local gender forms in cultural context.Any of the following are suitable (but not required) courses to take before enrolling in this class: L77 100B, L77 105, L77 205 or L77 3091
Credit 3 units. A&S IQ: LCD, SSC EN: S

WGSS 3555 Caste: Sexuality, Race and Globalization.
Be it sati or enforced widowhood, arranged or love marriage, the rise of national leaders like Indira Gandhi and Kamala Harris, or the obsession with fair skin, caste shapes possibilities and perceptions for billions. In this class we combine a historical understanding of the social caste structure with the insights made by those who have worked to annihilate caste. We will re-visit history with the analytic tools provided by the concepts of compulsory endogamy, surplus woman, and brahmanical patriarchy, and we will build an understanding of the enduring yet invisible sexual-caste complex. As we will see, caste has always relied on sexual difference, its ever-mutating power enabled by the intersectionalities of race, gender and class. We'll learn how caste adapts to every twist in world history, increasingly taking root outside India and South Asia. We will delve into film and memoir, sources that document the incessant injustices of caste and how they have compounded under globalization. The class will research the exchange of concepts between anti-race and anti-caste activists: how caste has shaped the work of prominent anti-racist intellectuals and activists in the United States such as W.E.B. DuBois and Isabel Wilkerson and in turn, the agenda and creativity of groups such as the Dalit Panthers. Finally, the course will build a practical guide to engaging with and interrupting caste in the context of the contemporary global world today. Waitlists controlled by Department; priority given to WGSS majors. Enrollment cap 15.
Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM BU: BA, HUM, IS
Typical periods offered: Spring

WGSS 3575 Confronting Capitalism: Feminism, Work and Solidarity
This course explores the relationship between gender, the ideological construction of work and workers, and feminist and queer mobilizations against labor exploitation. To examine how notions of the ideal worker shape and are shaped by gender, sexuality, and race, we will study various forms of work, including care work and reproductive labor; affective and emotional labor; migrant labor; service work; and sex work. Considering what is new and old about late (or neoliberal) capitalism, we will explore how the relationship between citizenship, the state and political economy has shifted over the last four decades. Across each of these registers, we will engage thinkers spanning Marxist feminist, radical feminist, liberal feminist, indigenous feminist, Black feminist, and disability justice traditions. We will ask how these interwoven genealogies grapple with U.S. imperialism and the relationship between race, class, and patriarchy, while mapping out various visions of solidarity economies, internationalism, and anti-work politics. Prerequisite: Intro to WGSS or permission of instructor.
Credit 3 units. A&S IQ: HUM, SC BU: BA, HUM EN: H
Typical periods offered: Fall, Spring

WGSS 3580 Scribbling Women: 19th-Century American Women Writers
In 1855, Nathaniel Hawthorne wrote to his publisher, William Tichnor, that America is now wholly given over to a damned mob of scribbling women and I should have no chance of success while the public taste is occupied with their trash. In this class, we examine works of those scribbling women of the nineteenth century. We read one of the best selling novels of the century, one that created a scandal and ruined the author's literary reputation, along with others that have garnered more attention in our time than their own. In addition to focusing on these women writers, we also explore questions about the canon and American literature: What makes literature good? What constitutes American literature? How does an author get in the canon and stay there? Finally, in this writing intensive course, there are frequent writing assignments and a strong emphasis on the essential writing process of drafting and revising.
Credit 3 units. A&S IQ: HUM, WI Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall

WGSS 3615 Topics in Women,gender, and Sexuality Studies: Spectacular Blackness, Race, Gender, & Visual Culture
Topic varies. See semester course listings for current offering.
Credit 3 units. A&S IQ: HUM, SC Art: AH BU: BA, HUM EN: H
Typical periods offered: Fall, Spring

WGSS 3620 Topics in Women,gender, and Sexuality Studies
Topic varies. See semester course listings for current offering.
Credit 3 units. BU: BA
Typical periods offered: Spring

WGSS 3622 Women, Health, and Media
This course examines how gender and sexuality have been represented in a variety of media and genres that have played a role in truth regimes about about medicine and health and also looks at responses to such representations. This course predominately focuses on the United States, and will introduce students to varied interdisciplinary approach to the study of media.
Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Spring

WGSS 3640 Gender, War, and Migration
This course will examine the forced transnational migration of war refugees and their resettlement in host societies. A central question that guides this course is: How does war impact and complicate belonging and influence the movement of people across borders and boundaries? With this question in mind, we will explore the dynamic relationships between specific groups of refugees and nation-states, while considering inseparable intersectional configurations of gender, race, sexuality, ethnicity, class, age, and religion as lenses through which to consider ideas of personhood and notions of national belonging. In the first part of the semester we will focus on transnational displacement because of conflict and deterritorialization. We will utilize readings in feminist theory, post-colonial theory, and cultural studies to examine historical processes of dislocation and relocation. The second part of the semester will examine ethnographic case studies of resettled refugees in different sites and their day-to-day practices to understand how displaced people earn a place in host societies. We will also explore how identity categories influence the architecture of personhood in nation-states. Lastly, we will analyze the multi-layered ways in which diasporic subjects and nations rearticulate themselves virtually and digitally (via Internet and social media). We will combine diverse readings and theoretical engagements, lectures, documentary films, discussion, and class-based activities to interrogate notions of subjectivity, alterity, and belonging across time, place, and space. Pre-Requisite: L77 100B or consent of instructor.
Credit 3 units. A&S IQ: HUM, LCD, SC, WI Arch: HUM Art: HUM BU: BA, HUM EN: H
Typical periods offered: Spring

WGSS 3650 The Global History of HIV/AIDS
Most (if not all) of us have never known a world without HIV/AIDS. The potential risk of seroconversion has been integrated into sexual health education and popular media for more than three decades. At the same time, HIV has often been portrayed as either an issue of a minority (e.g., gay men, intravenous drug users, sex workers) or as existing over there in the Global South, overlooking the major crisis within the United States. This course tackles the history of HIV/AIDS as a global history of gender and sexuality between the Global North and the Global South. Throughout the course, we will consider major ethical questions regarding disease and control. Who gets to be a victim, and who is labeled a culprit? What actions should be pursued in the midst of an epidemic? Who controls the narrative about disease? We will look at international biopolitical practices by tracing the downward flow of researchers and specialists from the Global North to the Global South and the upward flow of scientific knowledge and capital. In this way, we will see how the Global South has played a crucial role in the perceptions, treatment, and profiting of HIV/AIDS in the United States and the Global North through the recent breakthrough in pre-exposure prophylaxis (PrEP), sold on the market as Truvada/Descovy. The course has three thematic sections: Discovery and Reaction, Politics and Activism, and Research and Health.
Credit 3 units. A&S IQ: LCD, SSC, SC Art: SSC BU: BA, IS
Typical periods offered: Spring

WGSS 3685 Gender Violence
This course explores the issue of violence against women within families, by strangers in the workplace, and within the context on international and domestic political activity. In each area, issues of race, class, culture, and sexuality are examined as well as legal, medical and sociological responses. Readings cover current statistical data, research, and theory as well as information on the history of the battered women's movement, the rape crisis center movement, violent repression of women's political expressions internationally, and the effect of violence on immigrant and indigenous women in the U.S. and abroad. NOT OPEN TO STUDENTS WHO HAVE TAKEN U92 363 WoSt. DOMESTIC VIOLENCE.
Credit 3 units. A&S IQ: SSC, SC Art: SSC BU: BA EN: S
Typical periods offered: Spring

WGSS 3690 Community-Engaged Learning: Projects in Domestic Violence
In this course, students explore the links between the theories and practices of Women, Gender, and Sexuality Studies through a combination of research and direct community engagement. Course readings focus on the ways that poverty and violence -- along with race and gender expectations -- shape the lives of women. A required community service project for this course asks students to examine the relationship between the course readings and the lives of actual women in St. Louis. Over the course of the semester, students design and execute programming for women at a local community agency. This is a writing-intensive course. Majors and minors in WGSS receive first priority. Other students will be admitted as course enrollment allows.
Credit 4 units. A&S IQ: SSC, SC, WI Art: SSC EN: S
Typical periods offered: Fall, Spring

WGSS 3700 Gender and Social Class
Using St. Louis as a lens, the course focuses in on the development of class in the US and attempts to trace historically how class, race, sexuality, and gender influence each other and how this mutual influence shapes our society through immigration, gentrification, welfare, and work. Course readings present classical understandings of class and asks how these understandings are challenged when these other categories of identity are made prominent. Attendance on the first day mandatory.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA, HUM EN: H
Typical periods offered: Fall, Spring

WGSS 3740 Imperialism and Sexuality: India, South Asia, and the World: Writing-Intensive Seminar
What is the connection between the appropriation of other people's resources and the obsession with sex? Why is 'race' essential to the sexual imperatives of imperialism? How has the nexus between 'race,' sexuality, and imperial entitlement reproduced itself despite the end of formal colonialism? By studying a variety of colonial documents, memoirs produced by colonized subjects, novels, films and scholarship on imperialism, we will seek to understand the history of imperialism's sexual desires, and its continuation in our world today.
Credit 3 units. A&S IQ: HUM, LCD, WI Arch: HUM Art: HUM BU: HUM, IS EN: H
Typical periods offered: Fall

WGSS 3910 Undergraduate Work in Women's Studies
Directed readings and research in Women, Gender, and Sexuality Studies or undergraduates. Prereq: permission of instructor. Credit variable; maximum 3 credits.
Credit 3 units.
Typical periods offered: Fall, Spring, Summer

WGSS 3996 Women, Gender and Sexuality Studies Elective
Credit 0 units. EN: H

WGSS 4005 Advanced Queer Theory: The Intimacy of Precarity
This seminar will use precarity to produce a map of some trends in queer theory today in order to outline the stakes of this current intellectual work and ask how we can use this work to rethink sexuality. In outlining the current stakes of precarity, this seminar will focus on two main threads of queer theory--queer of color critique and public feelings because both of these spaces have enabled complex theoretical and political discussions centered around precarity and both also introduce historical framings of queer theory. By orienting their contributions to queer studies around precarity, these scholars are asking both how one lives with this condition and what formations of knowledge have produced these conditions of liminality and vulnerability. Overall, this emphasis on precarity has made certain tensions surrounding the place of difference within queer theory visible and highlighted the role of structures, particularly neoliberalism, which is a particular nexus of collusion between the state and formations of capital, over the individual.
Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM BU: BA, HUM EN: H

WGSS 4006 Advanced Topics in Trans Theories: Femme
In the current moment, femme is used to index a variety of gender and sexual expressions. This course explores the aesthetics and politics of femme through the lens of trans theories. A quick search for femme in relation to gender and sexuality will show that one of its origin stories is within lesbian communities often in relation to the butch/femme relationship. The lipstick lesbian is the figure who emerges here as exemplifying a kind of adherence to traditional forms of femininity even while being queer. Trans women are often criticized for attachments to similar forms of gender expression. Femininity is often derided as unserious or, worse, hopelessly entangled in the dynamics of heteropatriarchy. To be feminine, then, is often taken as a sign of a retrograde politics or submission to normative ideals of gender. This course will take up this problem as a way of beginning to think through what interventions femme might make into our ordinary ways of understanding gender and sexuality.
Credit 3 units. A&S IQ: HUM, SC BU: HUM EN: H
Typical periods offered: Fall

WGSS 4015 Feminist and Queer Media Studies
This seminar serves both as an introduction to some of the foundational texts in feminist and queer media studies and a snapshot of recent scholarship in the field.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA, HUM EN: H
Typical periods offered: Spring

WGSS 4016 Queer of Color Critique
That sensation produces surplus, often uncontainable knowledge, is something that is beginning to be explored in various arenas of queer theory as an important component of queer of color critique. This seminar will explore different sensational arenas, the different possible critiques that they produce, and what this means for thinking about sexuality, gender, and queer theory. Throughout the course of the semester, we will explore sensation in multiple ways 1) as a diagnostic tool for understanding some of the different ways that race, gender, and sexuality intersect 2) as a way to trouble the dichotomy between interiority and exteriority to understand the ways in which orders of knowledge become imprinted on the body 3) as a mode of producing alternate forms of knowledge about gender, race, and sexuality. In addition to reading about different sensations and their relationships to politics and sexuality, this course will require students to think creatively as they attempt to write about sensation, sexuality, and politics. Ultimately, the purpose of this class is to examine sexuality and sensation as collections of embodied and politicized experiences. Prerequisite: Introduction to Women, Gender, and Sexuality Studies (L77 100B) or permission of instructor.
Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall

WGSS 4017 Healing and Social Justice
What makes activism sustainable and accessible? Not just ideologically or politically, but physically, emotionally, and some would ask, spiritually? How do actors in social justice movements enact care for movement survival? Conversely, when might care serve to depoliticize or otherwise undermine political action? How do race, gender, sexuality, class and other aspects of identity shape the ways we approach these questions? Including the contested topics of burnout and self-care, questions of movement survival and activist sustainability touch on Marxist, Black, and Disabled feminisms, queer theory, the sociology of health and illness, critical theory, and other theoretical lineages. This course takes as its starting points Sarah Ahmed's concept of feminist killjoy survival kits, Black feminist epistemology, adrienne marie brown's Pleasure Activism, and the sociology of lay health experiences. Ultimately, this course will analyze, theorize, and critique care in activism and social movements. At the same time, it will create space to discern what our own visions of sustainable, politically committed wellbeing look like.
Credit 3 units.

WGSS 4020 Transnational Queer Activism
This course explores the recent emergence of visible movements for sexual and gender minorities across the globe. The course begins with an overview of theories of collective action, putting canonical texts in social movement studies in conversation with postcolonial, queer, and transnational feminist approaches to activism and resistance. The aim is to lay a theoretical foundation for transnational analysis that does not center Western experience. The second part of the course moves through some key issues in LGBTI organizing that are overlooked when focusing on Euro-America, including: the importance of democratic transition for social movements; the prevalence of human rights as frames for sexual rights in the global South; limitations of the term homophobia when conceiving of hostility toward sexual minorities cross-culturally; and the role of colonialism and neo-colonialism in the globalization of LGBTI identities. Students will read texts attentive to the specificities of activism and resistance in the global South such as Out in Africa: LGBT Organizing in Namibia and South Africa, Queer Activism in India, and Mobilizing Gay Singapore: Rights and Resistance in an Authoritarian State. Course materials will also include primary source material from translated interviews with Argentine transgender activists the months before the passage of the Gender Identity Law. Oral presentations will compare a case of LGBTI activism discussed in class to the work done by a St. Louis-based organization. By the end of the course, the students will be able to explain the important ways global Southern LGBTI movements differ from their Northern counterparts, contextualize news reports of events like the passage of the anti-homosexuality bill in Uganda, and craft research contributions based on global Southern case studies.Prerequisite: Introduction to Women, Gender, and Sexuality Studies (L77 100B) or permission of instructor.
Credit 3 units. A&S IQ: LCD, SSC, SC Art: SSC EN: S

WGSS 4045 Queering Theory: Collaborating, Solidarity, and Working Together
This class aims to use theory to destabilize the concepts of race, sexuality, gender, disability, and academic methodology. This class will submerge you in some of the most influential texts in queer theory. The selected readings range across many disciplines, including biology, philosophy, anthropology, sociology, history, and cultural studies. The core premise of this class is that to queer something is to destabilize it. Therefore, not all of the readings will specifically be about gay, lesbian, bisexual, or transgender people. However, these readings will help any scholar in their future work in queer theory. Prerequsitie: Any 300 level WGSS class or equivalent or permission from instructor.
Credit 3 units. A&S IQ: SSC Art: SSC BU: BA EN: S

WGSS 4085 Everyday Unruliness: Feminist and Queer Resistance
This course is interested in the ways ordinary people break rules, flout norms, and make trouble. We know that resistance manifests in social movements, militant activism, and direct confrontation, but it also comes through quieter acts of unruliness and noncompliance. Looking at power from below, readings focus on everyday interventions in systems of control. Garment workers threaten good pay or bum work, queers fail at reproductive heterosexuality, and shiftless people steal moments of leisure from a system that wants us either productive or dead. These acts may not be obviously political, but because people at the margins have so often been left outside (and also opt out) of formal politics, subtle resistance is particularly interesting for feminist and queer scholars. Everyday acts do threaten the status quo -- otherwise, why would they be so rigidly policed? But questions remain. Throughout the semester, we will ask the following: What counts as resistance? What are its ethics? When is a bad attitude an act of rebellion, and does it matter if that rebellion is conscious? Does survival constitute resistance for those not meant to survive? On the other hand, for those subjects whose active engagement sustains the status quo, is withdrawal the more radical choice? Does the refusal of sociality constitute a form of resistance? Or are there ways to forge communities of mutual care that erode the status quo rather than reproduce it? Prerequisite: L77 110B (Intro to Women, Gender, and Sexuality Studies) or permission of instructor.
Credit 3 units. A&S IQ: SSC, SC Art: SSC BU: BA EN: S
Typical periods offered: Fall, Spring

WGSS 4115 Gender, Religion, Medicine and Science
Have you ever wondered why some topics are argued using religion as a guide, while others may approach the topic from what is perceived as a strictly scientific point of view? This course explores how and why gender and sexuality tend to be at the center of debates that pit Medicine and Science against Religion. Using feminist and queer scholarship, this course explores five hundred years of rhetorical strategies related to defining, or regulating, gender and sexuality. We will consider how much debates have changed from sixteenth-century Europe to 21st century United States by asking when, why and how either Medicine & Science or Religion influenced social thought and laws. Finally, we will consider how, and if, contemporary debates on vaccines are either part of the long history of debating bodily autonomy (as is the case with the other topics addressed in class), or if the conflict between religion, medicine and science in the modern era is new and distinctly different from past rhetorical strategies. Prerequisite: Introduction to Women, Gender and Sexuality Studies
Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM BU: ETH, HUM, IS EN: H
Typical periods offered: Fall

WGSS 4135 The Politics of Pleasure
This 400 level seminar interrogates the concept of pleasure. Pleasure occupies a fraught space in feminist and queer theory. This course examines several ways that people have theorized pleasure as a space for politics, a space for conservatism, or a way to think about racialized difference. This course is not interested in defining what pleasure is, but it interrogates what the stakes of talking about pleasure have been within contemporary theory and culture. Beginning with an examination of pleasure in the context of early twentieth century sexology, this course looks at the sex wars of the 1970s, the turn toward pleasure as a space of protest, and ends by thinking of ways to imagine pleasure outside of current paradigms of sexuality. The course takes gender, race, and sexuality as central analytic components to understand how pleasure is defined and who has access to it. Either Introduction to Sexuality Studies or Introduction to Women, Gender, and Sexuality Studies are prerequisites.
Credit 3 units. A&S IQ: HUM, SC BU: HUM EN: H
Typical periods offered: Fall

WGSS 4141 Feminist and Queer Research Methodologies
What does it mean to do research through the lens of feminist and queer politics? This course surveys key methodological approaches to feminist and queer research. Interdisciplinary at its core, it draws from methodological traditions across the humanities and social sciences while focusing on forms of inquiry that resist these boundaries. We explore how feminist and queer politics inform the work of knowledge production. We ask how scholars, organizers and artists engage and repurpose various research methodologies and how they reflect on the politics of power, experience, domination, and resistance in the research encounter. We ask who research is for, parsing the political stakes of scholarship that archives the stories of collective resistance, survival, collaboration, and domination, at the same time as it authorizes hierarchies of expertise, builds institutional power, and (too often) extracts from those studied. What might a redistributive approach to feminist and queer research look like? This class is a writing intensive course. Waitlists controlled by Department; priority given to WGSS majors.
Credit 3 units. A&S IQ: SC, WI
Typical periods offered: Fall

WGSS 4142 Thesis Proposal Workshop
This 1-credit thesis proposal workshop will guide students on the conventions of proposal writing, as well as giving students an opportunity to get feedback on their ideas. The course focuses on five main components, each of which build upon each other: 1) outlining a proposed honors thesis topic and developing the research question; 2) understanding and drafting the literature review; 3) outlining and drafting the methods section; 4) detailing a timeline for thesis research; and 5) incorporating feedback from prior drafts and producing a full, edited honors thesis proposal for submission. The course will also address some of the nuts and bolts of research, from the IRB process to the logistics of gather data or exploring an archive. Finally, the course will encourage students to reflect on their own writing practices, from preliminary brainstorming around a research topic to building out a plan for data collection, interpretation, and argumentation. Requirement: Feminist/Queer Research Methodologies (concurrently during the same semester or completed in a prior semester).
Credit 1 unit.
Typical periods offered: Fall Half B

WGSS 4150 Feminist Literary and Cultural Theory
This course provides a historical overview of feminist literary and cultural theories since the 1960s and 70s, acquainting students with a diversity of voices within contemporary feminism and gender studies. Readings will include works of French feminism, Foucault's History of Sexuality, feminist responses to Foucault, queer (LGBTQ+) theory,

postcolonial and decolonial feminism, feminist disability theory, and writings by US feminists of color (African-American, Asian-American, Latina, Native-American). The reading list will be updated each year to reflect new developments in the discipline. We will approach these readings from an intersectional and interdisciplinary perspective, considering their dialogue with broader sociopolitical, cultural, and philosophical currents. By the end of the course, students are expected to have gained a basic knowledge of the major debates in feminist literary and cultural studies in the last 50 years, as well as the ability to draw on the repertoire of readings to identify and frame research questions in their areas of specialization. The class will be largely interactive, requiring active participation and collaborative effort on the part of the students. Students will be encouraged to make relevant connections between the class readings, everyday social and political issues, and their own research interests. NOTE: This course is in the core curriculum for the Women, Gender, and Sexuality Studies graduate certificate. Prerequisite: advanced course work in WGSS or in literary theory (300 level and above) or permission of the instructor.
Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Spring

WGSS 4153 Decolonization to Globalization: How to End an Empire
The conventional markers of the twentieth century - imperialism, decolonization and globalization - are acutely compromised if we mobilize gender and sexuality as modes of analysis. In this course we bring questions of sexual difference and gender to the wider stories of colonialism, nationalism, decolonization, neocolonialism, US imperialism, neoliberalism, globalization, WoT, and majoritarianism. We engender the contradiction between enormous turning points and the lived experiences of billions. We probe how the non-profit industrial complex, development aid, and the normative family have shaped and given shape to the very idea of gender. Finally, we examine the capacious power of gender to interrupt the power of the state and to reorganize extractive relations of race and caste.
Credit 3 units. A&S IQ: HUM, LCD, SC Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Spring

WGSS 4155 Contemporary Feminisms
The purpose of this course is to provide a framework, a map, within which students can locate feminist ideas. The course, which may be presented historically, explores and compares different types of feminism selected from, for example, the following feminisms: liberal; Marxist; socialist; radical; lesbian; black; existentialist; postmodern. The class considers how such feminisms analyze the nature and sources of women's oppressions, the worlds they envision, and the means they use to bring about change. Note: This course is in the core curriculum for the Women, Gender, and Sexuality Studies graduate certificate. Permission of instructor required. Prerequisite: Completion of at least one Women, Gender, and Sexuality Studies course or permission of the instructor.
Credit 3 units. A&S IQ: HUM Art: HUM BU: HUM EN: H

WGSS 4165 From Mammy to the Welfare Queen: African American Women Theorize Identity
How do representations of identity affect how we see ourselves and the world sees us? African American women have been particularly concerned with this question, as the stories and pictures circulated about black female identity have had a profound impact on their understandings of themselves and political discourse. In this course we will look at how black feminist theorists from a variety of intellectual traditions have explored the impact of theories of identity on our world. We will look at their discussions of slavery, colonialism, sexuality, motherhood, citizenship, and what it means to be human.
Credit 3 units. A&S IQ: HUM, SC BU: HUM EN: H
Typical periods offered: Spring

WGSS 4200 Feminist Political Theory
This course asks how feminist thinkers from various political and intellectual traditions critique,adopt and transform political theories of justice, citizenship, property and the state. To uncover how different feminist theories have been adopted in the struggle for political transformation and social justice, we will pursue two main lines of inquiry. The first asks how feminist thinkers from various traditions critique and engage the history of political thought within the social contract tradition. We will ask, in particular, how gender, race, slavery, colonialism and empire shape conceptions of citizenship and property. We will also examine transnational feminist critiques of the public/private division in the Western political theory canon as it impacts the role of women and the social construction of women's bodies. During the second half of the semester, we will ask how various transnational social movements have engaged and adopted feminist theories in efforts to resist state violence, colonialism, labor exploitation and resource extraction. In following these lines of inquiry we will draw from postcolonial, decolonial, liberal, Black, radical, Marxist and Chicana feminist perspectives. Part of our goal will be to uncover how various feminist theories treat the relationship between politics and embodied experience, how gendered conceptions of family life affect notions of political power and how ideas about sexuality and sexual conquest intersect with empire-building. Majors and minors in WGSS receive first priority. Other students will be admitted as course enrollment allows.
Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM BU: BA, HUM EN: H
Typical periods offered: Fall

WGSS 4230 Black Sexual Politics
Borrowing from Patricia-Hill Collins perspective in Black Sexual Politics, this seminar examines the historic and popular understandings of black sexuality and how they maintain color line, as well as threaten to spread what Hill-Collins refers to as a new brand of racism. Particularly, this course engages questions about sexuality that have only begun to be discussed with African-American Studies and the larger public sphere. Taking the intersections of identities very seriously, this course interrogates the ways in which these constructions have affected black women, while also being attentive to how others are implicated within discourses of black sexuality. Similarly, we will also engage the various distortions of black men - depictions of the black and masculine as almost always violent, sexually and socially irresponsible, brutish, questionable, and unfaithful. Together we will use various critical texts and media to better understand the impact and the importance of visual and material images in the interplay of race, sex, and politics in contemporary America.
Credit 3 units. A&S IQ: SSC, SC EN: S
Typical periods offered: Fall

WGSS 4245 Transnational Feminisms
This course engages contemporary feminist theories from diverse transnational contexts, as well as the social movements and local resistances they inspire. Through engagement with key works of feminist theory, political manifestos, and creative works of resistance, we will explore how transnational feminist alliances and coalitions have contested and responded to gendered and racialized forms of exploitation, navigating and reshaping territorial and social boundaries. We will engage with debates around the notion of a global sisterhood; tensions between universal and local feminist practice; the role of difference, nationality and culture in navigating the possibility of solidarity; the role of the Internet in forging cross-border alliances; human rights-based activism; women's work; transgender inclusivity and transfeminisms. Part of our goal will be to ask how feminist theories from diverse geographical locations have influenced the politics of borders, movements for environmental justice, migrations and mobility, resistance to imperialism and the forging of alternative economies.

We will also explore the gray areas existing in between binaries such as feminist/anti-feminist; local/global; home/away; global South/North; victim/agent; domination/dependency. Finally, we will ask how processes of knowledge-production take shape within different intellectual and political movements such as post-colonial feminism, decolonial and indigenous feminism, liberal and radical feminism, Marxist feminism and religiously-based feminisms.
Credit 3 units. A&S IQ: LCD, SSC Art: SSC BU: BA EN: S
Typical periods offered: Fall, Spring

WGSS 4270 Thinking About Consent
Consent has become a dominant framework we use to think about sex and sexual violence. We often assume that consent is clear, unambiguous, and consistent. At the same time, popular representations of sex and sexual violence suggest that situations and experiences are often fuzzy, messy, or icky -- in other words, questions of consent do not always have the clear answers that we might like to imagine. In this course, we will use recent literary, film, and pop culture expressions of unpleasant, ambiguous, and ambivalent sex to explore and interrogate feminist and queer theories of consent, sexual harm, and autonomy. Works will include Kristen Roupenian's Cat Person, Patricia Lockwood's Rape Joke, and Kate Elizabeth Russell's My Dark Vanessa, along with work by Sara Ahmed, Wendy Brown, Octavia Butler, Angela Davis, Joseph J. Fischel, Ida B. Wells, and others. Topics include philosophies of consent; concepts of consent in queer, racialized, minoritized, disabled, and incarcerated communities; the experience of survivors; and alternatives to consent.
Credit 3 units. A&S IQ: SSC, SC BU: BA, ETH EN: S
Typical periods offered: Fall

WGSS 4280 Sex and Gender in Public
This two-semester course is a research capstone class combined with hands-on workshops designed to help students produce a public project related to gender and/or sexuality studies. It is designed as a capstone that allows students to build on their coursework in WGSS, and it may speak to specific professional goals, but that is not a requirement. It is open to both majors and minors but required for students in the health or politics tracks. Topics covered will include exhibition, podcasts, website design, storymaps, comics, and community education. However, students are not limited to these methods in their final projects.
Credit 1.5 units. A&S IQ: HUM, SC Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall

WGSS 4350 Queer and Feminist Geographies
There is a tendency to see space and place as backdrops, mere stages where human social interactions simply play out. Yet when we fail to interrogate the processes behind the social production of space, we run the risk of naturalizing space as heteronormative and obfuscating its inherent exclusions. This upper-level seminar seeks to challenge such assumptions by treating space and place as dynamic formations that actively influence our identities, behaviors, and politics. Using queer and feminist perspectives within the realm of geography, we will explore how spaces, places, and boundaries are shaped, experienced, and contested through diverse gender identities and sexual formations. Questions driving our inquiry include: How do queer and feminist geographies intersect to shape landscapes- both urban and rural in the United States and abroad? What role do geographic spaces play in the construction of LGBTQ identities across different social milieus? And in what ways can queer and feminist perspectives contribute to decolonial and environmental justice movements? In addition to queer and feminist spatial theories, topics will include sexuality and place-making, transnational queer migrations, queer ecologies and environmental justice, and the queering of the public and private divide at the heart of spatial taxonomies in the West. By mobilizing queer and feminist forms of spatial analysis, this seminar will equip you with tools to identify the ways in which spaces, places, and boundaries can further social inequalities and the opportunity to theorize alternative geographies that promote inclusion and more just worlds.
Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Fall

WGSS 4370 Reformers and Radicals: Feminist Thinking Through History
We bring gender and sexual debates into conversation across time and space. And we explore the method by which different histories can be brought into meaningful dialogue, specifically how the agendas of South Asia based activists and theorists might resonate with US based histories of reform and radical change. For instance, what are the challenges as well as the advances in reading Malala Yousafzai alongside the historic statement issued by the Combahee River Collective; how might we mobilize the multilayered agenda of Dalit feminisms in the context of debates over intersectionality? Can an awareness of feminist ecologies inflect the move toward decolonization and the return of stolen land on turtle island; does the radical potential of queer politics illuminate battles over political power in urban India? We layer these questions with debates on method, particularly the method of staging cross-cultural and temporal comparisons. As students in an advanced course in the method of comparative gender and sexuality studies, each of us will bring our theoretical apparatus to the larger case studies of India and South Asia. Collectively we seek to question and appreciate how globalization has produced reformers and radicals, and conversely, how reformers and radicals might work alongside one another in an increasingly stratified world.
Credit 3 units. A&S IQ: HUM, SC Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Spring

WGSS 4390 The Arab & Muslim Americas: Feminist Perspectives
Migratory movements from the Middle East and North Africa into the Americas were precipitated by multiple and intersecting factors. This course will examine the historical and contemporary waves of Arab and Muslim migrants and refugees into the Americas from the nineteenth to the twenty-first century. It will explore how empire, globalization, and war influenced and continue to influence the flow of people across borders and impact policies and ideas of belonging in receiving nation-states. We will examine Arab and Muslim identity in light of gendered, ethnoreligious, class, and national affiliations and investigate the racialization of Islam and the gendered-Orientalist constructions of Arabs and Muslims in Latin America (Brazil, Mexico, Argentina, Honduras, Cuba) and the US. Utilizing interdisciplinary texts in Transnational Feminist Theory, Cultural Studies, and history, we will trace the ways that specific diasporic subjects have been incorporated into host nation-states and analyze, through a comparative framework, the receptions and rejections of Arabs and Muslims in the US and Latin America.
Credit 3 units. A&S IQ: LCD, SSC, SC EN: S
Typical periods offered: Fall

WGSS 4440 Sex and Gender in Public
This two-semester course is a research capstone class combined with hands-on workshops designed to help students produce a public project related to gender and/or sexuality studies. It is designed as a capstone that allows students to build on their coursework in WGSS, and it may speak to specific professional goals, but that is not a requirement. It is open to both majors and minors. Topics covered will include exhibition, podcasts, website design, storymaps, comics, and community education. However, students are not limited to these methods in their final projects.
Credit 1.5 units. A&S IQ: HUM, SC Arch: HUM Art: HUM BU: HUM EN: H
Typical periods offered: Spring

WGSS 4500 Women, Law and Society
Credit 3 units. A&S IQ: SSC BU: BA

WGSS 4690 East Asian Feminisms
This course will study the beginnings and the transformations in feminist thought as found in East Asia. It will explore feminism as found in China, Taiwan, Japan, and Korea focusing on the period from the late 1800s to the present. Emphasis will be on the diversity of feminisms both between and within these cultures.
Credit 3 units.

WGSS 4980 Supervised Reading and Research
This course is designed for students who are pursuing an independent study project as part of the Department Honors Program. Students must apply to the Department. May be repeated once. Prerequisite: Senior Standing and permission of the department.
Credit 3 units.
Typical periods offered: Fall, Spring

WGSS 4991 Honors Thesis: Research and Writing
Enrollment in this course is limited to students accepted into the Honor's Program. Petition for permission to enroll is available in the Women, Gender, and Sexuality Studies Office, 210 McMillan Hall.
Credit 3 units. EN: H
Typical periods offered: Fall, Spring

WGSS 4996 Women, Gender and Sexuality Studies Elective.
Credit 0 units. EN: H

WGSS 4999 Independent Study
Directed readings and research in women and gender studies. Prerequisite: permission of instructor.
Credit 4 units.
Typical periods offered: Fall, Spring

Women, Gender, and Sexuality Studies Major

Program Requirements

- **Total Units Required:** 27
- **Grade Requirement:** C- or better; Pass/No Pass grades do not count for the major.

Required Courses

Requirements for the Major

The following six requirements must be fulfilled through WGSS courses or WGSS-approved courses in another department taken at Washington University. The theory and methods/service learning requirements must be completed at Washington University. Students requesting an exception and who wish to transfer credits in the theory or methods/service learning category must petition the department chair or the director of undergraduate studies, who will consider the request.

Only one course may fulfill two requirements (i.e., one course may double count for two of the six required areas). Students on approved study abroad programs may petition for one course to count toward one of these six requirements.

1. One 1000-Level Introductory Course: 3 credits

Students must complete the following course and file a copy of a paper from this course with the WGSS office (McMillan Hall, Room 210):

Code	Title	Units
WGSS 1500	Introduction to Women, Gender, and Sexuality Studies	3

2. One Theory Course: 3 credits

Choose one of the following:

Code	Title	Units
WGSS 3020	Justice as Failure: Abolitionist Theory and Praxis	3
WGSS 3045	Queer Theory	3
WGSS 3215	Bodies Out of Bounds: Feminist and Queer Disability Studies	3
WGSS 3340	Feminist Theory	3
WGSS 3475	Queering the History of Health	3
WGSS 3575	Confronting Capitalism: Feminism, Work and Solidarity	3
WGSS 3615	Topics in Women, Gender, and Sexuality Studies: Spectacular Blackness, Race, Gender, & Visual Culture	3
WGSS 4006	Advanced Topics in Trans Theories: Femme	3
WGSS 4015	Feminist and Queer Media Studies	3
WGSS 4016	Queer of Color Critique	3
WGSS 4045	Queering Theory: Collaborating, Solidarity, and Working Together	3
WGSS 4085	Everyday Unruliness: Feminist and Queer Resistance	3
WGSS 4135	The Politics of Pleasure	3
WGSS 4150	Feminist Literary and Cultural Theory	3
WGSS 4165	From Mammy to the Welfare Queen: African American Women Theorize Identity	3
WGSS 4200	Feminist Political Theory	3
WGSS 4245	Transnational Feminisms	3
WGSS 4350	Queer and Feminist Geographies	3

3. One Feminist Research Methods or Community-Engaged Learning Course: 3 credits

Choose one of the following:

Code	Title	Units
WGSS 3176	Community Engaged Learning: Feminist and Queer Community Praxis	3
WGSS 3690	Community-Engaged Learning: Projects in Domestic Violence	3
WGSS 4141	Feminist and Queer Research Methodologies	3
WGSS 4280	Sex and Gender in Public	1.5
WGSS 4440	Sex and Gender in Public	1.5

Note:

- Students who plan to write an honors thesis must take WGSS 4141 Feminist and Queer Research Methodologies and must also enroll in the 1-credit WGSS 4142 Thesis Proposal Workshop offered concurrently with WGSS 4141. WGSS 4142 is restricted to students who plan to submit an honors thesis proposal. Both WGSS 4141 and WGSS 4142 should be taken during the fall semester of the student's junior year unless special departmental approval has been given.
- Students who take WGSS 4141 Feminist and Queer Research Methodologies must submit a copy of their final paper from this course to the WGSS office at wgss@wustl.edu. After the successful completion of WGSS 4141 and WGSS 4142 and the approval of their honors thesis proposal, students enroll in WGSS 4991 Honors Thesis: Research and Writing during the time they are writing the honors thesis, which is usually two semesters.

4. Two 4000-Level Courses or an Honors Thesis: 6 credits

Courses taken in any of the above categories will satisfy this requirement, or the student may choose to write an honors thesis. One of the 3-credit courses must be a 4000-level WGSS course from the following list:

Code	Title	Units
WGSS 4006	Advanced Topics in Trans Theories: Femme	3
WGSS 4016	Queer of Color Critique	3
WGSS 4017	Healing and Social Justice	3
WGSS 4115	Gender, Religion, Medicine and Science	3
WGSS 4153	Decolonization to Globalization: How to End an Empire	3
WGSS 4165	From Mammy to the Welfare Queen: African American Women Theorize Identity	3
WGSS 4200	Feminist Political Theory	3
WGSS 4245	Transnational Feminisms	3
WGSS 4350	Queer and Feminist Geographies	3
WGSS 4370	Reformers and Radicals: Feminist Thinking Through History	3
WGSS 4991	Honors Thesis: Research and Writing	3

The second may be either a 4000-level course in WGSS or a 4000-level course approved for this degree offered by another program.

Code	Title	Units
ARTARCH 4913	Queer: Arts, History, Theory	3
ELIT 4102	Medieval English Literature II: Medieval Womens Writing	3
HISTORY 4124	Advanced Seminar: Women and Religion in Medieval Europe	3
WGSS 4006	Advanced Topics in Trans Theories: Femme	3
WGSS 4016	Queer of Color Critique	3
WGSS 4017	Healing and Social Justice	3
WGSS 4115	Gender, Religion, Medicine and Science	3
WGSS 4153	Decolonization to Globalization: How to End an Empire	3
WGSS 4165	From Mammy to the Welfare Queen: African American Women Theorize Identity	3
WGSS 4200	Feminist Political Theory	3
WGSS 4245	Transnational Feminisms	3
WGSS 4350	Queer and Feminist Geographies	3
WGSS 4370	Reformers and Radicals: Feminist Thinking Through History	3
WGSS 4991	Honors Thesis: Research and Writing	3

5. One Historical Context Course: 3 credits

Students must choose one course that explores gender, sex, or sexuality in historical context or that studies the history of these categories. A single course may not fulfill both the historical context category and the ethnic/global/racial context category. In other words, one may not double count a class even if it is listed in both categories. This course must be a WGSS course or a WGSS-approved course in another department. **Note:** A course that satisfies one of the previous four requirement areas in this list may also fulfill this requirement.

Choose one of the following:

Code	Title	Units
AMCS 3705	Topics in Gender and American Culture	3
ELIT 3501	Topics in English and American Literature (30 Years of Queer)	3
ELIT 3502	Topics in American Literature: Girls' Fiction	3
ELIT 4102	Medieval English Literature II:Medieval Womens Writing	3
FILM 3450	Sexual Politics in Film Noir and Hard-Boiled Literature	3
GLOBAL 3890	Furies and Die-Hards: Women in Rebellion and War	3
HISTORY 3146	Topics in European History: Modern European Women	3

HISTORY 3234	Women and Crime in the Evolution of American History	3
HISTORY 3259	I Know IT When I See It. a History of Obscenity & Pornography in the United States	3
HISTORY 3226	Gender and Sexuality in 1950s America: Writing Intensive Seminar	3
HISTORY 4124	Advanced Seminar: Women and Religion in Medieval Europe	3
JIMES 3870/JIMES 4850	Topics in Jewish Studies	3
KOREA 4550	Topics in Korean Literature and Culture: Gender in Korean Literature and Film	3
REST 4061	Nuns	3
WGSS 2118	First Year Seminar: Angels, Prostitutes and Chicas Modernas: Women in Latin American History	3
WGSS 3002	Feminist Fire!: Radical Black Women in the 20th Century	3
WGSS 3055	Making Sex and Gender: Understanding the History of the Body	3
WGSS 3081	From Hysteria to Hysterectomy: Women's Health Care in America	3
WGSS 3101	An Intellectual History of Sex and Gender: Text and Traditions	3
WGSS 3121	Topics in American Literature: Girls' Fiction	3
WGSS 3130	Sexuality in Early Christianity	3
WGSS 3135	The Racial and Sexual Politics of Public Health	3
WGSS 3152	Sex and Gender in Greco-Roman Antiquity	3
WGSS 3153	The Women of Greek Tragedy	3
WGSS 3165	Queer Histories	3
WGSS 3175	Community-Engaged Learning: Documenting the Queer Past in St. Louis	3
WGSS 3405	Revolutionize It! the Radical History of Second-Wave Feminism	3
WGSS 3416	War, Genocide and Gender in Modern Europe	3
WGSS 3446	No Boys Allowed: Girlhood and Programming for Girls in 19th and 20th Centuries, United States	3
WGSS 3475	Queering the History of Health	3
WGSS 3510	Women and Social Movements: Gender and Sexuality in U.S. Social Movements	3
WGSS 3548	Gender, Sexuality & Communism in 20th-Century Europe	3
WGSS 3555	Caste: Sexuality, Race and Globalization	3
WGSS 3650	The Global History of HIV/AIDS	3
WGSS 3700	Gender and Social Class	3
WGSS 3740	Imperialism and Sexuality: India, South Asia, and the World: Writing-Intensive Seminar	3
WGSS 3751	Topics in Women's History: Women, Gender and Sexuality in Postwar America	3
WGSS 4115	Gender, Religion, Medicine and Science	3
WGSS 4153	Decolonization to Globalization: How to End an Empire	3
WGSS 4231	Topics in American Literature I	3
WGSS 4551	Intersectional Identities in Medieval France	3
WGSS 4700	Ancient Greek and Roman Gynecology	3
WGSS 4918	Advanced Seminar: Sexuality in the United States	3
WGSS 4993	Advanced Seminar: Women and Religion in Medieval Europe	3

6. One Ethnic/Global/Racial Context Course: 3 credits

Students must choose one course that considers gender and ethnicity, gender and race, or gender in a global context. This course must be in WGSS or a WGSS-approved course in another department. **Note:** A course that satisfies one of the first four requirement areas in this list may also fulfill this requirement.

Choose one of the following:

Code	Title	Units
AFAS 2232	Gender and Sexuality in the African Diaspora	3
AFAS 4040	Gender, Sexuality, and Change in Africa	3
AMCS 3705	Topics in Gender and American Culture	3
ANTHRO 3201	Gender, Culture and Madness	3
GLOBAL 4414	Gender Analysis for International Affairs	3
HBRW 3090	Israeli Women Writers	3
HISTORY 4993	Advanced Seminar: Women and Religion in Medieval Europe	3
ITAL 2800	Sex in Italian Culture and Media	3
ITAL 3500	Topics: Global Italy: Race, Gender, Migration and Citzenship	3
JAPAN 4455	Japanese Fiction	3
JAPAN 4490	Modern Japanese Women Writers	3
KOREA 4550	Topics in Korean Literature and Culture: Gender in Korean Literature and Film	3
LATAM 3110	The Body in Brazil: Race, Representation, Ontologies	3
POLSCI 3080	Race and Ethnicity in American Politics	3
POLSCI 3151	Gender and Politics in Global Perspective	3
SOC 3003	Black Feminist Theory	3
SOC 4721	Race, Reproduction, and Justice	3
WGSS 1102	First Year Seminar: Gender, Sexuality and Settler Colonialism	3

WGSS 2080	Constructions of Black Womanhood and Manhood in the Black Community	3
WGSS 2101	Sophomore Seminar: Globalization and Its Disguises	3
WGSS 2118	First Year Seminar: Angels, Prostitutes and Chicas Modernas: Women in Latin American History	3
WGSS 2232	Gender and Sexuality in the African Diaspora	3
WGSS 3002	Feminist Fire!: Radical Black Women in the 20th Century	3
WGSS 3020	Justice as Failure: Abolitionist Theory and Praxis	3
WGSS 3030	Queering Citizenship: Gender/Abolition	3
WGSS 3135	The Racial and Sexual Politics of Public Health	3
WGSS 3152	Sex and Gender in Greco-Roman Antiquity	3
WGSS 3153	The Women of Greek Tragedy	3
WGSS 3181	Gender, Sexuality and Power in Brazil	3
WGSS 3201	Gender, Culture, and Madness	3
WGSS 3416	War, Genocide and Gender in Modern Europe	3
WGSS 3548	Gender, Sexuality & Communism in 20th-Century Europe	3
WGSS 3555	Caste: Sexuality, Race and Globalization	3
WGSS 3560	Black Women Writers	3
WGSS 3575	Confronting Capitalism: Feminism, Work and Solidarity	3
WGSS 3615	Topics in Women,gender, and Sexuality Studies: Spectacular Blackness, Race, Gender, & Visual Culture	3
WGSS 3650	The Global History of HIV/AIDS	3
WGSS 3740	Imperialism and Sexuality: India, South Asia, and the World: Writing-Intensive Seminar	3
WGSS 3861	Psychology of Black Women	3
WGSS 4016	Queer of Color Critique	3
WGSS 4134	The AIDS Epidemic: Inequalities, Ethnography, and Ethics	3
WGSS 4135	The Politics of Pleasure	3
WGSS 4153	Decolonization to Globalization: How to End an Empire	3
WGSS 4231	Topics in American Literature I	3
WGSS 4245	Transnational Feminisms	3
WGSS 4401	Intersectionality	3
WGSS 4675	Beyond the Harem: Women, Gender, and Revolution	3
WGSS 4993	Advanced Seminar: Women and Religion in Medieval Europe	3

General WGSS Education Credits: 6 credits

6 credit units of general WGSS and WGSS-approved courses are required to complete the major. Students may earn elective credits abroad or at another university. General education may be chosen from the following or from courses listed above under other WGSS requirements.

General WGSS education credits may be chosen from the following:

Code	Title	Units
AMCS 3705	Topics in Gender and Culture	3
ANTHRO 4610	Queer Medicine	3
ARTARCH 4913	Queer: Arts, History, Theory	3
COMPLITTHT 4270	Technology and Feminist Practice: Gender Violence Prevention Tools	3
EDUC 3030	Gender and Education	3
GLOBAL 4414	Gender Analysis for International Affairs	3
IPH 4270	Technology and Feminist Practice: Gender Violence Prevention Tools	3
POLSCI 4218	Gender and the Future of Work	3
WGSS 1006	First-Year Seminar: Feminist and Queer Science and Technology Studies	3
WGSS 1101	First Sem:Sex & Gender in the Gutter: An Intro to Gender and Sexuality Studies Through Comics	3
WGSS 1102	First Year Seminar: Gender, Sexuality and Settler Colonialism	3
WGSS 2060	Introduction to Queer Studies	3
WGSS 2070	Sexuality and the State: Introduction to Sexuality Studies	3
WGSS 3012	Gender and Politics	3
WGSS 3070	Masculinities	3
WGSS 3090	Sex and Money: Economies of Desire	3
WGSS 3155	Gender, Health, and Society	3
WGSS 3240	Girls' Media and Popular Culture	3
WGSS 3256	Sex Trafficking	3
WGSS 3410	Gender in Society	3
WGSS 3470	Law, Gender, and Justice	3
WGSS 3500	Trans Studies	3
WGSS 3522	Topics in Literature: Drama Queens: Cleopatra in Elizabethan England	3
WGSS 3685	Gender Violence	3
WGSS 3943	Violence Against Women Court Project	3
WGSS 4331	Topics in Feminist Theory: Feminist Philosophy	3

Additional Information

Study Abroad

We strongly encourage and support students who wish to study abroad. Therefore, we accept up to 9 credits from study abroad (3 of those credits could fulfill the historical context or ethnic/global/racial requirement). Please contact Amy Cislo (acislo@wustl.edu), WGSS Study Abroad Faculty Advisor, about this option.

Transfer Credit

Current students who wish to take courses at other universities during the summer may transfer up to 6 credit units. However, these credits cannot be used to fulfill the introductory course or the theory or methods/service-learning requirements. Students transferring to Washington University who wish to complete the major in WGSS may transfer no more than 9 credits of coursework taken elsewhere.

Phone:	314-935-5102
Email:	wgss@wustl.edu
Website:	https://wgss.wustl.edu

Women, Gender, and Sexuality Studies Major, Health Specialization

Program Requirements

- **Total Units Required:** 27
- **Grade Requirement:** C- or better; Pass/No Pass grades do not count for the major.

Required Courses

Requirements for the Major

WGSS majors may choose an optional specialization within the major called Health if the students' interests lie primarily within this area of WGSS. Students enrolled in the Health specialization must complete the WGSS major using the approved courses in each required category below. Only 6 units may be taken at the 1000 or 2000 level. In addition, 6 units must be taken at the 4000 level. One of the 4000-level courses can be double-counted for one other category. For example, one class may count toward the 4000-level class and it may fulfill the theory requirement.

1. One 1000-Level Introductory Course: 3 credits

Code	Title	Units
WGSS 1500	Introduction to Women, Gender, and Sexuality Studies	3

2. One Theory Course: 3 credits

Code	Title	Units
WGSS 3020	Justice as Failure: Abolitionist Theory and Praxis	3
WGSS 3215	Bodies Out of Bounds: Feminist and Queer Disability Studies	3
WGSS 3475	Queering the History of Health	3
WGSS 4006	Advanced Topics in Trans Theories: Femme	3

3. One History Course: 3 credits

Code	Title	Units
WGSS 3055	Making Sex and Gender: Understanding the History of the Body	3
WGSS 3081	From Hysteria to Hysterectomy: Women's Health Care in America	3
WGSS 3135	The Racial and Sexual Politics of Public Health	3
WGSS 4115	Gender, Religion, Medicine and Science	3

4. One Race or Non-U.S. Course: 3 credits

Code	Title	Units
ANTHRO 3201	Gender, Culture and Madness	3
ANTHRO 4022	Transnational Reproductive Health Issues: Meanings, Technologies, Practices	3
SOC 4721	Race, Reproduction, and Justice	3
WGSS 3020	Justice as Failure: Abolitionist Theory and Praxis	3
WGSS 3135	The Racial and Sexual Politics of Public Health	3
WGSS 3201	Gender, Culture, and Madness - Gender, Culture, and Madness	3
WGSS 3650	The Global History of HIV/AIDS	3
WGSS 4134	The AIDS Epidemic: Inequalities, Ethnography, and Ethics	3

5. One Required Health Elective: 3 credits

Code	Title	Units
WGSS 3155	Gender, Health, and Society	3
WGSS 3500	Trans Studies	3
WGSS 3685	Gender Violence	3
WGSS 4017	Healing and Social Justice	3

6. One Methods Course: 3 credits

Code	Title	Units
WGSS 3176	Community Engaged Learning: Feminist and Queer Community Praxis	3
WGSS 3690	Community-Engaged Learning: Projects in Domestic Violence	3
WGSS 4141	Feminist and Queer Research Methodologies	3
WGSS 4280	Sex and Gender in Public	1.5
WGSS 4440	Sex and Gender in Public	1.5

Notes:

Students who plan to write an honors thesis must take WGSS 4141 Feminist and Queer Research Methodologies and must also enroll in the 1-credit WGSS 4142 Thesis Proposal Workshop offered concurrently with WGSS 4141. WGSS 4142 is restricted to students who plan to submit an honors thesis proposal. Both WGSS 4141 and WGSS 4142 should be taken during the fall semester of the student's junior year unless special departmental approval has been given.

Students who take WGSS 4141 Feminist and Queer Research Methodologies must submit a copy of their final paper from this course to the WGSS office at WGSS@wustl.edu. After the successful completion of WGSS 4141 and WGSS 4142 and the approval of the honors thesis proposal, students enroll in WGSS 4991 Honors Thesis: Research and Writing during the time they are writing the honors thesis, which is usually two semesters.

7. Two 4000-level Courses or an Honors Thesis: 6 credits

Courses taken in any of the above categories will satisfy this requirement, or the student may choose to write an honors thesis. One of the 3-credit courses must be a 4000-level course in WGSS course selected from the following list:

Code	Title	Units
ANTHRO 4022	Transnational Reproductive Health Issues: Meanings, Technologies, Practices	3
ANTHRO 4610	Queer Medicine	3
WGSS 4017	Healing and Social Justice	3
WGSS 4115	Gender, Religion, Medicine and Science	3
WGSS 4141	Feminist and Queer Research Methodologies	3
WGSS 4991	Honors Thesis: Research and Writing	3

The second may be either a 4000-level course in WGSS or a 4000-level course approved for this degree offered by another program (e.g., has a different course subject code than WGSS). Consult with your WGSS major advisor to to ensure your chosen course meets this requirement.

8. Elective Courses: 9 credits

- Students select 9 units of any WGSS or WGSS-approved courses as electives.

Additional Information

Study Abroad

We strongly encourage and support students who wish to study abroad. Therefore, we accept up to 9 credits from study abroad (3 of those credits could fulfill the historical context or ethnic/global/racial requirement). Please contact Amy Cislo (acislo@wustl.edu), WGSS Study Abroad Faculty Advisor, about this option.

Transfer Credit

Current students who wish to take courses at other universities during the summer may transfer up to 6 credit units. However, these credits cannot be used to fulfill the introductory course or the theory or methods/service-learning requirements. Students transferring to Washington University who wish to complete the major in WGSS may transfer no more than 9 credits of coursework taken elsewhere.

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Website:	https://wgss.wustl.edu

Women, Gender, and Sexuality Studies Major, Politics Specialization

Program Requirements

- **Total Units Required:** 27
- **Grade Requirement:** C- or better; Pass/No Pass grades do not count for the major.

Required Courses

Requirements for the Major

WGSS majors may choose an optional specialization within the major called Politics if the students' interests lie primarily within this area of WGSS. Students enrolled in the Politics specialization must complete the WGSS major using the approved courses in each required category below. Only 6 units may be taken at the 1000 or 2000 level. In addition, 6 units must be taken at the 4000 level. One of the 4000-level courses can be double-counted for one other category. For example, one class may count toward the 4000-level class and it may fulfill the theory requirement.

1. One 1000-Level Introductory Course: 3 credits

Code	Title	Units
WGSS 1500	Introduction to Women, Gender, and Sexuality Studies	3

2. One Race/Ethnicity/Politics Course: 3 credits

Students select one of the following. These courses can also be electives.

Code	Title	Units
POLSCI 3080	Race and Ethnicity in American Politics	3
SOC 4721	Race, Reproduction, and Justice	3
WGSS 3002	Feminist Fire!: Radical Black Women in the 20th Century	3
WGSS 3020	Justice as Failure: Abolitionist Theory and Praxis	3
WGSS 3740	Imperialism and Sexuality: India, South Asia, and the World: Writing-Intensive Seminar	3
WGSS 4165	From Mammy to the Welfare Queen: African American Women Theorize Identity	3

3. One Sexuality and Politics Course: 3 credits

Students select one of the following. These courses can also be electives.

Code	Title	Units
WGSS 2070	Sexuality and the State: Introduction to Sexuality Studies	3
WGSS 3030	Queering Citizenship: Gender/Abolition	3
WGSS 3090	Sex and Money: Economies of Desire	3
WGSS 3135	The Racial and Sexual Politics of Public Health	3
WGSS 3165	Queer Histories	3
WGSS 3256	Sex Trafficking	3

4. One Non-U.S. Course: 3 credits

Code	Title	Units
RELPOL 3070	Islam, Gender, Sexuality	3
WGSS 3416	War, Genocide and Gender in Modern Europe	3
WGSS 3548	Gender, Sexuality & Communism in 20th-Century Europe	3
WGSS 3740	Imperialism and Sexuality: India, South Asia, and the World: Writing-Intensive Seminar	3
WGSS 4245	Transnational Feminisms	3

5. One Theory Course: 3 credits

Code	Title	Units
WGSS 3215	Bodies Out of Bounds: Feminist and Queer Disability Studies	3
WGSS 3575	Confronting Capitalism: Feminism, Work and Solidarity	3
WGSS 4085	Everyday Unruliness: Feminist and Queer Resistance	3
WGSS 4165	From Mammy to the Welfare Queen: African American Women Theorize Identity	3
WGSS 4200	Feminist Political Theory	3
WGSS 4245	Transnational Feminisms	3
WGSS 4350	Queer and Feminist Geographies	3

6. One History Course: 3 credits

Code	Title	Units
AMCS 3705	Topics in Gender and American Culture	3
ELIT 3501	Topics in English and American Literature (30 Years of Queer)	3
ELIT 3502	Topics in American Literature: Girls' Fiction	3
ELIT 4102	Medieval English Literature II:Medieval Womens Writing	3
FILM 3450	Sexual Politics in Film Noir and Hard-Boiled Literature	3
GLOBAL 3890	Furies and Die-Hards: Women in Rebellion and War	3
HISTORY 3146	Topics in European History: Modern European Women	3
HISTORY 3226	Gender and Sexuality in 1950s America: Writing Intensive Seminar	3
HISTORY 3259	I Know IT When I See It. a History of Obscenity & Pornography in the United States	3
HISTORY 4124	Advanced Seminar: Women and Religion in Medieval Europe	3
JIMES 3870/JIMES 4850	Topics in Jewish Studies	3
KOREAN 4550	Topics in Korean Literature and Culture: Gender in Korean Literature and Film	3
REST 4061	Nuns	3
WGSS 2118	First Year Seminar: Angels, Prostitutes and Chicas Modernas: Women in Latin American History	3

WGSS 3002	Feminist Fire!: Radical Black Women in the 20th Century	3
WGSS 3055	Making Sex and Gender: Understanding the History of the Body	3
WGSS 3081	From Hysteria to Hysterectomy: Women's Health Care in America	3
WGSS 3101	An Intellectual History of Sex and Gender: Text and Traditions	3
WGSS 3121	Topics in American Literature: Girls' Fiction	3
WGSS 3130	Sexuality in Early Christianity	3
WGSS 3135	The Racial and Sexual Politics of Public Health	3
WGSS 3152	Sex and Gender in Greco-Roman Antiquity	3
WGSS 3153	The Women of Greek Tragedy	3
WGSS 3165	Queer Histories	3
WGSS 3175	Community-Engaged Learning: Documenting the Queer Past in St. Louis	3
WGSS 3405	Revolutionize It! the Radical History of Second-Wave Feminism	3
WGSS 3416	War, Genocide and Gender in Modern Europe	3
WGSS 3446	No Boys Allowed: Girlhood and Programming for Girls in 19th and 20th Centuries, United States	3
WGSS 3475	Queering the History of Health	3
WGSS 3510	Women and Social Movements: Gender and Sexuality in U.S. Social Movements	3
WGSS 3548	Gender, Sexuality & Communism in 20th-Century Europe	3
WGSS 3555	Caste: Sexuality, Race and Globalization	3
WGSS 3650	The Global History of HIV/AIDS	3
WGSS 3700	Gender and Social Class	3
WGSS 3740	Imperialism and Sexuality: India, South Asia, and the World: Writing-Intensive Seminar	3
WGSS 3751	Topics in Women's History: Women, Gender and Sexuality in Postwar America	3
WGSS 4115	Gender, Religion, Medicine and Science	
WGSS 4153	Decolonization to Globalization: How to End an Empire	3
WGSS 4231	Topics in American Literature I	3
WGSS 4551	Intersectional Identities in Medieval France	3
WGSS 4700	Ancient Greek and Roman Gynecology	3
WGSS 4918	Advanced Seminar: Sexuality in the United States	3
WGSS 4993	Advanced Seminar: Women and Religion in Medieval Europe	3

7. One Methods Course: 3 credits

Code	Title	Units
WGSS 3174	Community Engaged Learning: Feminist and Queer Community Praxis	3
WGSS 4141	Feminist and Queer Research Methodologies	3
WGSS 4280	Sex and Gender in Public	1.5
WGSS 4440	Sex and Gender in Public	1.5

Note:

Students who plan to write an honors thesis must take WGSS 4141 Feminist and Queer Research Methodologies and must also enroll in the 1-credit WGSS 4142 Thesis Proposal Workshop offered concurrently with WGSS 4141. WGSS 4142 is restricted to students who plan to submit an honors thesis proposal. Both WGSS 4141 and WGSS 4142 should be taken during the fall semester of the student's junior year unless special departmental approval has been given.

Students who take WGSS 4141 Feminist and Queer Research Methodologies must submit a copy of their final paper from this course to the WGSS office at WGSS@wustl.edu. After the successful completion of WGSS 4141 and WGSS 4142 and the approval of the honors thesis proposal, students enroll in WGSS 4991 Honors Thesis: Research and Writing during the time they are writing the honors thesis, which is usually two semesters.

8. Two 4000-level Courses or an Honors Thesis: 6 credits

Courses taken in any of the above categories will satisfy this requirement, or the student may choose to write an honors thesis. One of the 3-credit courses must be a 4000-level course in WGSS course from the following list:

Code	Title	Units
AFAS 4030	Sexual Health and the City: A Studiolab Course Course On the Politics of Reproduction	3
WGSS 4016	Queer of Color Critique	3
WGSS 4017	Healing and Social Justice	3
WGSS 4085	Everyday Unruliness: Feminist and Queer Resistance	3
WGSS 4115	Gender, Religion, Medicine and Science	3
WGSS 4141	Feminist and Queer Research Methodologies	3
WGSS 4165	From Mammy to the Welfare Queen: African American Women Theorize Identity	3
WGSS 4200	Feminist Political Theory	3
WGSS 4245	Transnational Feminisms	3
WGSS 4350	Queer and Feminist Geographies	3

WGSS 4370	Reformers and Radicals: Feminist Thinking Through History	3
WGSS 4401	Intersectionality - Intersectionality	3
WGSS 4991	Honors Thesis: Research and Writing	3

The second may be either a 4000-level course in WGSS or a 4000-level course approved for this degree offered by another program (e.g., has a different course subject code than WGSS). Consult with your WGSS major advisor to to ensure your chosen course meets this requirement.

9. Elective Courses

- Students select 6 units of any WGSS or WGSS-approved courses as electives, but one of the courses listed below is encouraged:

Code	Title	Units
POLSCI 4218	Gender and the Future of Work	3
WGSS 3215	Bodies Out of Bounds: Feminist and Queer Disability Studies	3
WGSS 3405	Revolutionize It! the Radical History of Second-Wave Feminism	3
WGSS 3410	Gender in Society	3
WGSS 3470	Law, Gender, and Justice - Law, Gender, and Justice	3
WGSS 3685	Gender Violence - Gender Violence	3
WGSS 3700	Gender and Social Class	3
WGSS 4017	Healing and Social Justice	3

Additional Information

Study Abroad

We strongly encourage and support students who wish to study abroad. Therefore, we accept up to 9 credits from study abroad (3 of those credits could fulfill the historical context or ethnic/global/racial requirement). Please contact Amy Cislo (acislo@wustl.edu), WGSS Study Abroad Faculty Advisor, about this option.

Transfer Credit

Current students who wish to take courses at other universities during the summer may transfer up to 6 credit units. However, these credits cannot be used to fulfill the introductory course or the theory or methods/service-learning requirements. Students transferring to Washington University who wish to complete the major in WGSS may transfer no more than 9 credits of coursework taken elsewhere.

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Website:	https://wgss.wustl.edu

Women, Gender, and Sexuality Studies Minor

Program Requirements

Total units required: 18 units, 12 of which must be taken in courses numbered 3000 or higher.

Required Courses

Individual programs are designed in consultation with an advisor in light of each student's interests and abilities, major course of study, and plans for the future. All courses must be in WGSS or a WGSS-approved course in another department.

Code	Title	Units
WGSS 1500	Introduction to Women, Gender, and Sexuality Studies	3
WGSS 3030	Queering Citizenship: Gender/Abolition	3
WGSS 3135	Bodies Out of Bounds: Feminist and Queer Disability Studies	3
WGSS 3155	Gender, Health, and Society	3
WGSS 3470	Law, Gender, & Justice	3
WGSS 3690	Community-Engaged LEarning: Projects in Domestic Violence	3
WGSS 4013	Queer of Color Critique: Sense and Sexuality	3
WGSS 4115	Gender, Religion, Medicine and Science	3
WGSS 4141	Feminist and Queer Research Methodologies	3

WGSS-approved courses in other departments:

Code	Title	Units
ARTARCH 4913	Queer: Arts, History, Theory	3
COMPLITTHT 4270	Technology and Feminist Practice: Gender Violence Prevention Tools	3
ELIT 3501	Topics in English and American Literature (30 Years of Queer)	3
ELIT 3502	Topics in American Literature: Girls' Fiction	3
ELIT 4102	Medieval English Literature II: Medieval Womens Writing	3
GLOBAL 4414	Gender Analysis for International Affairs	3
HISTORY 4993	Advanced Seminar: Women and Religion in Medieval Europe	3
JAPAN 4490	Modern Japanese Women Writers	3
POLSCI 4218	Gender and the Future of Work	3
SOC 3003	Black Feminist Theory	3

Additional Information

- All minor courses must be WGSS or approved by WGSS in another department. All courses taken for the minor must be taken for a grade, and students must earn a grade of C- or higher.
- We strongly encourage and support students who wish to study abroad and will accept up to 6 credits from approved programs. Please contact Amy Cislo (acislo@wustl.edu), WGSS Study Abroad Supervisor, about this option.

Phone:	314-935-5102
Email:	wgss@wustl.edu
Website:	https://wgss.wustl.edu

Degree Requirements

The faculty of the College of Arts & Sciences believes each student should strive toward breadth and depth of study, as represented in the formal requirements for each program of study. The faculty also believes that the primary responsibility for the selection of an academic program rests with the student, in consultation with academic advisors. This freedom of choice carries with it a corresponding responsibility for the consequences of such choices, and students are, therefore, expected to familiarize themselves with and meet the requirements detailed below. Students who study abroad on a Washington University–approved study abroad program may request up to two area waivers for coursework taken as part of the abroad program. Otherwise, all core and area requirements must be taken in residence.

Planning

The degree requirements for the Bachelor of Arts (BA) degree in Arts & Sciences are designed to provide students with strong and sustained training in writing and numerical applications; to enable students to construct a coherent program in which courses reinforce each other in challenging and productive ways; and to take advantage of two distinctive features of the academic environment at Washington University: the strong tradition of cooperation among faculty working in different disciplines and the fact that teaching and learning at Washington University draw energies from an environment of vigorous and creative research.

The College of Arts & Sciences regards active student engagement in curricular planning as central to successful student learning. Each semester, the student's advisors will help them develop a personalized academic plan that responds to what they have already learned about the university, about the structure and aims of intellectual disciplines, and about themselves.

By the end of the sophomore year, students must have declared a major and constructed and nominated an online curricular plan that will satisfy all of the following General Education requirements:

Core Skills

A. **College Writing (3 units):** Students demonstrate proficiency in reading and writing English and begin to develop mature skills in framing and revising arguments by completing coursework determined by the College Writing Program with a grade of C- or higher. This requirement should be completed during the first year.

B. **Applied Numeracy (3 units):** Students develop their skills in numerical applications by completing one of an approved list of "AN" courses with a grade of C- or higher. Students often find that there is an AN course in their major field of interest. This course may also satisfy other degree requirements.

C. **Social Contrasts (3 units):** Students take one course with primary emphasis on the formation, maintenance, or impact of social categories, such as race, ethnicity, gender, class, sexual orientation, religious affiliation, ability status, or other categories. This course, which may be taken Pass/No Pass, must be selected from an approved list of "SC" courses. It may also satisfy other requirements.

D. **Writing-Intensive Course (3 units):** To consolidate their written communication skills, students must take a writing-intensive course, preferably in their major field. The course, selected from an approved list of "WI" courses, must be completed with a C- or higher. It may also satisfy other requirements.

Area Requirements

A. Students must complete coursework in each of the following academic areas:
   1. Humanities (HUM): three courses totaling at least 9 units
   2. Natural Sciences and Mathematics (NSM): three courses totaling at least 9 units
   3. Social Sciences (SSC): three courses totaling at least 9 units
   4. Linguistic and Cultural Diversity (LCD): either three sequenced courses of at least 3 units each in a single foreign language or at least four courses of at least 3 units each designated "LCD"

   Up to 12 units of the area requirements may be taken Pass/No Pass.

B. To achieve depth and coherence, students must complete three integrations in at least two of the four areas of study (HUM, NSM, SSC, LCD). There are four types of integrations:
   - Arts & Sciences majors, second majors (p. 1013), and minors (p. 1014)
   - Ampersand programs (p. 990)
   - Designated study away programs (p. 991)
   - Integrated inquiries (p. 992)

The Major

Students must complete a major by taking no fewer than 18 units of courses numbered 3000 or greater and earning grades of C- or higher. Individual departments may specify additional units or stricter minimum-grade requirements. Students should refer to the department program pages in this *Bulletin* for program-specific requirements.

Degree completion is based on the primary major of record. At least half of the units for the major must be completed in residence. Students are strongly encouraged to complete a capstone experience in their major as a way of culminating their undergraduate education.

For more details regarding majors — including information about second majors, special majors, and majors across schools — visit the main Arts & Sciences (p. 176) section of this *Bulletin*. For more information regarding specific departments' major requirements, visit the Majors pages (p. 1013) of this *Bulletin*.

Additional Requirements

A. Students must complete 120 units with at least 30 units in advanced courses (numbered 3000 or greater). The 30 units in advanced courses may include the number of advanced units required for the major.
B. Students must have an overall grade point average of at least 2.0.
C. Students must earn the final 30 units toward the degree at Washington University while enrolled in the College of Arts & Sciences. Students pursuing 3-2 degrees should follow the requirements laid out by their master's program.
D. Students must be recommended by the College of Arts & Sciences to the Board of Trustees.

Regulations

A. No more than 24 units may be earned using the Pass/No Pass option, and no more than 12 of the 24 Pass/No Pass units may be for area distribution requirements.
B. No more than 15 units of pre-matriculation credit may be counted toward the degree. Pre-matriculation sources include Advanced Placement (AP), British Advanced (A) Levels, the International Baccalaureate (IB), and course credit earned by proficiency (i.e., back credit). Pre-matriculation sources may also include college courses taken after the sophomore year in high school but not applied toward the high school diploma. Credits earned via the High School Summer Scholars or High School College Access programs at Washington University are considered to be pre-matriculation units and are subject to the same regulation.
C. Students may not earn more than 12 units toward the bachelor's degree (BA) in group and/or individual performance courses. Exceptions may be made for students majoring in departments that require a large number of performance courses for the major, such as dance, drama, and music.
D. No more than 18 units of credit in independent study may be applied to the BA; no more than 6 units of independent study may be attempted in a single semester.
E. No more than 6 units of internship credit may be applied to the BA; no more than 3 units of internship credit may be attempted in a single semester.
F. A student may receive no more than a total of two majors and one minor or one major and two minors.
G. Core and area requirements must be taken in residence at Washington University. The only exception is that students who study abroad on a Washington University–approved study abroad program may request up to two area waivers for coursework taken as part of the abroad program.

Transfer Students

Transfer students will follow the requirements of the Integrated Inquiry Curriculum, outlined above. Where appropriate, previous coursework may be applied to the distribution requirements based on the following guidelines:

A. Transfer students who have not taken a college writing course at their prior school will take College Writing during their first year at Washington University. Students who have taken such a course may be eligible to submit a writing portfolio to the College Writing Program for evaluation. The program will review the portfolio to determine if the College Writing requirement has been satisfied or if the student must complete additional writing coursework.
B. The transfer advisors will evaluate a student's transcript on an individual basis. Generally speaking, coursework taken at the previous institution may count toward the College's area requirements but not toward the core requirements. For students transferring after one year at another institution, the three required integrations must be completed through courses taken in residence. Students transferring after two years at another institution must complete two integrations through courses taken in residence. Whether coursework taken at the previous institution may count toward a major or minor program of study is at the discretion of the major/minor department or program.
C. Transfer students must be enrolled for at least four consecutive full-time semesters, which may include an approved semester abroad program, to satisfy the residency requirement. These full-time semesters do not include Summer Session. Students must complete a minimum number of units at Washington University and a minimum number of units in the College of Arts & Sciences according to the following table. No more than 3 units per semester may be taken on a Pass/No Pass basis.

Semesters in Residence	Arts & Sciences Units in Residence	Total WashU Units in Residence
Seven semesters	78 units	105 units
Six semesters	69 units	90 units
Five semesters	57 units	75 units
Four semesters	45 units	60 units

Sealing of the Transcript

Conferral of the degree seals the student's academic record at Washington University. No changes can be made to the student's academic record after conferral of the degree. All students are strongly advised to obtain a copy of their final transcript, which is available for order from the Office of the University Registrar. Please visit the Transcripts page of the University Registrar's website for additional details.

A&S Integration: Ampersand Programs

This page documents programs currently designed and approved to fill Arts & Sciences integration requirements.

Beyond Boundaries (HUM, SSC)

Two courses are required:

Select any two of the following courses:

Code	Title	Units
BEYOND 1001	Earth's Future: Causes and Consequences of Global Climate Change	3
BEYOND 1002	The Business of Elections	3
BEYOND 1003	When I'm Sixty-Four: Preparing Ourselves and Society for a Good Long Life	3
BEYOND 1004	To Sustainability and Beyond: People, Planet, Prosperity (P3)	3
BEYOND 1005	The Endgame of Entrepreneurship: Leveraging Capitalism for Good	3
BEYOND 1006	Gender, Youth, and Global Health	3
BEYOND 1007	Designing Creativity: Innovation Across Disciplines	3
BEYOND 1008	Religious Freedom in America	3
BEYOND 1009	The Art of Medicine	3
BEYOND 1011	Law, Race, and Design: Examining the St. Louis Story	3
BEYOND 1012	St. Louis and the Documentary Image	3
BEYOND 1013	Morality and Markets	3
BEYOND 1014	Environmental Racism and the Health of Everyone	3

Ampersand: 50 Years of Hip Hop (HUM)

Two courses are required:

Code	Title	Units
AFAS 3330	Beats, Rhymes & Life: A Cultural History of Hip-Hop	3
AFAS 1240	A Cultural History of Hip-Hop	3

Ampersand: American Stories (HUM)

Two courses are required:

Code	Title	Units
AMCS 1101	Ampersand: American Stories: Place, Power, and Imagination	3
AMCS 1102	Ampersand: American Stories: St. Louis, Power, and the Making of an American City	3

Ampersand: Biotech Explorers Pathway (NSM)

Three courses are required:

Code	Title	Units
BIOL 1210	Ampersand: The Science of Biotechnology	3
BIOL 1211	Ampersand: Biotechnology Entrepreneurs Seminar	3
BIOL 3010	Biotechnology Project	3

Ampersand: Global Citizenship Program (HUM, SSC)

Four courses are required:

Code	Title	Units
GLOBAL 1106	Ampersand: Geographies of Globalization and Development	3
GLOBAL 1107	Global Migration and Transnational Cultures in Modern Times	3
GLOBAL 1503	Workshop for the Global Citizenship Program	1
GLOBAL 1504	Workshop for the Global Citizenship Program II	1

Ampersand: The History, Memory, and Representation of the Holocaust (HUM, LCD, SC)

Two courses are required:

Code	Title	Units
JIMES 2850	Ampersand: The Holocaust: A European Experience	3
HISTORY 2851	Ampersand: Representations of the Holocaust in Literature and Film	3

Ampersand: Literary Culture of Modern Ireland (HUM)

Two courses are required:

Code	Title	Units
ELIT 2811	Ampersand: Literary Culture of Modern IrelandAmpersand: Literary Culture of Modern Ireland	3
ELIT 2812	Ampersand: Literary Culture of Modern Ireland II	3

Ampersand: Medicine and Society (LCD, SSC)

Two courses are required:

Code	Title	Units
ANTHRO 1141	Ampersand: Medicine and Society	3
ANTHRO 1142	Ampersand: Medicine and Society	3

Ampersand: Mind, Brain, and Behavior (NSM, SSC)

Two courses are required:

Code	Title	Units
PNP 1200	Ampersand: Introduction to Study of the Mind-Brain: Psychological, Biological, & Philosophical Perspectives	3
PNP 1201	Ampersand: Introduction to the Study of the Mind Brain II	3

Ampersand: Pathfinder: A Sense of Place: Discovering Missouri's Natural Heritage (NSM)

Two courses are required:

Code	Title	Units
ENST 2031	Ampersand: Environmental Seminar	3
ENST 2032	Ampersand: Pathfinder - a Sense of Place: Discovering the Environment of St. Louis	3

Ampersand: People, Planet, Health (NSM)

Two courses are required:

Code	Title	Units
ENST 1210	Ampersand: People, Planet, Health	3
ENST 2220	One Health: Linking the Health of Humans, Animals, and the Environment	3

Ampersand: Phage Hunters (NSM)

Two courses are required:

Code	Title	Units
BIOL 1910	Ampersand: Phage Hunters	3
BIOL 1920	Ampersand: Phage Bioinformatics	3

Ampersand: Safe Asylum: Refugee Politics and Pathways (SSC)

Two courses are required:

Code	Title	Units
JIMES 2241	Ampersand: Mediterranean Migration: Dymanics and Consequences on the Eu and Mena	3
JIMES 2242	Ampersand: Migration Policies and Colonialism: Refugee Resettlement and Integration	3

Ampersand: Text and Traditions (HUM)

Two courses are required:

Code	Title	Units
COMPLITTHT 2107	Classical to Renaissance Literature: Text & Traditions	3
COMPLITTHT 2108	Early Political Thought: Text & Traditions	3

A&S Integration: Study Away Programs

This page documents programs currently designed and approved to fill Arts & Sciences integration requirements.

The Program in Chile (HUM, LCD)

The Washington University Program in Chile offers students an exciting opportunity to study at the Pontificia Universidad Católica de Chile (PUC) in Santiago. Students further their Spanish fluency by studying the language as a representation of the dynamic and concrete realities of the national regional culture of Santiago, augmenting their classroom study with activities in the city. They also explore contemporary issues of cultural, social, political, and literary importance related to the "Southern Cone," seeking to determine what specifically can be expressed about national identity, globalization, and the environment as Chile and its neighbors face the 21st century.

Offered Spring, Fall, Academic Year

Two courses are required:

Code	Title	Units
SPAN 3130	Chilean Contemporary Culture	3
SPAN 3154	A View From the Southern Cone: Perspectives on Art, Literature and Culture	3

WU Healthcare in France (HUM, LCD)

The WU Healthcare in France program offers students a transformative opportunity to directly engage with the French healthcare system, enhance their French language skills, and deepen their cultural understanding in a fully immersive environment. Set against the picturesque backdrop of Nice and France's Mediterranean coast, this five-week program combines real-life experience in French hospitals with a profound exploration of health and human well-being in course work.

Offered Summer only

Two courses are required:

Code	Title	Units
FRENCH 3193	Healthcare in France: Observational Internship	3
FRENCH 3720	The Art of Health in Nice	3

Music in Florence Summer Program @ Accademia Europea di Firenze (HUM)

The Summer Music Study in Florence Program engages students in the musical arts as composers, improvisers, singers, instrumentalists, and lyricists. Courses, lessons, and ensembles in the program divisions of chamber music, jazz, musical theatre, popular music, film music, and composition/new music are made available to students of all levels. In addition, weekly master classes are offered from visiting artists with translation by William Lenihan (Professor the Practice in the Department of Music), combining cultural immersion in the City of the Renaissance and professional performing opportunities along with regular lectures, on-site classes, field trips, and ensembles.

Offered Summer only

Two courses are required:

Code	Title	Units
MUSIC 1270	Musicianship I	1
MUSIC 3190 **or** MUSIC 3238	Jazz Improvisation I **or** Towards a New Music	3

WU French and African Studies Summer Program in Senegal (HUM, LCD)

The summer program to Senegal, West Africa, is designed for students who want to build their conversational French language skills, learn more about Francophone West Africa, and experiment with field research. Dakar, Senegal, provides the perfect opportunity to explore themes in African and Francophone studies because of its geographical space and unique history. Geographically, Dakar naturally opens itself to the wider world, as reflected in its history, its role in the former French empire, its religious landscape, and its current relationships with other countries. Senegal, very proud of its place as an intellectual center, is the epicenter of many artistic and cultural movements. Dakar is a stable, cosmopolitan, and culturally rich capital city.

Offered Summer only

Two courses are required:

Students must take the following course:

Code	Title	Units
AFAS 3390	Senegal: History, Politics and Culture	3

Students must take one of the following:

Code	Title	Units
AFAS 1630	Intensive Introductory Wolof	3
FRENCH 3016	Conversational Fluency	3

WU Spanish Language Summer Institute (HUM, LCD)

This is a dynamic, intensive program in Spanish language and culture offering full immersion for approximately 6 weeks in Madrid and other areas of Spain. It is designed to accelerate the language acquisition process of intermediate students in Spanish and to introduce them to the experience of life in this modern European country with its very unique history and traditions.

Offered Summer only

Two courses are required:

Code	Title	Units
SPAN 3110	Hispanic Culture and Civilization I	3
SPAN 3122	Advanced Conversation in Spain	3

A&S Integration: Integrated Inquiries

This page documents integrated inquiry (IQ) programs currently designed and approved to fill Arts & Sciences integration requirements.

Twentieth-Century Political Dynamics (HUM, LCD, SSC)

What were the major events, personalities, and struggles of 20th-century international history? How do we explain or interpret them? What was their significance, and what were their enduring legacies for world and regional politics? This IQ explores these issues though courses that examine central institutions, social movements, and regions in global affairs. Students will deepen their historical and/or theoretical understanding of current issues. They will also gain a greater appreciation of what happened in the past and how it continues to shape the present in important ways.

Note: Students complete two courses, each from a different department outside of their major.

African and African American Studies

Code	Title	Units
AFAS 3113	Culture, Politics, and Society in Francophone Africa (SSC, LCD, SC)	3
AFAS 3130	African Civilization: 1800 to the Present (HUM, LCD)	3

Anthropology

Code	Title	Units
ANTHRO 2004	Anthropology and the Modern World (SSC, LCD)	3

East Asian Languages and Cultures

Code	Title	Units
CHINA 3160	Historical Landscape and National Identity in Modern China (HUM, LCD)	3
HISTORY 3322	Japan Since 1868 (HUM, LCD)	3

History

Code	Title	Units
HISTORY 1146	Introduction to World History: The Second World War in World History (HUM, LCD)	3
HISTORY 3070	Modern Latin America (HUM, LCD)	3
HISTORY 3138	20th-Century Russian History (HUM, LCD)	3
HISTORY 3295	Modern South Asia (HUM, LCD)	3
HISTORY 3313	Modern Mexico: Land, Politics and Development (HUM, LCD)	3

Latin American Studies

Code	Title	Units
LATAM 1000	Latin America: Nation, Ethnicity and Social Conflict (HUM, LCD, SC)	3

Political Science

Code	Title	Units
HISTORY 3070	Modern Latin America (HUM, LCD)	3
POLSCI 1100	Introduction to Comparative Politics (SSC, LCD)	3
POLSCI 1200	International Politics (SSC)	3
POLSCI 3096	Politics of the European Union (SSC, LCD)	3
POLSCI 3283	Latin-American Politics (SSC, LCD)	3

Religion and Politics

Code	Title	Units
RELPOL 3200	Religion and Politics in 20th Century U.S. History (HUM)	3

Along the Silk Road (HUM, LCD, SSC)

How were civilizations connected throughout history? How did societies from East Asia, Central Asia, the Near East, and Europe shape each other's material and ideological worlds? The "Silk Routes" comprised one of the most extensive and diverse networks of trade and social interaction in history. The exchange and diffusion of material culture, technological innovations, ideology, food, and social institutions across this vast overland system resulted in the growth and development of societies from Japan to Europe and everywhere in between. This IQ is designed to provide students with a multidisciplinary view of the history of Eurasia in light of major transformations in art and archaeology, religion, political organization, and literature that linked Eurasian societies within a wider world system.

Note: Students complete two courses, each from a different department outside of their major.

Anthropology

Code	Title	Units
ANTHRO 3053	Nomadic Strategies and Extreme Ecologies (SSC)	3
ANTHRO 3775	Ancient Eurasia and the New Silk Roads (SSC, LCD)	3

Art History

Code	Title	Units
ARTARCH 1510	Introduction to Asian Art (HUM, LCD)	3
ARTARCH 3170	Art of the Islamic World (HUM, LCD)	3

East Asian Languages and Cultures

Code	Title	Units
CHINA 2270	Chinese Civilization (HUM, LCD)	3
JAPAN 2260	Japanese Civilization (HUM, LCD)	3
KOREA 2230	Korean Civilization (HUM, LCD)	3

History

Code	Title	Units
HISTORY 3047	Early Modern China (HUM, LCD)	3
HISTORY 3284	The Late Ottoman Middle East (HUM, LCD)	3

Jewish, Islamic, and Middle Eastern Studies

Code	Title	Units
JIMES 2100	Introduction to Islamic Civilization (HUM, LCD)	3

Literature

Code	Title	Units
CHINA 3410	Early and Imperial Chinese Literature (HUM, LCD)	3
JAPAN 3320	Japanese Literature: Beginnings to 19th Century (HUM, LCD)	3
RUSS 3500	The 19th-Century Russian Novel (HUM, LCD, WI)	3

Religious Studies

Code	Title	Units
EALC 3340	Topics in East Asian Religions (HUM, LCD)	3

The Americas (HUM, LCD, SSC)

What shared histories of indigenous settlement, colonialism, and nation-building unite the Americas as the "New World" that sparked the imaginations of so many travelers, immigrants, and empire builders of the past and present? How do the Americas today reflect this shared history yet also reveal vast differences in cultural tradition, wealth and inequality, and visions of the future? This IQ will allow students to explore a range of historical roots: from pre-European empires and worlds of indigenous peoples to the revolutionary struggles of the 18th century and the rise of nation-states. Students may also delve into the political and cultural complexities that shape the Americas today. Across these histories, this IQ draws attention to struggles over identity and resources that lay the foundations for the Americas as we know them today and to the rise of ideas and institutions that shaped these places in very different ways over the centuries. By completing this IQ, students will gain a deeper understanding of their own place in the Americas and of the ways that scholars of different disciplines engage the social, historical, and political-economic complexities of world regions.

Note: Students complete two courses, each from a different department outside of their major.

American Culture Studies

Code	Title	Units
AMCS 2270	Topics in Native American Culture (SSC, LCD)	3
ANTHRO 3887	American Indians and American Empire (SSC, LCD)	3

Anthropology

Code	Title	Units
ANTHRO 3125	Before Columbus: Indigenous Histories of North America Before 1492 (SSC, LCD)	3
ANTHRO 3351	The Ancient Maya: Archaeology and History (SSC, LCD)	3

Art History & Archaeology

Code	Title	Units
LATAM 2070	Latinx Art (HUM, LCD, SC)	3
LATAM 3120	Mexican Visual Culture (HUM, LCD)	3

Economics

Code	Title	Units
ECON 3640	American Economic History (SSC)	3

History

Code	Title	Units
HISTORY 3070	Modern Latin America (HUM, LCD)	3
HISTORY 3313	Modern Mexico: Land, Politics and Development (HUM, LCD, SC)	3
HISTORY 3323	Introduction to Colonial Latin America Until 1825 (HUM, LCD, SC)	3

Latin American Studies

Code	Title	Units
HISTORY 3070	Modern Latin America (HUM, LCD)	3
HISTORY 3323	Introduction to Colonial Latin America Until 1825 (HUM, LCD)	3
LATAM 1000	Latin America: Nation, Ethnicity and Social Conflict (HUM, LCD, SC)	3

Political Science

Code	Title	Units
POLSCI 3283	Latin-American Politics (SSC, LCD)	3

Religion and Politics

Code	Title	Units
RELPOL 2010	Religion and Politics in American History (HUM, SC)	3
RELPOL 2070	Puritans, Native Americans, and Revolutionaries: Empire and Encounter in Early America (HUM)	3

Spanish

Code	Title	Units
SPAN 3020	Cultures and Communication in the Spanish-Speaking World (LCD-LS)	3
SPAN 3030	Cultures and Communication in the Spanish-Speaking World II (LCD-LS)	3

Arts and Society (HUM, LCD)

How do the performed arts (dance, music, and theater), the visual arts, and the cinematic arts relate to the societies in which they are practiced? What roles do they play in the formation of individual or social consciousness? How is the practice and understanding of these arts influenced by what happens in the social context? Answers to these questions vary from art to art and society to society, so the courses in this IQ focus on the historical development of artistic practices within particular cultures and the ways in which such practices function in the development of particular societies. By completing this IQ, students will develop language with which to analyze acts and works of nonliterary art and gain a richer understanding of how these arts function in people's lives.

Note: Students complete two courses, each from a different department outside of their major.

African and African American Studies

Code	Title	Units
AFAS 3040	A History of African-American Theater (HUM, SC)	3

Art History

Code	Title	Units
ARTARCH 1510	Introduction to Asian Art (HUM, LCD)	3
ARTARCH 1515	History of Western Art, Architecture & Design (HUM)	3
ARTARCH 2020	Introduction to Modern Art, Architecture and Design (HUM, LCD)	3

Dance

Code	Title	Units
DANCE 3090	Histories of Theatrical and Concert Dance (HUM)	3
DANCE 3130	Movement and Meaning: Dance in a Global Context (HUM, LCD)	3

Drama

Code	Title	Units
DRAMA 2300	Theater Culture Studies I: Antiquity to Renaissance (HUM)	3
DRAMA 2301	Theater Culture Studies II: From Renaissance to Romanticism (HUM)	3
DRAMA 3300	Theater Culture Studies III: Melodrama to Modernism (HUM)	3

Film and Media Studies

Code	Title	Units
FILM 2200	Introduction to Film Studies (HUM)	3
FILM 3300	History of American Cinema (HUM)	3
FILM 3400	History of World Cinema (HUM, LCD)	3
FILM 3500	History of Electronic Media (HUM)	3

Music

Code	Title	Units
MUSIC 1040	Musics of the World (HUM, LCD)	3
MUSIC 1050	Popular Music in American Culture (HUM)	3
MUSIC 1130	History of Jazz (HUM)	3
MUSIC 1200	Exploring Music (HUM)	3
MUSIC 3070	Jazz in American Culture (HUM)	3

The Culture of European Modernity (HUM, LCD)

How did artists and intellectuals respond to the social, political, and economic transformations that swept through 18th-, 19th-, and 20th-century Europe? The courses in this IQ investigate some of the remarkable cultural and intellectual innovations of this tumultuous period and also attempt to situate them within their broader social and historical contexts. Students who complete this IQ will have a better understanding of what we mean when we talk about European modernity, modernization, and modernism and a better sense of how works of art, literature, and philosophy both reflect and help to shape the historical epochs out of which they emerge.

Note: Students complete two courses, each from a different department outside of their major.

Art History

Code	Title	Units
ARTARCH 2020	Introduction to Modern Art, Architecture and Design (HUM, LCD)	3
ARTARCH 3500	The Modernist Project: Art in Europe and the United States, 1905-1980 (HUM)	3
ARTARCH 3520	Rococo to Revolution: Art in Eighteenth-Century Europe (HUM)	3

Comparative Literature and Thought

Code	Title	Units
COMPLITTHT 2109	Modern Political Thought: Text & Traditions	3
COMPLITTHT 3050	Literary Modernities in Europe and America: Text & Traditions	3
COMPLITTHT 3120	Introduction to Digital Humanities	3

Drama

Code	Title	Units
DRAMA 3300	Theater Culture Studies III: Melodrama to Modernism (HUM)	3

English

Code	Title	Units
ELIT 2152	Literature in English: Modern Texts and Contexts (HUM)	3

German

Code	Title	Units
GERMAN 3080	German Literature and the Modern Era (HUM, LCD)	3

History

Code	Title	Units
HISTORY 1020	Introduction to Modern European History (HUM, LCD, SC)	3
HISTORY 3111	Modern Germany (HUM, LCD)	3
HISTORY 3148	The First World War and the Making of Modern Europe (HUM, LCD)	3

Philosophy

Code	Title	Units
PHIL 3260	Descartes to Hume (HUM)	3
PHIL 3290	Kant and 19th-Century Philosophy (HUM)	3
PHIL 3340	Existentialism (HUM, LCD)	3

The Development of U.S. Democracy (HUM, LCD, SSC)

What does it mean to live in a democracy? In what ways are the institutions of government bound by the wishes of American citizens, and in what ways does a broader culture inform how democracy takes shape? This IQ explores those questions through courses that consider the complex ways that Americans have conceived of the relationship between citizens and their government. While some courses examine the formal structures of that government, others consider how democracy takes shape through forms of culture that exist outside the familiar definitions of politics.

Note: Students complete two courses, each from a different department outside of their major.

African and African American Studies

Code	Title	Units
AFAS 2140	Juvenile Justice in the Black Experience (SSC, SC)	3

English Literature

Code	Title	Units
ELIT 3100	The Great American Novel (HUM)	3

History

Code	Title	Units
HISTORY 1145	Freedom, Citizenship and the Making of American Life (HUM, LCD)	3
HISTORY 2190	The Theory and Practice of Justice: The American Historical Experience (HUM, SC)	3
HISTORY 3158	The Birth Crisis of Democracy: The New United States of America, 1776-1850 (HUM)	3

Political Science

Code	Title	Units
POLSCI 1000	American Politics (SSC)	3
POLSCI 3076	Politics and Policymaking in the American States (SSC)	3
POLSCI 3930	History of Political Thought III: Liberty, Democracy, and Revolution (SSC)	3

Religion and Politics

Code	Title	Units
RELPOL 2000	Religion and American Society (HUM, SC)	3
RELPOL 2010	Religion and Politics in American History (HUM, SC)	3

Women, Gender, and Sexuality Studies

Code	Title	Units
WGSS 3470	Law, Gender, and Justice (SSC, SC)	3

Environmental Issues (HUM, LCD, NSM, SSC)

How do humans interact with the natural world? The courses in this IQ investigate the dynamic and highly interdependent nature of the natural and social systems that shape the Earth's environment as well as the profound impact of humans on the diversity and distribution of life on Earth. Students who complete this IQ will better understand how environmental issues transcend traditional disciplinary and political boundaries.

Note: Students complete two courses, each from a different department outside of their major.

Anthropology

Code	Title	Units
ANTHRO 3182	Ancient Africa: Social Mosaics and Environmental Challenges (SSC, LCD)	3
ANTHRO 3610	Culture and Environment (SSC, LCD)	3
ANTHRO 3796	Meltdown: The Archaeology of Climate Change (SSC)	3

Biology

Code	Title	Units
BIOL 2150	Introduction to Environmental Biology (NSM)	3

Earth, Environmental, and Planetary Sciences

Code	Title	Units
EEPS 1080	Oceans and the Atmosphere (NSM)	3
EEPS 1090	Quantitative Reasoning in Environmental Science (NSM, AN)	3
EEPS 1110	Introduction to Global Climate Change in the 21st Century (NSM)	3
EEPS 2020	Introduction to Earth, Environmental, and Planetary Science (NSM, AN)	3

Environmental Studies

Code	Title	Units
ENST 1150	Environmental Issues (NSM)	3
ENST 2220	One Health: Linking the Health of Humans, Animals, and the Environment (SSC)	3

Philosophy

Code	Title	Units
PHIL 2080	Introduction to Environmental Ethics (HUM)	3

Political Science

Code	Title	Units
POLSCI 2000	Introduction to Environmental Policy (SSC)	3
POLSCI 3760	Globalization, Urbanization, and the Environment (SSC)	3

Writing

Code	Title	Units
WRITING 3005	Writing the Natural World (HUM, WI)	3

Ethics and Morality (HUM, LCD, SSC)

What is a good life for a human being? What do we, individually and collectively, owe to other humans (and to non-human animals)? How can social institutions (such as government or religion) help us to lead good lives and meet our moral obligations? Courses in this IQ expose students to historical and contemporary debates about these fundamental questions from a variety of secular and religious perspectives. Students will be introduced to rival accounts of virtue, arguments about the source and content of our rights and duties, and diverse understandings of the meaning and purpose of human lives.

Note: Students complete two courses, each from a different department outside of their major.

Comparative Literature and Thought

Code	Title	Units
COMPLITTHT 2108	Early Political Thought: Text & Traditions (HUM, LCD)	3
COMPLITTHT 2109	Modern Political Thought: Text & Traditions (HUM, LCD)	3

Philosophy

Code	Title	Units
PHIL 1060	Present Moral Problems (HUM)	3
PHIL 2060	Biomedical Ethics (HUM)	3
PHIL 2080	Introduction to Environmental Ethics (HUM)	3
PHIL 3160	Classical Ethical Theories (HUM)	3

Political Science

Code	Title	Units
POLSCI 3391	History of Political Thought I: Justice, Virtue, and the Soul (SSC, LCD)	3
POLSCI 3392	History of Political Thought II: Legitimacy, Equality, and the Social Contract (SSC, LCD)	3

Religion and Politics

Code	Title	Units
RELPOL 2100	The Good Life Between Religion and Politics (HUM)	3

Religious Studies

Code	Title	Units
REST 1501	Thinking About Religion (HUM)	3
REST 3141	The Problem of Evil: The Holocaust and Other Horrors (HUM, LCD)	3

Sociology

Code	Title	Units
SOC 1006	Social Problems and Social Issues (SSC, SC)	3

Forms of Creative Expression: Theory and Practice (HUM, LCD)

How does a poem, sonata, pas de deux, or play mean? How does writing a play, making a film, choreographing a dance, or composing music help us to understand these forms from within? By theoretically and practically engaging dance, film, theater, music, or creative writing, one develops the body, the emotions, and the mind in new ways. The arts do not merely reflect culture and knowledge; they create new ways and forms of knowing and feeling, and they are, therefore, vital engines of cognition. They require imagination, cunning, the control of resistant materials, empathy, and the ability to both master and violate conventions. Students taking this IQ will appreciate the rich theoretical dimensions of art forms and, by making art, learn how to match the stuff of raw inspiration with material form.

Note: Students complete two courses, each from a different department outside of their major. Students who are placed by the Dance department into higher-level courses should speak with their advisor about obtaining an override.

Comparative Literature and Thought

Code	Title	Units
COMPLIT 3030	Introduction to Comparative Arts (HUM, LCD)	3

Dance

Code	Title	Units
DANCE 1010	Introduction to Dance as a Contemporary Art Form (HUM)	2
DANCE 2060	Fundamentals of Jazz Dance (HUM)	2
DANCE 2210	Fundamentals of Classical Ballet (HUM)	2

Drama

Code	Title	Units
DRAMA 2100	Introduction to Theater Production (HUM)	3
DRAMA 2200	Fundamentals of Acting (HUM)	3
DRAMA 2203	Black Theater Workshop (HUM, SC)	3
DRAMA 2204	The American Musical Theater Songbook (HUM)	3

English Literature

Code	Title	Units
ELIT 2151	Literature in English: Early Texts and Contexts (HUM)	3
ELIT 2152	Literature in English: Modern Texts and Contexts (HUM)	3
ELIT 3147	The Art of Poetry (HUM)	3

Film and Media Studies

Code	Title	Units
FILM 2200	Introduction to Film Studies (HUM)	3
FILM 2250	Making Movies (HUM)	3

Music

Code	Title	Units
MUSIC 1240	Classical Theory I (HUM)	3
MUSIC 1260	Jazz Theory I (HUM)	3

Writing

Code	Title	Units
WRITING 2100	Creative Nonfiction Writing 1 (HUM)	3
WRITING 2200	Fiction Writing 1 (HUM)	3
WRITING 2300	Poetry Writing 1 (HUM)	3
WRITING 3400	Introduction to Playwriting (HUM)	3

The Individual and Society (HUM, LCD, SSC)

How do societies structure and shape the lives of their members? Courses in this IQ analyze the ways in which individuals are impacted by social institutions, including both formal institutions (such as government, the economy, and schools) and informal institutions (such as religious and cultural norms). Social institutions play a major role in determining our options, guiding our choices, and endowing our actions with meaning. Social institutions create differences between individuals (especially by producing and reproducing inequalities of status, power, opportunity, income, and wealth), but those same institutions also create similarities among a society's members (in their behavior, beliefs, values, identities, tastes, and habits). Students who complete this IQ should improve their understanding of how social institutions work, where they come from, and how they change. Students should also improve their ability to reason about whether and how particular social institutions should be changed.

Note: Students complete two courses, each from a different department outside of their major.

Anthropology

Code	Title	Units
ANTHRO 1520	Introduction to Cultural Anthropology (SSC, LCD, SC)	3
ANTHRO 3612	Population and Society (SSC, LCD, SC)	3

Comparative Literature and Thought

Code	Title	Units
COMPLITTHT 2108	Early Political Thought: Text & Traditions (HUM, LCD)	3
COMPLITTHT 2109	Modern Political Thought: Text & Traditions (HUM, LCD)	3

Education

Code	Title	Units
EDUC 3010	The American School (HUM)	3
EDUC 3050	Education, Childhood, Adolescence, and Society (SSC)	3

Philosophy

Code	Title	Units
PHIL 3200	Social and Political Philosophy (HUM)	3

Political Science

Code	Title	Units
POLSCI 1300	Introduction to Political Theory (HUM)	3
POLSCI 3392	History of Political Thought II: Legitimacy, Equality, and the Social Contract (SSC)	3
POLSCI 3930	History of Political Thought III: Liberty, Democracy, and Revolution (SSC)	3

Psychology

Code	Title	Units
PSYCH 3096	Psychological Dynamics of Empathy (SSC)	3
PSYCH 3150	Introduction to Social Psychology (SSC)	3

Religious Studies

Code	Title	Units
REST 1501	Thinking About Religion (HUM)	3

Religion and Politics

Code	Title	Units
RELPOL 2000	Religion and American Society (HUM, SC)	3

Sociology

Code	Title	Units
SOC 1006	Social Problems and Social Issues (SSC, SC)	3
SOC 2020	Order and Change in Society (SSC, SC)	3
SOC 2040	Social Inequality in America (SSC, SC)	3

Women, Gender, and Sexuality Studies

Code	Title	Units
WGSS 1500	Introduction to Women, Gender, and Sexuality Studies (HUM, SC)	3

Language: Theory and Practice (HUM, LCD, SSC)

How can people effectively use language to convey their thoughts, feelings, and beliefs? What properties of language allow it to be used so creatively? How do children acquire language in the first place? The courses in this IQ examine language from a variety of perspectives. They examine the structures of language itself: the sounds, phrases, and sentences that convey meaning; they examine the role of language in effective communication; and they examine the properties of the mind responsible for language.

Note: Students complete two courses, each from a different department outside of their major.

Anthropology

Code	Title	Units
ANTHRO 3386	Language, Culture and Society (SSC, LCD)	3

Classics

Code	Title	Units
CLASSICS 2250	Latin and Greek in Current English (HUM)	3

English Literature

Code	Title	Units
ELIT 4154	History of the English Language (HUM)	3

Linguistics

Code	Title	Units
LING 1600	Introduction to Linguistics (SSC)	3

Philosophy

Code	Title	Units
PHIL 3020	Philosophy of Language (HUM)	3

Psychology

Code	Title	Units
PSYCH 3580	Language Acquisition (SSC)	3

Writing

Code	Title	Units
WRITING 2000	Rhetoric and Power (HUM)	3
WRITING 2002	The Sentence in English (HUM)	3
WRITING 3000	Argumentation (HUM, WI)	3
WRITING 3001	Exposition (HUM, WI)	3

Life and Physical Sciences (NSM)

What are the fundamental principles upon which advanced scientific knowledge is based? How are these principles, drawn from different academic fields, related to each other? This IQ provides students with a rigorous introduction to the life and physical sciences, teaching both principles and applications of foundational scientific knowledge. Moreover, the concepts taught in these courses reinforce each other, such that students pursuing this IQ will gain a better understanding of how one discipline complements and completes the others. Because advances in medical and biomedical science rests upon the introductory material explored in this IQ, it is an excellent inquiry for life sciences students not majoring in one of the natural sciences.

Note: Students complete two courses, each from a different department outside of their major.

Biology

Code	Title	Units
BIOL 2160	Principles of Biology I (NSM)	4
BIOL 2170	Principles of Biology II (NSM)	4

Chemistry

Code	Title	Units
CHEM 1601	Principles of General Chemistry I (NSM, AN)	3
CHEM 1602	Principles of General Chemistry II (NSM, AN)	3
CHEM 1701	General Chemistry I (NSM, AN)	3
CHEM 1702	General Chemistry II (NSM, AN)	3
CHEM 2561	Organic Chemistry I With Lab (NSM)	4
CHEM 2562	Organic Chemistry II With Lab (NSM)	4

Mathematics

Code	Title	Units
MATH 1510	Calculus I (NSM, AN)	3
MATH 1515	Calculus I With Foundations (NSM, AN)	4
MATH 1520	Calculus II (NSM, AN)	3
MATH 2130	Calculus III (NSM, AN)	3
MATH 2801	Honors Mathematics I (NSM, AN)	4

Physics

Code	Title	Units
PHYSICS 1740	Physics I (NSM, AN)	3
PHYSICS 1742	Physics II (NSM, AN)	3

Statistics & Data Science

Code	Title	Units
SDS 2020	Elementary Probability and Statistics (NSM, AN)	3
SDS 3020	Elementary to Intermediate Statistics and Data Analysis (NSM, AN)	3

Mind, Brain, Cognition (HUM, NSM, SSC)

How do we perceive, remember, and think? What is the relation of the mind to the brain? These questions are addressed in cognitive science, an interdisciplinary field that combines philosophy, psychology, neurobiology, and computer science. In this IQ, you will be exposed to recent empirical research and theory in which new avenues have been opened for understanding the nature of consciousness, our ability to use and understand language, varieties of memory, the functional organization of the brain, the nature of reasoning, and how perceptual experience may vary across individuals.

Note: Students complete two courses, each from a different department outside of their major.

Education

Code	Title	Units
EDUC 3040	Educational Psychology (SSC)	3

Dance

Code	Title	Units
DANCE 3170	The Neuroscience of Movement: You Think, So You Can Dance? (NSM)	3

Philosophy

Code	Title	Units
PHIL 1030	Problems in Philosophy (HUM)	3
PHIL 3100	Philosophy of Mind (HUM)	3
PHIL 3320	Art and the Mind-Brain (HUM)	3

Philosophy-Neuroscience-Psychology

Code	Title	Units
PNP 2000	Introduction Cognitive Science (SSC)	3
PNP 2010	Inquiry in the Cognitive Sciences (NSM, AN)	3

*Psychology**

Code	Title	Units
PSYCH 3250	Psychology of Adolescence (SSC)	3
PSYCH 3300	Sensation and Perception (NSM)	3
PSYCH 3401	Biological Psychology (NSM)	3
PSYCH 3600	Cognitive Psychology (NSM)	3
PSYCH 3604	Cognitive Neuroscience (NSM)	3
PSYCH 3610	Psychology of Learning (NSM)	3

* PSYCH 1000 Introduction to Psychology is a prerequisite for the listed Psychology courses.

Modes of Inquiry and Analysis (NSM, SSC)

In a world in which we are bombarded by information, how can data best be evaluated and interpreted? How can we determine the nature of relationships between variables? Students who explore this IQ will be able to think critically when confronted with a wide variety of information. In addition to learning to evaluate the claims of others, students will also learn to interpret, summarize, and effectively communicate information themselves.

Note: Students complete two courses, each from a different department outside of their major.

American Culture Studies

Code	Title	Units
AMCS 3595	American Culture: Methods & Visions (HUM, WI)	3

Comparative Literature and Thought

Code	Title	Units
COMPLITTHT 3120	Introduction to Digital Humanities (HUM, WI)	3

Earth, Environmental, and Planetary Sciences

Code	Title	Units
EEPS 1090	Quantitative Reasoning in Environmental Science (NSM, AN)	3

Economics

Code	Title	Units
ECON 1501	Introduction to Microeconomics (SSC, AN)	3
ECON 1502	Introduction to Macroeconomics (SSC, AN)	3

English

Code	Title	Units
ELIT 4126	Literary Theory (HUM)	3

History

Code	Title	Units
HISTORY 3006	Historical Methods (HUM)	3
HISTORY 3007	Historical Methods-African History (HUM, LCD)	3
HISTORY 3008	Historical Methods-Latin American History (HUM, LCD)	3
HISTORY 3009	Historical Methods-Middle Eastern History (HUM, LCD)	3
HISTORY 3314	Historical Methods-European History (HUM, LCD)	3

HISTORY 3315	Historical Methods-Transregional History (HUM, LCD)	3
HISTORY 3319	Historical Methods-United States History (HUM)	3

Philosophy

Code	Title	Units
PHIL 1000	Logic and Critical Analysis (NSM, AN)	3
PHIL 1010	Introduction to Scientific Reasoning (NSM, AN)	3

Political Science

Code	Title	Units
POLSCI 2400	Data Science for Politics (SSC, AN)	3
POLSCI 3630	Quantitative Political Methodology (SSC, AN)	3

Psychology

Code	Title	Units
PSYCH 3000	Introduction to Psychological Statistics (NSM, AN)	3

Statistics & Data Science

Code	Title	Units
SDS 1600	Introduction to Statistics (NSM, AN)	3
SDS 2020	Elementary Probability and Statistics (NSM, AN)	3
SDS 2211	Statistics for Humanities Scholars: Data Science for the Humanities (NSM, AN)	3
SDS 3020	Elementary to Intermediate Statistics and Data Analysis (NSM, AN)	3

Race and Ethnicity in America (HUM, SSC)

How have encounters among diverse peoples affected the historical, political, and artistic landscape in America? Is American "exceptionalism" a product of such encounters? How should we consider the ideal of "America" as a conceptual construct in light of the legacies of genocide, slavery, and discrimination? The courses in this IQ investigate the varied roles race has played in shaping history, politics, and arts in America. By completing it, students will have a deeper understanding of and a more nuanced appreciation for the roles and contributions of race to American culture and society.

Note: Students complete two courses, each from a different department outside of their major.

African and African American Studies

Code	Title	Units
AFAS 1130	Introduction to Race (HUM, SC)	3
AFAS 2140	Juvenile Justice in the Black Experience (SSC, SC)	3
AFAS 3120	African Immigration to the United States of America (HUM, LCD, SC)	3
AFAS 3330	Beats, Rhymes & Life: A Cultural History of Hip-Hop (HUM, SC)	3

American Culture Studies

Code	Title	Units
AMCS 2270	Topics in Native American Culture (SSC, LCD)	3

Dance

Code	Title	Units
DANCE 3070	Modern Dance and the African-American Legacy (HUM, SC)	2

English

Code	Title	Units
AFAS 3651	Black Women Writers (HUM, SC)	3
ELIT 3159	African-American Literature: Early Writers to the Harlem Renaissance (HUM, SC)	3
ELIT 3160	African-American Literature: African-American Writers Since the Harlem Renaissance (HUM, SC)	3

Global Studies

Code	Title	Units
GLOBST 3512	Model Minority: The Asian American Experience (HUM, LCD, SC)	3

History

Code	Title	Units
HISTORY 1145	Freedom, Citizenship and the Making of American Life (HUM, LCD)	3
HISTORY 2190	The Theory and Practice of Justice: The American Historical Experience (HUM, SC)	3
HISTORY 2346:	The Living American Civil War (HUM, SC)	3

Psychology

Code	Title	Units
PSYCH 3095	Prejudice, Stereotyping, & Discrimination (SSC, SC)	3

Sociology

Code	Title	Units
SOC 2010	The Roots of Ferguson: Understanding Racial Inequality in the Contemporary U.S. (SSC, SC)	3
SOC 3100	The Social Construction of Race (SSC, SC)	3

Science and Society (HUM, NSM, SSC)

What does science teach us about the natural world, and how should we integrate that knowledge into our decision making? In the last century, systematic scientific investigation has given us great insight into the world around us and great power to influence it to our benefit. Students investigating this IQ will explore that knowledge and grapple with deeper questions that science raises, including our understanding of our place in the universe, how to evaluate our own impact on the world, and how to make responsible use of the scientific knowledge we are acquiring.

Note: Students complete two courses, each from a different department outside of their major.

Anthropology

Code	Title	Units
ANTHRO 2020	Archaeological Fantasies and Hoaxes (SSC, LCD)	3
ANTHRO 3283	Introduction to Global Health (SSC, LCD)	3
ANTHRO 3876	Darwin and Doctors: Evolutionary Medicine and Health (NSM)	3
ANTHRO 3880	Multispecies Worlds: Animals, Global Health, and Environment (SSC, LCD)	3

Biology

Code	Title	Units
BIOL 2150	Introduction to Environmental Biology (NSM)	3

Comparative Literature and Thought

Code	Title	Units
COMPLITTHT 2105	Puzzles and Revolutions: Text & Traditions (NSM)	3

Earth, Environmental, and Planetary Sciences

Code	Title	Units
EEPS 1110	Introduction to Global Climate Change in the 21st Century (NSM)	3
EEPS 1310	Natural Disasters (NSM)	3
EEPS 2020	Introduction to Earth, Environmental, and Planetary Science (NSM, AN)	3
EEPS 2190	Energy and the Environment (NSM)	3

Environmental Studies

Code	Title	Units
ENST 2220	One Health: Linking the Health of Humans, Animals, and the Environment (SSC)	3
ENST 3310	Beyond the Evidence (SSC)	3

Philosophy

Code	Title	Units
PHIL 2060	Biomedical Ethics (HUM)	3
PHIL 2080	Introduction to Environmental Ethics (HUM)	3
PHIL 3000	Philosophy of Medicine (HUM)	3
PHIL 3130	Philosophy of Science (HUM)	3

Political Science

Code	Title	Units
POLSCI 2000	Introduction to Environmental Policy (SSC)	3

Public Health and Society

Code	Title	Units
PUBHLTHSOC 1000	Foundations in Public Health	3
PUBHLTHSOC 2000	Introduction to Public and Global Health	3

Statistics and Data Science

Code	Title	Units
SDS 1600	Introduction to Statistics (NSM, AN)	3
SDS 2020	Elementary Probability and Statistics (NSM, AN)	3
SDS 3020	Elementary to Intermediate Statistics and Data Analysis (NSM, AN)	3

Understanding the Natural World (NSM)

How did the Universe, Earth, and life come to be, and what are the fundamental principles that govern their structure and function? The courses in this IQ investigate the basic biological, chemical, physical, and geological aspects of the natural world. Students who complete this IQ will be able to engage in the process of scientific inquiry and have an informed and interdisciplinary understanding of the scientific approach to describing, classifying, and interpreting natural phenomena.

Note: Students complete two courses, each from a different department outside of their major.

Anthropology

Code	Title	Units
ANTHRO 1510:	Introduction to Human Evolution (NSM)	3

Biology

Code	Title	Units
BIOL 2150	Introduction to Environmental Biology (NSM)	3

Dance

Code	Title	Units
DANCE 3270	Experiential Anatomy and Kinesiology (NSM)	3

Earth, Environmental, and Planetary Sciences

Code	Title	Units
EEPS 1050	Habitable Planets (NSM)	3
EEPS 1080	Oceans and the Atmosphere (NSM)	3
EEPS 1180	Geology of National Parks (NSM)	3
EEPS 1710	The Solar System (NSM)	3
EEPS 2020	Introduction to Earth, Environmental, and Planetary Science (NSM, AN)	3

Environmental Studies

Code	Title	Units
ENST 1150	Environmental Issues (NSM)	3
ENST 3710	Applications in GIS (NSM)	3

Physics

Code	Title	Units
PHYSICS 1625	Solar System Astronomy (NSM, AN)	3
PHYSICS 1626	Stars, Galaxies, and Cosmology (NSM, AN)	3
PHYSICS 1673	Physics of Sustainable Energy (NSM, AN)	3

Statistics and Data Science

Code	Title	Units
SDS 1600	Introduction to Statistics (NSM, AN)	3
SDS 2020	Elementary Probability and Statistics (NSM, AN)	3
SDS 3020	Elementary to Intermediate Statistics and Data Analysis (NSM, AN)	3

Western Roots (HUM, LCD)

What conditions and concerns shaped the history, literature, and art of the ancient Mediterranean world? Why did the cultures of Greece, Rome, and the Near East come to inspire key Western institutions and values? What do we gain by studying ancient cultures, not just as our monolithic "foundations" but also with an appreciation for the alien, the inconsistent, and the ambiguous? Our cultural ancestors prove most valuable when we recognize this range of qualities in them, and the courses in this IQ give students the critical tools to do so. Students who complete this IQ acquire a deeper knowledge of one or more of the "foundational" ancient Mediterranean cultures and, in the process, learn to interpret both textual and material primary sources.

Note: Students complete two courses, each from a different department outside of their major.

Art History

Code	Title	Units
ARTARCH 1515	History of Western Art, Architecture & Design (HUM)	3
ARTARCH 3105	Greek and Roman Painting (HUM)	3
ARTARCH 3115	Roman Art and Archaeology (HUM)	3
ARTARCH 3325	Art of the Early Italian Renaissance (HUM)	3

Classical Greece

Code	Title	Units
CLASSICS 3010	Greek Mythology (HUM, LCD)	3
CLASSICS 3450	Greek History: The Dawn of Democracy (HUM, LCD)	3
CLASSICS 3460	Greek History: The Age of Alexander (HUM, LCD)	3

Classical Rome

Code	Title	Units
CLASSICS 2360	The Roman World (HUM, LCD)	3
CLASSICS 3410	Ancient History: The Roman Republic (HUM, LCD)	3
CLASSICS 3420	Ancient History: The Roman Empire (HUM, LCD)	3

Comparative Literature and Thought

Code	Title	Units
COMPLITTHT 2107	Classical to Renaissance Literature: Text & Traditions (HUM, LCD)	3
COMPLITTHT 2108	Early Political Thought: Text & Traditions (HUM, LCD)	3

English

Code	Title	Units
ELIT 2151	Literature in English: Early Texts and Contexts (HUM)	3
ELIT 3163	Shakespeare (HUM)	3

History

Code	Title	Units
HISTORY 1010	Western Civilization (HUM)	3
HISTORY 3274	The High Middle Ages: 1000-1500 (HUM, LCD)	3
HISTORY 3318	The Early Medieval World: 200-1000 (HUM, LCD)	3
HISTORY 3615	Renaissance Italy (HUM)	3

Jewish, Islamic, and Middle Eastern Studies

Code	Title	Units
JIMES 2081	Introduction to Jewish Civilization: History and Identity (HUM)	3
JIMES 3013	Biblical Law and the Origins of Western Justice (HUM, LCD)	3

Philosophy

Code	Title	Units
PHIL 1040	Great Philosophers (HUM, LCD)	3
PHIL 3240	Ancient Philosophy (HUM, LCD)	3

Religious Studies

Code	Title	Units
REST 3000	Introduction to the Hebrew Bible/Old Testament (HUM, LCD)	3
REST 3095	Introduction to the New Testament (HUM, LCD)	3
REST 3141	The Problem of Evil: The Holocaust and Other Horrors (HUM, LCD)	3

World Arts and Letters (HUM, LCD)

What do we gain from an encounter with other cultures? Anthropologist Margaret Mead observed the following: "A knowledge of one other culture should sharpen our own ability to scrutinize more steadily, to appreciate more lovingly, our own." The courses in this IQ will help students broaden their horizons as global citizens, introducing them to the richness and diversity of other cultural traditions — some diametrically different from their own and others surprisingly similar. These courses address a wide range of forms of cultural production within these traditions, from literature, cinema, and music to the performing arts, architecture, and material culture. Students who complete this IQ will be challenged to grow as individuals with a greater appreciation of their own cultural heritages.

Note: Students complete two courses, each from a different department outside of their major.

Anthropology

Code	Title	Units
ARC 2000	World Archaeology: Global Perspectives on the Past (HUM, LCD)	3

Art History

Code	Title	Units
ARTARCH 1510	Introduction to Asian Art (HUM, LCD)	3

Chinese

Code	Title	Units
CHINA 3410	Early and Imperial Chinese Literature (HUM, LCD)	3
CHINA 3420	Modern and Contemporary Chinese Literature (HUM, LCD)	3

Comparative Literature and Thought

Code	Title	Units
COMPLIT 2110	World Literature (HUM, LCD)	3
COMPLIT 3060	Modern Jewish Writers (HUM, LCD)	3
COMPLIT 3580	Modern Near Eastern Literatures (HUM, LCD)	3

Dance

Code	Title	Units
DANCE 3130	Movement and Meaning: Dance in a Global Context (HUM, LCD)	3

English Literature

Code	Title	Units
ELIT 3105	Caribbean Literature in English (HUM, LCD)	3

Film and Media Studies

Code	Title	Units
FILM 3250	French Film Culture (HUM, LCD)	3
FILM 3400	History of World Cinema (HUM, LCD)	3

Japanese

Code	Title	Units
JAPAN 3320	Japanese Literature: Beginnings to 19th Century (HUM, LCD)	3
JAPAN 3330	The Modern Voice in Japanese Literature (HUM, LCD)	3

Jewish, Islamic, and Middle Eastern Studies

Code	Title	Units
HBRW 3090	Israeli Women Writers (HUM, LCD, SC, WI)	3

Music

Code	Title	Units
MUSIC 1040	Musics of the World (HUM, LCD)	3
MUSIC 3021	Music of the African Diaspora (HUM, LCD)	3

Russian

Code	Title	Units
GLOBST 3866	Interrogating Crime and Punishment (HUM, LCD)	3
RUSS 3500	The 19th-Century Russian Novel (HUM, LCD, WI)	3

College Writing Program

Regardless of your area of study, you must be able to effectively communicate your ideas. Taking courses in the College Writing Program will help you acquire analytical and research writing skills transferable to areas of study across the Washington University curriculum and beyond. Courses taught in College Writing emphasize interdisciplinary inquiry, which invites you to read and write about a variety of texts across various modalities and from diverse academic disciplines. By taking courses in the Program, you'll learn how to critically analyze the ideas of others and to put these ideas in conversation with your own. Through research grounded in primary source analysis, you will begin to develop a scholarly voice and to recognize academic scholarship as a creative form of expression. Visit the College Writing Program website for more information.

Visit the College Writing Program website to find out more about our faculty.

Phone:	314-935-4899
Email:	collegewriting@wustl.edu
Website:	https://collegewriting.wustl.edu/

Courses

1000-Level Courses

College Writing: CWP 1502-1510

Through this course, students complete a sequence of three major writing projects in analysis, argumentation, and research and two portfolio-based assignments connected to the theme for their sections. Regardless of theme and section, the course focuses on organizational strategies and rhetorical moves that support the effective written communication of ideas and the development of scholarly habits of mind. The course emphasizes writing as a process, that happens best when in conversation with others and through revision. It offers students an opportunity to engage with and respond in writing to a variety of texts, written and visual, scholarly and popular. This course typically fulfills the university's first-year writing requirement.

College Writing is taught through themed inquiry. All of the following themed courses fulfill Washington University's first-year writing requirement:

- CWP 1502 Citizen Scientist
- CWP 1503 Dreams & Nightmares
- CWP 1504 Writing Identity
- CWP 1506 Place & Perspective
- CWP 1507 Power & Commodity Culture
- CWP 1508 Technology & Selfhood
- CWP 1509 Writing on Aging
- CWP 1510 Text & Traditions

Fall & Spring | 3 Credit Units

CWP 1001 Foundations of Academic Writing

This course may be required of some students before they take College Writing (placement to be determined by the College Writing Program). In this course, particular attention is paid to foundational skills like reading comprehension, critical thinking, organization of ideas and grammar. In some cases, students may be required to enroll in a one-credit tutorial along with this course.

Fall Only | 3 Credit Units

2000-Level Courses

The College Writing Program offers 2000-level courses that will help students continue to learn and grow as writers. These courses are elective and do not satisfy the First-Year Writing Requirement at WashU.

CWP 2001 Writing Workshop

This workshop focuses on engaging research, with all of the multiple meanings implied in the phrase's wordplay: engaging as interesting and interested; as active, responsive to and engaged with others. Just what we mean by engaging — and by research, for that matter — will be our topic of conversation all semester, and you should come prepared to contribute your views on that topic and to complicate your current understanding. Where possible, we will focus on practical, applied work with sources, which should provide a good foundation for advanced research and writing in your discipline, and we'll give some thought to the different methods by which different audiences and scholarly disciplines select, analyze, evaluate, incorporate, and document the works of others. Along the way, we will attend to the relationship between different kinds of research projects and the types of sources that suit them, and we'll practice techniques for drawing on the ideas and writings of others in responsible and engaged ways. Finally, we will grapple with the subtleties and complexities of Academic Integrity, attempting to understand not only the principles that govern responsible research but also the assumptions that underlie them. Ultimately, this course should enhance your ability to produce scholarly writing that not only draws on the voices and views of others responsibly, but that also speaks with its own distinct, engaging voice, that builds its own original arguments.

Prerequisite: Satisfactory completion of College Writing or with approval from the College Writing Program.

Additional 2000-Level Electives

- CWP 2020 Pump Up the Volume: Collaboration and Cultural Impact Through Podcasting
- CWP 2030 Food Writing Workshop: From Identity to Social Justice
- CWP 2040 Conspiracy Theories and Online Hoaxes: The Rhetoric of Disinformation
- CWP 2050 Navigating New Media
- CWP 2060 The Scholar and Social Change: Writing between Research and Political Urgency

Academic Honors & Awards

Dean's List: At the end of each semester, in recognition of exceptional scholarship, the College compiles a list of those students whose work has been particularly worthy of commendation. Students will be recognized on the Dean's List if they complete a minimum of 14 units of quality-graded coursework while achieving a grade point average of 3.6 or higher for the semester. No grades of Incomplete (I) or N grading notations may be outstanding as part of the semester record. All work must be completed and grades posted by the first day of the following semester in order to be considered for Dean's List. For spring semester courses, all work must be completed by the beginning of Summer Session II (typically mid-June).

College Honors: Upon assessment by the College Office, the BA with College Honors will be awarded to any student who achieves College-wide academic excellence as measured by a cumulative GPA of 3.6 or better through their degree completion and who does not receive Latin Honors.

Latin Honors: Latin Honors are awarded by the College to students who are receiving the Bachelor of Arts degree in Arts & Sciences. To be eligible, students must have maintained a 3.65 or better GPA throughout their education at Washington University and must be accepted for candidacy by their major department or program. Students may pursue Latin Honors in either their first or their second major; however, Latin Honors are not available through an Arts & Sciences minor. Latin Honors candidates must enroll in such courses as their department or program may require, satisfactorily complete a significant project appropriate to the nature of the discipline, and pass such written and/or oral examinations as the department or program may set.

Upon certification by the department that the Honors program has been satisfactorily completed, the student may be awarded the BA cum laude, magna cum laude, or summa cum laude according to the following proportions:

- The top 15% in overall GPA of the full cohort of Latin Honors candidates who complete the necessary requirements of their major departments will graduate summa cum laude
- The next 35% magna cum laude
- The next 50% cum laude

To be eligible for Latin Honors, transfer students must have earned a minimum of 48 letter-graded Washington University units. Grades earned at other institutions do not figure in the calculation of minimum averages required for eligibility for Latin Honors.

Phi Beta Kappa: For more than 200 years, election to Phi Beta Kappa has been a distinctive recognition of intellectual accomplishment in the liberal arts and sciences. The Washington University chapter, Beta of Missouri (established in 1913), strives to enhance worthy intellectual endeavors and to recognize individual achievement.

Candidates for Phi Beta Kappa should have demonstrated both superior scholarship and breadth and depth of interest in the liberal arts. Study of a foreign language and of mathematics, while not required, strongly enhances candidacy. Extensive study in pre-professional fields detracts from candidacy.

Students do not apply for Phi Beta Kappa; rather, each year, the Washington University chapter elects students into membership from the College of Arts & Sciences. The chapter also gives the annual Burton M. Wheeler Sophomore Book Award for distinguished achievement during the first three semesters. Selection committees are composed of Washington University faculty who are members of Phi Beta Kappa.

Departmental Prizes and Awards

Several departments recognize the superior achievement of graduating seniors with election to the honor societies of their major fields. These honor societies include Sigma Gamma Epsilon for earth, environmental, and planetary sciences students; Omicron Delta Epsilon for economics students; Delta Phi Alpha for German students; Phi Alpha Theta for history students; Sigma Iota Rho for international and area studies students; Pi Mu Epsilon for mathematics students; Mu Phi Epsilon for music students; Pi Sigma Alpha for political science students; and Psi Chi for psychological & brain sciences students.

Departments may recognize work a student has accomplished within the major by awarding the major with highest distinction, high distinction, or distinction.

In a number of academic fields, special recognition is given to students whose accomplishments have been exceptionally noteworthy. The majority of such awards carry modest monetary prizes and include the following, listed alphabetically by department:

- Best Essay on Any Subject Related to African-American Culture and Life in the United States (African and African-American Studies)
- Henry Hampton Prize for Best Civil Rights Essay
- James Baldwin Essay Prize for Best Essay on African-American Culture and Life in the United States
- Julius Nyerere Essay Prize for Best Essay on African Culture and Life
- Louis Lomax Journalism Prize in African and African-American Studies
- Ralph Bunche Prize for Best Political Science Essay about Africans or African Americans
- Sylvia Wynter Essay Prize for Best Essay on African Culture and Life Outside of the United States
- Lynne Cooper Harvey Undergraduate Writing Prize in American Culture Studies
- John W. Bennett Prize to the Outstanding Graduating Senior in Anthropology
- Mark S. Weil Prize for Distinction in Art History and Museum Practice
- Murphy Family Prize for Outstanding Honors Thesis in Art History and Archaeology
- Yale Book Prize for Distinction in Art History and Archaeology
- Harrison D. Stalker Prize in Biology
- Marian Smith Spector Prize for Outstanding Graduate in Biology
- John C. Sowden Prize for Outstanding Senior in Chemistry
- The Hemholtz Award in Chemistry
- The Lipkin Award in Chemistry
- The Wahl Award in Chemistry
- The Weissman Award in Chemistry
- Stanley Spector Memorial Award for Outstanding Paper in East Asian Languages and Cultures
- Ansehl Prize for Excellence in Chinese
- Yukiko Takahashi Prize for Excellence in Japanese
- Carl Conrad Prize for Excellence in Classical Studies
- Eugene Tavenner Prize for Excellence in the Study of Classics
- Edward Weltin Award for Excellence in the Study of Ancient History
- Liselotte Dieckmann Prize for Excellence in Comparative Literature
- William H. Matheson Prize for Excellence in Comparative Literature
- A.E. Hotchner Playwriting Competition Award

- Annelise Mertz Memorial Award for Outstanding Achievement in Modern Dance
- Ian D.W. Cramer Prize for Outstanding Achievement in Dance
- John J. Jutkowitz Memorial Prize for Outstanding Contributions in Performing Arts
- Margaret Ewing Memorial Prize for Outstanding Achievement in Acting
- Stephen H. Duncan Prize for Outstanding Achievement in Design and Technical Theatre
- Courtney Werner Memorial Prize for Outstanding Academic Achievement in Earth, Environmental, and Planetary Sciences
- Ernest L. Ohle Jr. Award for Outstanding Potential in Earth, Environmental, and Planetary Sciences
- Margaret E. Bewig Memorial Field Camp Award for Academic Merit in Earth, Environmental, and Planetary Sciences
- Adam Smith Prize for Excellence in Economics
- Hyman P. Minsky Prize for Excellence in Economics
- Olin Prize for Excellence in Economics
- Howard Nemerov Award Prize in Poetry
- James Merrill Prize for Poetry
- Julia Viola McNeely Prize for Poetry
- Norma Lowry Memorial Prize in Poetry
- Roger Conant Hatch Prize for Lyric Poetry
- F. Ward Denys Prize for Critical Prose
- Herbert E. Metz Prize for Literary Criticism
- Leanna Boysko Prize for Best Essay in English Literature
- Admussen Prize for Outstanding Senior Honors Thesis in French
- Cecilia L. Hospes Scholarship for Study Abroad in Germany
- David Bronsen Prize for Excellence in German Studies
- Raoul Wallenberg Prize for Excellence in Swedish Studies
- J. Walter Goldstein Prize for Best Senior Thesis in History
- Rowland T. Berthoff Award in History
- Shirley McDonald Wallace Prize in History
- The Madeleine Albright Scholarship in Global Studies
- Outstanding Senior Honors Thesis in Global Studies
- Paul and Silvia Rava Prize for Excellence in Italian Studies
- David and Sarah Visenberg Prize for Outstanding Thesis in Jewish Studies
- Steven S. Schwarzschild Prize for Overall Excellence in Jewish Studies
- Martin Silverstein Award for Outstanding Student in Mathematics/Statistics and Probability
- Putnam Examination Prize for Mathematics
- Ross Middlemiss Prize for Outstanding Mathematics Major
- Antoinette Frances Dames Award for Productive Scholarship in Music
- Clare M. Westmont Award in Music
- The Friends of Music Award
- Lewis B. Hilton Award in Music
- Helen Stenner Memorial Essay Prize in Philosophy
- Nishi Luthra Prize for Outstanding Graduate in Philosophy
- Greg Delos Prize for Undergraduate Research in Physics
- Robert N. Varney Prize for Excellence in Introductory Physics
- Antoinette Frances Dames Prizes for Lower-Division Paper in Political Science
- Antoinette Frances Dames Prizes for Upper-Division Paper in Political Science
- Antoinette Frances Dames Prizes for Best Senior Honors Thesis in Political Science
- Arnold J. Lien Prize for Outstanding Graduate in Political Science
- Grossman-Alexander Prize for Outstanding Graduate in American Politics
- Robert H. Salisbury Prize for Initiative, Leadership, and Service in Political Science
- Todd Lewis Friedman Memorial Prize for Outstanding Work in Comparative or International Politics
- William Benton Parshall Prize for Outstanding Paper on Women in Politics
- Hyman Meltzer Memorial Award for Undergraduate Research in Psychology
- John A. Stern Award for Undergraduate Research in Psychology
- Louis G. Zelson Award for Outstanding Junior in the Spanish Program
- Sherman Eoff Prize for Excellence in Spanish
- Helen Power Women, Gender, and Sexuality Studies Award for Scholarship and Service

Academic Regulations

Attendance

Successful education at the college level depends, to a large extent, on regular attendance at classes and laboratories. The College of Arts & Sciences has no fixed rules for "cuts" or "excused absences" but leaves the number of absences of any kind a student may have and still expect to pass a course to the judgment of each department or instructor. Each instructor should give reasonable consideration to unavoidable absences and to the feasibility of making up missed work. The student is expected to explain the reasons for such absences to instructors and to discuss the possibility of completing missed assignments with instructors.

Washington University has a policy for absences related to religious holidays (PDF).

Credits and Grades

The grading system used by the College of Arts & Sciences assumes that evaluation is useful to effective learning and that grades provide an indicator of accomplishment to the student, advisors and the College Office, graduate and professional schools, and employers to whom the student chooses to submit their grades. Grades are symbols of achievement in a particular endeavor and should not be confused with achievement itself or with personal worth.

Grades are important, particularly for students with pre-professional interests, but the student whose concern for grades is primary may lose sight of the total educational process.

Grade	Points per Unit
A+	4.0
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1.0
D-	0.7
F	0.0
P	Pass (credit awarded, work not given finer evaluation)
NP	No Pass (credit not awarded due to unsatisfactory work)
I	Coursework incomplete
W	Withdrawal
R	Repeat
L	Successful audit
Z	Unsuccessful audit
T	Transfer (coursework transferred in)
EC	Exam credit

In the rare event that an instructor is unable to submit a grade by the grade deadline, an N, signifying that the grade has not yet been submitted, may temporarily appear as a transcript notation on the student's record. Grades that are not posted within 120 days of the last day of the semester for which the N notation was posted will result in these temporary notations being automatically changed to a grade of F (or, in the case of a course taken as Pass/No Pass, to a grade of NP).

Grades cannot be changed after the sealing of a student's transcript, which follows conferral of the student's degree.

Grades earned in physical education courses are not included when calculating the student's grade point average.

Online Courses

Online courses are not applicable to Arts & Sciences degree programs. Therefore, students may not enroll in online courses offered by other schools at Washington University (with the exception of CSE 1301 Introduction to Computer Science offered online during Summer Session through the McKelvey School of Engineering at Washington University, approved online courses offered during Summer Session through the College of Arts & Sciences, and courses offered online through approved 3-2 programs) nor attempt to transfer courses, taken at other institutions, that were delivered online.

Auditing a Course

In any semester, a full-time student may register for one course as an auditor, which entitles the student to all of the privileges of a regularly enrolled member of the class; however, courses taken for audit do not earn credits and thus do not count toward the degree. Consult the instructor regarding the requirements of a successful audit as unsatisfactory performance results in a grade of Z. A successful audit results in a grade of L.

Grade Appeals

If a student receives a grade they believe to be unjustified, whether for a single assignment or for the course grade as a whole, they have the right to discuss any grade(s) with their instructor and to appeal the grade(s). (Students considering appealing their grades are encouraged to consult first with their four-year advisor; they may also contact the Arts & Sciences Undergraduate Faculty-Student Mediator. Neither the four-year advisor nor the mediator may make any decisions with regard to the appeal, but they can inform students about possible options for approaching the appeal.)

Grounds for Appeal

Sufficient grounds for appeal include clerical or mathematical errors in calculating the grade; inequitable use of the syllabus's grading rubric or policies; and grading impacted by issues beyond the course content.

Students should be aware that an appeal may include a complete review of the student's work in the course as a whole, which may result in a grade being either raised or lowered.

Students may not appeal to raise their grade by completing additional assignments (i.e., "extra credit") or by submitting late work except in the case of an official Incomplete.

If a student believes that the grade is the result of identity-based discrimination, they should make a report to the Office of Institutional Equity rather than file a grade appeal through this process. Additionally, grades that are a result of sanctions for a violation of Academic Integrity (as determined by the Academic Integrity Board) are not eligible for appeal through this process.

Timing of Appeals

Grade appeals must be initiated within 30 days of the grade being posted and must be addressed by the instructor in a timely manner. Grade appeals in the semester prior to the student's graduation must be raised immediately and addressed on an expedited timeline so that the appeal may be resolved prior to the conferral of a degree and the sealing of the student's transcript. A grade appeal submitted after a student graduates will not be reviewed as grade changes cannot be made following degree conferral.

Appeals Process

- The student must first appeal the grade with the instructor. The appeal must be in writing, reference this grade appeal policy, and outline the reasons for the appeal. The instructor must reply to the student in writing within two weeks of the student's request, providing detailed justification for retaining the assigned grade or confirming that the grade will be changed in light of the student's appeal.
- If the student's written concerns have not been met by the instructor's justification, they may raise the grade appeal to the director of undergraduate studies (DUS) in the appropriate department or program (based on the department or program that owns the course and not on the student's program of enrollment) within one week of the instructor's response. The subsequent appeal must be submitted in writing, and it must reference this grade appeal policy, respond to the instructor's detailed justification, and explain why the student believes there remains cause for appeal. Disagreement with the instructor's professional judgement is insufficient grounds for further appeal, and appeals to the DUS that merely reiterate a student's initial concerns will not be considered. The DUS will review the appeal and provide a written response to the student within three weeks.
- In the rare instance that the student believes further appeal to be necessary, the student may direct a final appeal to the Vice Dean of Undergraduate Affairs. If a student wants to pursue a grade appeal at this level, the appeal must be in writing and be submitted within one week of the written response from the DUS. The student's statement should acknowledge both the instructor's and the DUS's responses and explain why the student believes there remains cause for appeal. Disagreement with the instructor's or DUS's professional judgement is insufficient grounds for further appeal. The Vice Dean of Undergraduate Affairs must respond in writing within four weeks of the student's appeal. The decision of the Vice Dean is final.

Incomplete Grades

Students who are not making satisfactory progress in a course should withdraw from the course prior to the published withdrawal deadline. However, should a student experience medical or acute personal challenges after the withdrawal deadline that make the satisfactory completion of coursework difficult or unlikely, they may be eligible for a grade of Incomplete. In extreme circumstances, students may want to discuss a Medical Leave of Absence with their advisor.

To request a grade of Incomplete (I) from one or more instructors, students must take the following steps with each instructor:

1. The student should meet with the instructor before the final examination or due date for the final paper/project to request the Incomplete.
2. If the instructor grants the Incomplete, the student and instructor should agree on the scope of the work remaining to complete the course and a date when it will be submitted. This date should be within 120 days of the last day of the semester in which the course is being taken. The instructor should confirm with the student, in writing, the details of the work with respective deadlines.

Whether or not to grant an Incomplete is at the instructor's discretion. When determining whether to do so, the instructor should consider whether the student has consistently attended and engaged with the course (for example, whether the student has submitted all assignments except the final assignments/assessments) and made satisfactory progress in the course. Incompletes should not be granted unless the student has completed at least two thirds of the assignments/assessments for the course.

If sufficient work has not been completed, the grade of Incomplete will not be feasible. In such situations, the instructor will submit whatever final grade the student has earned. The student may repeat the course at a later time if they choose. (For information about repeating a course, see below.)

If an Incomplete is granted, the work should be completed in the time frame agreed upon with the instructor. However, this time frame should not extend more than 120 days from the last day of the semester in which the Incomplete is granted/the course for which the Incomplete is granted is taken.

Failure to submit completed work and for the earned grade to be posted within 120 days of the last day of the semester in which the Incomplete was granted will result in the grade of Incomplete being automatically changed to a grade of F (or, in the case of a course being taken as Pass/No Pass, to a grade of NP).

Furthermore, students cannot have a grade of Incomplete on their transcripts when their degrees are conferred. Thus, students who are expecting to graduate at the end of the semester in which the course being considered for an Incomplete was taken should not request or be granted a grade of Incomplete.

Any student who does have an Incomplete on their transcript at the time of certification and degree conferral will have the Incomplete changed to a grade of F (or, in the case of a course being taken as Pass/No Pass, to a grade of NP).

Grades cannot be changed after the conferral of a student's degree.

Note: If an Incomplete is granted, students cannot be added to the Canvas shell of a subsequent offering of the course in order to complete the previous enrollment. Instead, at the instructor's request, the student can be given access to the original course shell, and the instructor can reopen assignments within that course shell. All work for an Incomplete should occur within the original course's Canvas course shell or outside of Canvas entirely.

By action of the faculty of the College of Arts & Sciences and the ArtSci Council, the College limits the number of accrued grades of Incomplete (I). The policy is intended to protect the student from building an overwhelming burden of unfulfilled coursework. The regulation reads as follows: "Students who accrue three or more Incompletes will not be permitted to enroll for any subsequent semester until the number is reduced to two or fewer." Should students have too many Incompletes, they will be declared ineligible for subsequent semesters until they have complied with the regulation. Compliance is normally achieved by the posting of grades, but it also may be achieved by the instructor(s) confirming to the College Office that the student has turned in all requisite assignments for the relevant class(es).

Pass/No Pass Option

To encourage students to enroll in courses they might not otherwise take, the faculty has established the Pass/No Pass option under which a student may register for courses and receive a grade of Pass (P) or No Pass (NP). During any semester, a full-time student may enroll in one course under the Pass/No Pass option. A maximum of 24 credits earned under this option may be applied toward the BA degree. No change into or out of the Pass/No Pass option may be made after the end of Week 12.

No more than 12 of the 24 credits allowed for the Pass/No Pass option may be applied to area distribution requirements.

It is the student's responsibility to discuss what constitutes a successful Pass in a particular course with the faculty member. Although the Pass mark is generally a C-, instructors have the discretion to set the Pass mark higher in their individual courses.

The first-year writing course, the writing-intensive course, the applied numeracy course, and courses in the major and minor are excluded from the Pass/No Pass option. Pre-professional and prospective graduate students should also seriously consider the strong probability that professional schools may seek more definite grades than P in courses that are required or strongly recommended for admission to professional or graduate study.

A few courses, particularly designated by departments, may require enrollment on a Pass/No Pass basis. When courses are designated as Pass/No Pass, students are permitted to elect an additional course to be taken as Pass/No Pass but should carefully consider the consequences of that choice. In addition, credits earned in courses with required Pass/No Pass grade options are counted toward the maximum of 24 Pass/No Pass credits that may be applied toward the BA degree.

Reading Days and Final Examination Period

When registering for classes at Washington University, students commit to all course requirements, including the examination procedures chosen and announced by the course instructor. When selecting courses, students are advised to take note of all final exam information. Students anticipating conflicts in their final examination schedule should seek to resolve them with the relevant instructors before enrolling. Students should not register for courses that result in three or more final examinations on one day. If a student does so, the instructors are not obligated to offer an alternative exam.

Final exam days and times are subject to change. The most current final exam schedule information can be found on the Final Exam and Evening Exam Schedules page of the Office of the University Registrar website.

Minimum and Maximum Course Loads

The average course load necessary to fulfill the required 120 credits for the bachelor's degree in a timely fashion is 15 credits — typically five courses — each semester. Except for students approved for a reduced course load through Disability Resources, students must attempt a minimum of 12 credits to be considered full-time. Students may not enroll for more than 21 credits without permission and an additional per-credit tuition charge. Any enrollment between 12 and 18 credits is considered typical.

Courses that require more preparation and class time than average — for example, foreign languages, mathematics, and science — may carry 4 or 5 units of credit. When enrolled in these and other demanding courses, students should consider taking fewer than 15 credits of academic work in that particular semester and balancing such intensive semesters with a modestly increased number of credits in subsequent semesters.

Repeating a Course

Students whose performance in a course has not met their expectations are permitted to retake courses in which they have earned a B- or lower. (Grades of P for Pass, A+, A, A-, B+, B, and Incomplete are not eligible for retakes; audits — whether successful or unsuccessful — are also not eligible for retakes.) When a course is repeated, the attempt with the highest grade will be used to calculate credit and will factor into the student's GPA. The other attempt(s) will have the letter R (denoting the retake) placed next to the grade. All registrations will show on the transcript; however, only the grade and credits of the enrollment with the highest grade will be used to calculate the student's GPA. If a course is transferred into Washington University as an equivalent of a course previously completed at Washington University, it will also be included in course attempts. Courses articulated as general department credit (not as direct course equivalencies) will not be included in course attempts.

Regulations: Although courses initially taken as Pass/No Pass may be retaken for a letter grade, courses initially taken for a letter grade *must* be retaken for a letter grade.

Academic Progress

Students are expected to maintain the highest level of scholarship during their time at Washington University. The College of Arts & Sciences requires that students complete a minimum of 12 credits per semester (unless officially approved for Reduced Course Load)

with a minimum 2.0 semester GPA. In addition, students are expected to maintain Satisfactory Academic Progress (SAP) and/or align with expectations for scholarships and financial aid from Student Financial Services.

Each student's semester GPA is computed as the total grade points earned during the semester divided by the total letter-graded credits attempted. At the same time, the cumulative GPA is computed as the quotient of the cumulative total of grade points divided by the cumulative total of letter-graded credits attempted. The computations are made on the basis of the grade point scale indicated in the Credits and Grades section above. Courses taken on a Pass/No Pass basis are not included in these calculations.

Following the grading deadline each semester, all student records are examined by the Committee on Academic Progress at the close of each semester, with an initial focus on the semester and cumulative grade point averages and earned credits. Students who do not meet the criteria above (i.e., at least 12 credits earned and/or a cumulative grade point average at or above 2.0) will be reviewed further by the Committee to determine the appropriate academic action, which may include Academic Concern, Academic Notice, or Academic Time Away. Students already on an academic action will also be reviewed, regardless of the semester's earned credits and GPA. After this review, the committee may remove, reduce, retain, or escalate the action based on the criteria detailed below. In all cases, the College will work with students to develop a plan for improvement and/or returning to satisfactory academic progress.

For all students, active engagement in the academic and community environment aligns with student success. Therefore, failure to attend class, complete assignments on time, or follow recommended improvement strategies may lead to the termination of enrollment for that specific semester or consideration for future semester academic actions.

Academic Concern

Academic Concern is a proactive notification that additional support may be needed to maintain academic progress. This status is not noted on the official transcript or enrollment verifications. Academic Concern status may be applied when a student meets any of the following criteria:

- Student received an unsatisfactory or failing grade (e.g., D, F, or NP) in a course
- Student earned a semester GPA or has a cumulative GPA between 2.0 and 2.5 at the end of the semester
- Student earned lower than a C- in College Writing
- Student has one unresolved grade of Incomplete (I)
- Student completed fewer than 12 credits in the semester (without prior approval for reduced course load)

Students who are assigned to Academic Concern status are encouraged to utilize WashU resources and partner with their advisor(s) to address the issue(s) that led to that status.

Academic Notice

Students experiencing more significant academic difficulties may be placed on Academic Notice. Students on Academic Notice are not in good academic standing. This status is not noted on the official transcript but is included in enrollment verifications requesting academic standing. Students on Academic Notice are not permitted to participate in University Athletics and may be ineligible to hold certain student group or University leadership positions.

This status may be applied when a student meets any of the following criteria in one or more semesters:

- Student received unsatisfactory or failing grades (e.g., D, F, or NP) in more than one course
- Student has two unresolved grades of Incomplete (I)
- Student earned a semester GPA or has a cumulative GPA below 2.0 at the end of the semester
- Student did not earn the minimum required grade in at least one major-related course
- Student completed fewer than 12 credits in the semester (unless officially approved for Reduced Course Load)
- While on Academic Action, student did not address the issue(s) that led to that status in the previous semester

Students placed on Academic Notice are expected to participate in an academic success program in the designated semester. These measures are designed to assist students to return to good academic standing. The student must complete an academic agreement that articulates an improvement plan. Students may remain on Academic Notice (i.e., Continued Notice) in consecutive semesters if the performance indicators above continue to fall below minimum criteria but do not intensify to warrant progression to Academic Time Away.

To be eligible to return to good academic standing, a student on Academic Notice must improve performance indicators and participate in support programs specified by the review committee.

Academic Time Away

Students experiencing severe academic difficulties that jeopardize their potential for timely degree completion may be placed on Academic Time Away. Students on Academic Time Away are not in good academic standing. This status is noted on the official transcript. Students on this standing are mandated to take a minimum one-semester break from the university to invest time to address significant obstacles that have hindered their academic progress.

Students on Academic Time Away are not eligible for University privileges including but not limited to living in university housing, participating in registered student groups or university athletics, holding a student group leadership position, or attending/planning a student group-sponsored event.

Academic Time Away may be applied when the student meets one of the following criteria:

- Student received unsatisfactory or failing grades (e.g., D, F, or NP) and/or Incomplete grades (I) in the majority of their courses
- Student received unsatisfactory or failing grades (e.g., D, F, or NP) and/or Incomplete grades (I) while on Academic Action
- Student has three or more unresolved Incomplete grades (see the Incomplete Grades (p. 1009) section above)
- Student did not participate in programs recommended or required by the College (e.g., Progress Counseling and/or the College Intensive Study Program) to support academic progress

Students may return to the College of Arts & Sciences from Academic Time Away after completing the Reinstatement process, provided they demonstrate, under the specific conditions set for each student, the ability to work productively at the level required by the College. Eligible students will receive communication regarding reinstatement for the next eligible semester via their WashU email accounts.

Leaves of Absence

Undergraduate students may be eligible to request a leave of absence for health or other personal reasons (e.g., family, military service, professional obligations, religious mission). Leave of absences are designed to provide a temporary break in enrollment without officially withdrawing to allow flexibility for students who may face personal, medical, or academic challenges, or need time for other important life events. Leaves may not exceed two years from the effective date of the leave.

Students should verify their academic program policies and any other relevant requirements related to immigration or financial aid/support policies as they consider leave and reinstatement options.

Access to other University privileges such as recreation facilities and libraries as well as participation in activities are paused during a leave of absence.

Students wishing to take a leave of absence will create a Request for Time Away in Workday Student. The College Office reviews the information provided to make a decision about the leave request. Deadlines are strictly followed. Consultation from WashU Cares is required for requests for medical reasons. Additional consultation from relevant University offices may be sought to ensure essential support offerings are provided. Your submission may be shared with, but are not limited to, WashU Cares, WUPD, the Student Health Center, Counseling and Psychological Services, Residence Life, Athletics, Gender Equity and Title IX Compliance Office, the Office of Institutional Equity, or Overseas

Students request reinstatement to their program of study via the process outlined on the Office of the University Registrar website. Additional information is available on the College of Arts & Sciences' Policies & Procedures webpage.

Transfer Credit

With preapproval, courses from accredited colleges and universities can be transferred to Washington University and will count toward the student's 120 credits required for the Bachelor of Arts degree; such courses may also serve as prerequisites to advanced courses and may count, with prior departmental approval, toward a student's major or minor. Transfer credits do not, however, substitute in Integrations or count toward other Arts & Sciences distribution requirements. No transfer credit will be accepted for courses taken while a student is suspended from Washington University for violations of the University Student Judicial Code or Academic Integrity Policy.

For further information pertaining to transfer credit, matriculating first-year students should visit the Pre-Matriculation Credit (p. 176) section in this *Bulletin*; transfer students should visit the Transfer Students (p. 988) section in this *Bulletin*.

Military Training

Army and Air Force ROTC programs are available at Washington University.

ROTC courses numbered MARM 3010, MARM 3020, MARM 4010, and MARM 4020 and AFROTC courses numbered MAIR 3010, MAIR 3020, MAIR 4010, and MAIR 4020 will be granted full credit toward the BA degree for a total of 12 credits. The courses do not count toward the 90 minimum Arts & Sciences credits required for the BA degree and are categorized in the 30 maximum credits that students may earn in courses taken from the McKelvey School of Engineering, the Olin Business School, the Sam Fox School, or the School of Continuing & Professional Studies (CAPS). These courses are letter graded and count toward the GPA, as do courses from the schools listed above.

ROTC courses numbered MARM 1010, MARM 1020, MARM 2010, and MARM 2020 and AFROTC courses numbered MAIR 1010, MAIR 1020, MAIR 2010, and MAIR 2020 will be granted 1 credit each for the Physical Training component, as is commensurate with performance courses currently receiving credit toward the BA degree, including courses listed under Physical Education. Such courses do not count toward the GPA.

School of Continuing & Professional Studies Courses

Students in the College of Arts & Sciences may not enroll in online coursework offered by the School of Continuing & Professional Studies (CAPS). However, students in the College of Arts & Sciences may enroll in one in-person School of Continuing & Professional Studies course per semester with a maximum total of 24 credits allowed. Any credits earned through the School of Continuing & Professional Studies are subject to the degree requirement stipulating that a maximum of 30 credits from Washington University schools other than Arts & Sciences may be applied to the Bachelor of Arts degree. School of Continuing & Professional Studies courses do not fulfill distribution requirements and may only count for a major or minor with approval from the relevant department.

Administration

Feng Sheng Hu, PhD
Richard G. Engelsmann Dean of Arts & Sciences
Lucille P. Markey Distinguished Professor in Arts & Sciences
Professor of Biology and of Earth, Environmental, and Planetary Sciences

Erin McGlothlin, PhD
Vice Dean of Undergraduate Affairs in Arts & Sciences
Gloria M. Goldstein Professor of Holocaust Studies
Professor of German and Jewish Studies

For more information about the College's leadership and the advisory and administrative staff, please visit the Arts & Sciences Staff Directory.

Majors (directory)

A

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- American Culture Studies Major (p. 218)
- Ancient Studies Major (p. 383)
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- Anthropology Major, Global Health and Environment Specialization (p. 272)
- Applied Mathematics Major (p. 699)
- Arabic Major (p. 667)
- Art History and Archaeology Major (p. 313)
- Astrophysics Major (p. 796)

B

- Biology Major (p. 337)
- Biology Major, Ecology and Evolution Specialization (p. 339)
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- Biology Major, Neuroscience Specialization (p. 347)

C

- Chemistry Major (p. 362)
- Chemistry Major, Biochemistry Specialization (p. 364)
- Classics Major (p. 384)
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D

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- Drama Major (p. 759)

E

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- East Asian Languages and Cultures Major (p. 446)
- East Asian Languages and Cultures Major, Chinese Specialization (p. 448)
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F

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G

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- Global Studies Major, Eurasian Studies Concentration (p. 573)
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- Global Studies Major, Global Cultural Studies Concentration (p. 587)
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H

- Hebrew Major (p. 668)
- History Major (p. 642)

I

- Italian Major (p. 933)

J

- Jewish, Islamic, and Middle Eastern Studies Major, Comparative Jewish and Islamic Studies Concentration (p. 670)
- Jewish, Islamic, and Middle Eastern Studies Major, Modern Middle Eastern Studies Concentration (p. 671)

L

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M

- Mathematical Sciences Major (p. 701)
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- Mathematics Major (p. 711)
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P

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- Philosophy Major, Law and Policy Specialization (p. 772)
- Philosophy Major, Philosophy of Science Specialization (p. 773)
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R

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S

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- Spanish Major (p. 935)
- Statistics Major (p. 962)

W

- Women, Gender, and Sexuality Studies Major (p. 979)
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Minors (directory)

A

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- Ancient Studies Minor (p. 385)
- Anthropology Minor (p. 273)
- Anthropology Minor, Global Health and Environment Specialization (p. 274)
- Applied Linguistics Minor (p. 278)
- Applied Microeconomics Minor (p. 469)
- Arabic Minor (p. 672)
- Art History and Archaeology Minor (p. 315)
- Asian American Studies Minor (p. 221)
- Astrophysics and Astroparticle Physics Minor (p. 801)

B

- Bioinformatics Minor (p. 350)
- Biology Minor (p. 351)
- Biomedical Physics Minor (p. 802)

C

- Chemistry Minor (p. 365)
- Children's Studies Minor (p. 519)
- Classics Minor (p. 385)
- Comparative Literature and Thought Minor (p. 408)

D

- Dance Minor (p. 761)
- Data Science in the Humanities Minor (p. 409)
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E

- Earth Science Minor (p. 427)
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- Educational Studies Minor (p. 483)
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F

- Film and Media Studies Minor (p. 553)
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G

- General Economics Minor (p. 470)
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H

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I

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J

- Jazz Studies Minor (p. 735)
- Jewish, Islamic, and Middle Eastern Studies Minor, Comparative Jewish and Islamic Studies Concentration (p. 674)
- Jewish, Islamic, and Middle Eastern Studies Minor, Modern Middle Eastern Studies Concentration (p. 675)

L

- Latin American Studies Minor (p. 686)
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M

- Mathematics Minor (p. 713)
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P

- Philosophy Minor (p. 776)
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- Philosophy-Neuroscience-Psychology Minor (p. 785)
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R

- Religion and Politics Minor (p. 892)
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S

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T

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W

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Accelerated Bachelor's/ Master's Program

Exceptional students who bring to the university a definite commitment to a field of study in the College of Arts & Sciences and a demonstrated capacity for intensive work may be able to complete a master's degree in a one-year accelerated program after completing the BA degree. This accelerated program, which begins each year in the fall semester, is open exclusively to students who graduated during the immediately preceding December, May, or August. Applications may be submitted at any time during the senior year up to the deadline of March 15. Graduate Record Examination (GRE) scores are not required. The program is available only to students currently in their senior year and only for continuous enrollment the next year. There is no option for deferred admission. The application for admission must be made to the department, which forwards the application and recommendation for admission to the Office of Graduate Studies, Arts & Sciences. Application forms are available on the website of the Office of Graduate Studies, Arts & Sciences.

Some departments may not participate in this program, and some departments that do not otherwise offer a master's degree may provide this opportunity to Washington University undergraduates. Contact the relevant department for more specific information about its admission policies and requirements. Students admitted to the program will be regular, full-time graduate students enrolled in the School of Arts & Sciences at Washington University.

Most master's degrees in Arts & Sciences require 36 credits. The accelerated program allows Washington University undergraduates to complete a master's degree in one academic year by applying up to five 3-credit courses or four 4-credit courses (a maximum of 16 units), taken as an undergraduate at the 4000 level or above, toward the master's degree requirements. For master's programs requiring fewer than 36 units, three courses at the 4000 level or above (with a maximum of 12 units) may be applied toward the master's degree. Master's programs requiring more than 36 units may require an additional semester or summer of enrollment. These undergraduate courses must be in an appropriate discipline, approved by the department, and completed with a grade of B or higher.

Ampersand Programs

Ampersand Programs are special multi-semester seminar programs open only to matriculating first-year Arts & Sciences students. An Ampersand Program combines a coherent, group-oriented learning experience with out-of-classroom activities while still allowing time for electives. There are no majors or minors available in this area. Ampersand Programs change each year and have included topics such as the following:

- 50 Years of Hip Hop
- American Stories
- Biotech Explorers Pathway
- Confronting the Past: Transformative Justice in St. Louis and Beyond
- Global Citizenship Project
- History, Memory & Representation of the Holocaust
- Literary Culture of Modern Ireland
- Medicine and Society
- Mind Brain Behavior
- Pathfinder Fellows in Environmental Leadership
- People, Planet, Health
- Phage Hunters
- Rome: The Eternal City?
- Safe Asylum: Refugee Politics and Pathways
- Text and Traditions

Enrollment in each Ampersand Program is limited to ensure closely mentored personalized instruction. All Ampersand Programs constitute integrations and, therefore, fulfill one of the requirements for the Bachelor of Arts degree. Ampersand Programs are open only to matriculating first-year Arts & Sciences students, regardless of their intended majors, and they complement any major or pre-professional curriculum. The full list of Ampersand Programs and sign-up details are available on the First-Year Programs website.

Contact:	Elizabeth Eikmann
Phone:	314-935-7696
Email:	eeikmann@wustl.edu
Website:	https://artsci.wustl.edu/fyp

Faculty

Participating Faculty

Todd Braver
Professor of Psychological & Brain Sciences, Radiology, and Neuroscience
PhD, Carnegie Mellon

Amber Burgett
Assistant Dean of Advising
PhD, Washington University in St. Louis

Emily Cohen-Shikora
Senior Lecturer in Psychological & Brain Sciences
PhD, Washington University in St. Louis

David Cunningham
Professor of Sociology
PhD, University of North Carolina

Michelle DeLair
Lecturer in American Culture Studies
PhD, Washington University in St. Louis

Elizabeth Eichman
Lecturer in American Culture Studies
PhD, Saint Louis University

Christopher Erdman
Assistant Professor of Classics
PhD, University of California

Jonathan Fenderson
Associate Professor of African and African American Studies
PhD, University of Massachusetts

David Fike
Professor
PhD, Massachusetts Institute of Technology

Erin Finneran
Lecturer
PhD, Washington University in St. Louis

Linling Gao-Miles
Senior Lecturer in Global Studies
PhD, Nagoya University, Japan

Kathleen Hafer
Professor of the Practice of Biology
PhD, Washington University in St. Louis

Anna Jacobsen
Director of Anthropology's Medicine and Society Program
PhD, Washington University in St. Louis

Joseph Jez
Professor of Biology
PhD, University of Pennsylvania

Dirk M. Killen
Associate Dean, College of Arts & Sciences
PhD, Harvard University

Ron Mallon
Chair and Professor of Philosophy and Philosophy-Neuroscience-Psychology
PhD, Rutgers University

Zachary Manditch-Prottas
Lecturer in African and African American Studies and American Culture Studies
PHD, University of California, Berkeley

Beth Martin
Teaching Professor in Environmental Studies
MS EECE, Washington University in St. Louis

Erin McGlothlin
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Eleanor Pardini
Assistant Director and Director of Undergraduate Studies
PHD, University of Georgia

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Instructional Specialist
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Elizabeth Reynolds
Lecturer in Global Studies
PhD, Columbia University

Chris Shaffer
Lecturer
PhD, Cornell University

Nicole Svobodny
Teaching Professor of Global Studies
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Younasse Tarboni
Senior Lecturer in Arabic
PhD, Université PSL

Chelsea Viteri
Instructor, Global Citizenship Program
MA, Clark University

Geoff Ward
Professor of African and African American Studies
PHD, Sociology, University of Michigan

Kathryn Wilson
Lecturer
PhD, University of Pennsylvania

Courses

Visit the Ampersand Programs website to view semester offerings.

Bachelor's and Master's Degrees in the Professional Schools

The College of Arts & Sciences — in conjunction with the Brown School, the McKelvey School of Engineering, the Olin Business School, and the Program in Occupational Therapy at the School of Medicine — offers dual (3-2) degree programs. If accepted into a 3-2 degree program, a student may work toward the BA degree during the initial three years at Washington University and toward the professional degree during the fourth and fifth years. A student electing to do a 3-2 program must complete a combined 150 academic units to earn both the BA degree and the professional degree.

Prior to entry into a 3-2 program, a student in the College of Arts & Sciences must complete the following:

1. At least 90 academic units of coursework offered in the College of Arts & Sciences
2. All distribution requirements
3. All requirements for an Arts & Sciences major
4. At least 18 of the 30 required units in upper-level coursework

Note: Some graduate programs may allow one or two courses for the undergraduate degree to be taken concurrently with graduate-level course work. Students should consult carefully with advisors in both programs to determine whether this option is available and, if so, if it is advisable.

A transfer student who seeks the BA degree under this plan must complete at least four semesters in full-time residence in the College of Arts & Sciences at Washington University.

The 30 units of graduate academic credit taken during the fourth year will complete the 120 academic units required for the BA degree. The professional degree is earned when 150 combined academic units and all degree requirements for the professional school are completed. A student must be recommended by the faculty of the professional school to the dean of the College of Arts & Sciences in order to receive the combined degree.

Students interested in a 3-2 degree program should do the following:

1. Discuss degree options with a dean in the College of Arts & Sciences and with a dean in the professional school.
2. Request the Eligibility Certification Form from the College of Arts & Sciences.
3. Submit the completed Eligibility Certification Form with the application for the 3-2 program to the professional school early in the spring semester of their junior year.

BA dual master's degree students are formally admitted into the graduate program of the professional school for a 3-2 program during their fourth year. For students accepted into these 3-2 programs, the undergraduate division will remain the primary school for the fourth year. The professional school program will not become primary until after the eighth semester of study as an undergraduate (or after early graduation with a bachelor's degree). In the fifth year, the professional program will become primary.

Students in 3-2 programs will pay the standard full-time undergraduate tuition rate for the fourth year, except for those students enrolled in the MBA program, which charges a premium above the undergraduate tuition rate. Students will receive financial aid for the fourth year based upon their eligibility for undergraduate financial aid awards, including Pell Grants.

There is no commitment for undergraduate financial aid beyond the fourth year of study. Students in 3-2 programs may apply to the professional programs (MBA, Social Work) for graduate student financial aid for study in the professional program beyond the fourth year.

This policy applies to all Arts & Sciences undergraduates who have completed less than the equivalent of eight semesters of academic work toward their bachelor's degree. If these students enroll in any Washington University graduate or post-baccalaureate degree program to begin course work toward a graduate degree during their fourth year before they have been awarded a Washington University bachelor's degree or completed the equivalent of eight semesters of undergraduate enrollment, they are covered by this policy.

This policy applies to current 3-2 programs involving Washington University bachelor's and master's programs and to any future 3-2 programs.

Brown School: Master of Social Work Program

The Social Work 3-2 program leads to a BA degree from the College of Arts & Sciences and an MSW degree from the Brown School. Interested students should apply to the Brown School during the second semester of their junior year. Students from all academic disciplines with an interest in social work are encouraged to apply. For more information, please visit the Brown School's 3-2 MSW Program website.

McKelvey School of Engineering

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

Olin Business School

A five-year program combining an undergraduate degree and a master's degree is available to a select number of students. More information about the Olin Business School 3+2 Program is available on the Olin website.

School of Medicine: Occupational Therapy Program

The Washington University 3-2 Occupational Therapy program allows students to earn both their undergraduate degree and a Master of Science in Occupational Therapy (MSOT) within five and a half years.

School of Public Health: Master of Public Health Program

The Public Health 3-2 program leads to a BA degree from the College of Arts & Sciences and an MPH degree from the School of Public Health. Interested students should apply to the School of Public Health during the first semester of their junior year. Students from all academic disciplines with an interest in public health are encouraged to apply. For more information, please visit the School of Public Health's 3-2 MPH Program website.

Combined Undergraduate Degree Opportunities

Students may work toward the Bachelor of Arts (BA) degree in the College of Arts & Sciences while simultaneously earning another undergraduate degree in architecture, art, business, or engineering. Students undertaking such a dual degree program must earn 150 units, 90 of which must be in the College of Arts & Sciences. They must also fulfill the requirements for a major in each of the two schools and complete the distribution requirements for both schools. Interested students should contact both a dean in the College and the designated dean in the appropriate professional school as early as possible during their undergraduate careers.

French for Medical Professionals Pathway

The French program is pleased to offer undergraduate students the opportunity to prepare for a diploma in Français professionnel de la santé (FPS) as part of the French for Medical Professionals Pathway. Washington University houses the first exam center in the United States, supported through the French program in Arts & Sciences. The pathway, supported by the Paris Chamber of Commerce and Industry (CCIP), includes specially trained French faculty that provide a sequence of specialized courses and administers the test for the Français Professionnel de la Santé.

Undergraduate students interested in French for Medical Professionals Pathway take a sequence of four courses, selected from the list below. This sequence helps prepare students for the exam that will qualify them to receive a certificate recognized by the French government. Any coursework completed for this pathway at the 3000-level or above can count towards the French major or minor or the Medical Humanities minor and may be of interest to students in psychology or global health. The requirements are summarized below.

Requirements

Total Units Required: 12

Required Course

Students must complete the following course:

Code	Title	Units
FRENCH 3015	Medical French (prerequisite: FRENCH 3070 Cultural Expression)	3

The remaining 9 units are to be selected from the following:

- First Year Seminar (FYS) with Medical Humanities focus (example: Global Health in the Francophone World)
- In-Perspective course with Medical Humanities focus (example: Development on Virality)
- In-Depth course with Medical Humanities focus (examples: Medical Narratives, Narrative Medicine)
- 4000-level seminar with Medical Humanities focus (example: FR 4680 Topics in French Literature: Disability Studies, Before “Disability”)

Additional Information

Up to 6 units completed in the French for the Pre-Med summer study abroad program in Nice or the Junior spring abroad programs in Paris or Toulouse can count toward the pathway.

Study Abroad

We encourage French for Medical Professionals pathway students to participate in a study abroad program, specifically the French for the Pre-Med summer study abroad program in Nice or the Junior spring abroad programs in Paris or Toulouse. Students should complete an In-Perspective course prior to attending the Nice, Toulouse, or Paris programs.

Personnel

- Lionel Cuillé
- Vincent Jouane
- Julie Singer

Diploma Candidate Information

Valid for life, the French Health Diploma is aimed at all those who practice a medical profession and who need to work and communicate in French with patients, their families, as well as with nursing and medical staff.

It attests to your ability to use French effectively, whether orally or in writing, in everyday professional communication situations, by offering activities as close as possible to professional reality:

- Complete a medical file, design a prevention support, complete a care protocol, or write a prevention note on health risks
- Explain a medical procedure or speak on a public health topic to a non-specialist audience

The exam is conducted on a computer, followed by an oral interview with an examiner.

Current information on registration and examination conditions, as well as specific Washington University policies and procedures, can be discussed with the personnel listed above and found on the Les Francais Des Affaires website.

Individual and Group Performance

Opportunities for individual and group performance include participation in various musical organizations sponsored by the Department of Music (e.g., mixed choir, symphony orchestra, wind ensemble) and in courses offered in physical education. To encourage students to pursue such creative, physical, and social activities, the College allows up to 12 units of credit toward the bachelor's degree for the successful completion of enrollment in individual and group performance. Exceptions to the minimums may be made for students majoring in departments that require a large number of performance courses, such as dance, drama, and music.

Internships

Students participating in internships that contribute to their academic or professional development may earn credit for those internships. Registration in an internship for credit is conditional upon the satisfactory completion of the Internship Learning Agreement form provided by the College Office and the approval of this completed form by the College Office, the faculty sponsor, and the internship sponsor.

Credit awarded for an internship corresponds to the time spent in work activities. The student is expected to work 45 hours of internship experience over a period of six to eight weeks for each unit of credit. Registration for 1 to 3 units of credit is possible.

Students may complete the work for an internship over the summer and receive credit during the subsequent semester. Any internship completed this way must satisfy all requirements stated here. The learning agreement must be submitted and approved prior to the student beginning work at the internship site. Therefore, credit cannot be awarded retroactively.

Internship courses are offered for Pass/No Pass grades only and, therefore, count toward the maximum of 24 Pass/No Pass units that may be applied toward graduation requirements. Internships do not count toward the advanced unit requirement and may count toward the major only with departmental approval. Students may not receive more than 3 units of internship credit in any semester and may count no more than 6 units of internship credit toward the 120 units required for graduation. (These regulations, along with all others governing the BA degree, are detailed on the Arts & Sciences Academic Regulations page (p. 1007).)

Note: Students may earn both Washington University credit and wages for their internships. It is not necessary for students to choose between credit and employment wages.

Majors Across Schools

Students may earn a BA degree with a first major in the College of Arts & Sciences and a second major in art and design, business, or engineering by fulfilling all the distribution requirements for the BA degree and completing the requirements both for the first major in Arts & Sciences and for the second major in art and design, business, or engineering. With careful planning, meeting these requirements can be accomplished within the 120 units required for the BA degree. Students should keep careful count to ensure that they complete at least 90 units of credit in the College of Arts & Sciences. For further information about second majors in art and design, visit the College of Art (p. 119)*Bulletin* page; for further information about second majors in business, visit the Olin Business School website; and for further information about second majors in engineering, visit the McKelvey School of Engineering website.

Medicine & Society

The Medicine & Society Program is an exciting opportunity for undergraduate students in Arts & Sciences who are interested in exploring the interface of culture, behavior and health from a social science perspective. The program addresses the important social and cultural foundations of health and illness in human societies, with a specific emphasis on service, research, and mentoring opportunities. In addition to the academic activities, Medicine & Society has a robust sense of community with several opportunities to work with, spend time with, and serve with other Medicine & Society Scholars.

The Medicine & Society program is supported by a grant from the Danforth Foundation and administered through the Department of Anthropology. It is not a major/minor program; it is a four-year program that is available by application only.

Eligibility

The Medicine & Society Program is a four-year program designed for matriculating first-year students. Admission to this program is highly competitive. Academic credentials, aptitude and interest in a health-related career, and personal statements all will be considered when selecting up to 20 participants to join the entering cohort. The program will particularly appeal to students with a long-term commitment to careers and research in healthcare and related fields. All evaluations for admission into this program are blind.

Curriculum

The Medicine & Society Program has its intellectual and programmatic roots in the field of medical anthropology, which is broadly defined as the study of human health and illness across culture, time and space. Medical anthropologists examine the role of culture and society in the shaping of illness experiences. Foci of inquiry may include such issues as traditional health beliefs and practices; cultural clashes between traditional medicine and biomedicine; political and economic

foundations of health disparities; ethical considerations pertaining to health care research, access, and the experience of care and illness; alternative and complementary medicine; social and behavioral factors that affect disease rates; and public health responses to emerging health problems. These topics all share a focus on community as a primary area of inquiry and population as a primary unit of analysis.

Requirements

Once admitted to the program, students must complete the following during the 4-year period of their undergraduate careers (Total of 18 credit hours) the table lists required courses, the information below it provides information about additional program requirements:

Code	Title	Units
ANTHRO 1141	Ampersand: Medicine and Society	3
ANTHRO 1142	Ampersand: Medicine and Society	3
ANTHRO 3423	Health and Wellness in the Community: A Service Learning Seminar	4
ANTHRO 4423	Advanced Seminar in Medicine and Society: Patients, Politics, Policy	3

- First-year Medicine & Society year-long seminar (1141*, 1142*)
- Community health internship or service-learning course (3423*)
- A major or minor in anthropology
- A junior/senior advanced seminar addressing contemporary issues in Medicine & Society (4423)
- 2 additional Medical Anthropology electives.
  - Sample elective courses offered in Medical Anthropology can be found here: Global Health and the Environment
- The W.H.R Rivers Project, which is a final project, paper, capstone, or honors thesis conducted during their senior year. All students will present these projects during the spring semester of their senior year at the W.H.R Rivers Showcase.

Students who are accepted into the Medicine & Society Program are enrolled in a year-long first-year seminar on culture, health and society in the Department of Anthropology. This seminar provides the academic foundation for future community health work in St. Louis. Beginning as early as the sophomore year, students identify and select a community health site for internship placement or service-learning activities. The internship/service-learning opportunity provides students with a location for focusing their interest and involvement in community health and allows them to participate in the work of the host organization. During the junior and senior years, students have the opportunity to intensify their academic and service activities at the internship or service-learning site, which may culminate in a senior honors thesis or a capstone project based on original research and investigation. Students in the Medicine & Society Program are encouraged to graduate with honors, based on their independent research and academic achievement.

* Please note that, with the transition to Workday, course numbers will/may be shifting.

Personnel

The Medicine & Society Program is directed by Dr. Anna Jacobsen, a sociocultural and medical anthropologist whose previous work discussed issues pertaining to religion and morality as they influence perspectives and understandings of personhood and mental and spiritual health. Her current work explores end of life spaces of care, including hospice and palliative care. She is interested in how individual and intersubjective personhood is constructed and engaged with by the individual, their loved ones, and the care team, with a particular attention to the temporal space that is coded as simultaneously urgent and protracted. Included in her work are individuals whose diagnoses and prognoses shift to where individuals occupy a space of being that is chronically terminal. This impacts not only how care is administered but importantly how the chronically terminal person experiences and performs themselves, their care, and is treated by others.

The Medicine & Society Program's Assistant Director is A.J. Jones, a medical and psychological anthropologist. In her research, Dr. Jones is broadly interested in developing accessible and creative ethnographic methods to explore experiences of disability and queerness in medicine. Her previous work on the genetic condition Turner Syndrome centered a series of rehearsals and original, co-written plays to share her interlocutors' experiences with disability, infertility, and gender and sex identity. She is currently working with geneticists at WashU to develop visual aids to facilitate public engagement with increasingly individualized, dynamic, and mosaic chromosomal information. Her upcoming project will investigate how asexual and aromantic folks in the St. Louis area conceptualize intimacy and citizenship through a series of multimodal workshops.

Erin Coleman, the Medicine & Society Program Administrator, is also the Administrative Coordinator for the Undergraduate Program in the Department of Anthropology as well as the Study Abroad Coordinator for the Anthropology department. She has a background in cultural anthropology and international studies as well as extensive experience in community organizing and direct service within nonprofit organizations in the St. Lous are.

Students should also be aware that they also have full access to other faculty in anthropology and related disciplines who offer courses of relevance and interest.

Contact:	Dr. Anna Jacobsen
Email:	aljacobs@wustl.edu
Website:	https://anthropology.wustl.edu/medicine-society-program

Faculty

Director

Anna Jacobsen
Senior Lecturer
PhD, Washington University
(Anthropology; Medical Anthropology; End of Life Care; Death, and Dying; Morality and Religion)

AJ Jones
Assistant Professor
PhD, Emory University
(Medical Anthropology; Psychological Anthropology; Disability Studies; Feminist and Queer Theory; Experimental and Multimodal Ethnography; Performance)

Administrative Assistant

Erin Coleman

Courses

Please refer to the requirements in the Medicine & Society Overview (p. 1020) section, where required courses are listed. Please visit the Medicine & Society page for additional information about the program and courses. Each semester the department offers a range of Medical Anthropology and Global Health electives. During Fall 2025, these courses will include the following:

Code	Title	Units
ANTHRO 307A	Human Variation	3
ANTHRO 3151	Evolution of the Human Diet	3
ANTHRO 3201	Gender, Culture, and Madness	3
ANTHRO 3885	Global Mental Health	3

Other First-Year Programs

Students who have already made a firm commitment to a particular discipline in the humanities, natural sciences, or social sciences — as well as students who are uncertain about what they would like to pursue — have a wide variety of academic options throughout their college careers. The course schedule can be either widely exploratory or oriented toward a particular objective, such as pre-health studies. Students who are still exploring their options are strongly encouraged to consider enrolling in a First-Year Seminar or another First-Year Opportunity when selecting courses in consultation with their four-year academic advisors. First-Year Seminars are single-semester, small-group courses that enable entering students to work closely with peers and faculty around an exciting topic of inquiry. First-Year Opportunities are single-semester, 1- or 2-unit courses designed to highlight interesting research while complementing other elective coursework.

Overseas Study Programs

The guiding principle of international study through the College of Arts & Sciences is to encourage students to acquire the broad cultural knowledge, languages, and practical skills to enable them to participate fully in a global society.

For information about the 100-plus study abroad programs offered in more than 50 countries, visit the Overseas Programs website or the webpages of specific departments and programs.

Physical Education

Undergraduate students may take both lecture-laboratory and performance courses through the Department of Athletics. A total of 12 performance units may be included in the 120 units required for graduation.

Students may take both lecture-laboratory and performance courses through the Department of Athletics; however, there are no majors or minors in this area. All courses are offered only on a Pass/No Pass basis.

Contact:	Bryan Lenz
Phone:	314-935-8509
Email:	blenz@wustl.edu
Website:	http://www.washubears.com

Faculty

Director of Athletics

Anthony J. Azama
John M. Schael Director of Athletics
MBA, Miami University

Instructors

Brian Allen
Football, Offensive Line

Pat Bloom
Baseball, Head Coach

Jim Conlon
Women's Soccer, Head Coach

Casey Cromwell
Softball, Head Coach

DeeDee Effinger
Office of Recreation
Manager, Recreation Operations and Aquatics

Meghann Feely
Office of Recreation
Associate Director, Fitness and Operations

Jeff Fisher
Football, Defensive Coordinator/Linebackers

Roger Follmer
Men's Tennis, Head Coach

Maddie Glunt

Randi Henderson
Women's Basketball, Head Coach

Pat Juckem
Men's Basketball, Head Coach

Paige Madara
Women's Tennis, Head Coach

Dave Reinhardt
Women's Golf, Head Coach

Brandon Santel
Women's Soccer, Assistant Coach

Brad Shively
Swimming & Diving - Men & Women, Head Coach

Jeff Stiles
Track & Field - Men & Women, Head Coach

Ray Williams
Track & Field - Men & Women, Associate Track & Field Coach

Courses

PE 1010 Topics in Physical Education: Beginning Weight Training
Major emphasis is on strength development. First class will meet in the Burmesiter Lounge, Sumers Recreation Center.
Credit 1 unit.
Typical periods offered: Fall

PE 1040 Topics in Physical Education: Varsity Sports
Varsity Sports. Prerequisite, Permission of Instructor.
Credit 1 unit.

PE 1050 Fundamentals of Rowing for Fitness
This eight-week course will focus on the effective use of Concept II Rowing as tools to learn the rowing stroke as well as to maintain aerobic fitness and develop strength. Emphasis will be placed on the correct use of technique to decrease risk of injury; varying duration and intensity of work on the machine to develop different energy systems; and using these new skills in developing lifetime fitness. Instruction will include the use of videotape and video monitoring. Athletic shoes and clothes that are not baggy are needed to participate. There will be a minimum amount of running and light, low-impact aerobic activity required as a warm-up.
Credit 1 unit.
Typical periods offered: Fall

PE 1070 Topics in Physical Education: Group Fitness
This 10-week course is designed to give students the unique experience of a group fitness class catered just to them. Using various formats of group exercise, Group Fitness will provide a fun and dynamic way to motivate participants to reach their desired results. Topics will include cycling, bootcamp, pilates, yoga, cardio, strength training, TRX suspension training, and a variety of other formats specific to the group, helping students to improve their overall fitness and wellness. First class meets in the Olympic Studio, Sumers Recreation Center.
Credit 1 unit.
Typical periods offered: Fall, Spring

PE 1110 Fitness and Conditioning
Students complete fitness testing at the beginning and end of the semester. Individual workout schedules are followed outside of class time. Orientation sessions will take place in the Burmeister Lounge, Sumers Recreation Center.
Credit 1 unit.
Typical periods offered: Fall

PE 1120 Indoor Cycling
Music, stationary bicycles, and an instructor who cues you to ride through hills, valleys, and other terrain, changing resistance and pace to simulate different types of riding. All levels welcome; students can tailor the ride to fit their personal fitness goals and needs. A water bottle and towel are required for this class. There will be a $45.00 fee for this class.
Credit 1 unit.
Typical periods offered: Fall

PE 1130 Topics in Physical Education: Intermediate/Advanced Tennis
Intermediate/advanced tennis.
Credit 1 unit.
Typical periods offered: Fall

PE 1140 Topics in Physical Education: Beginning Tennis
Beginning tennis.
Credit 1 unit.
Typical periods offered: Fall

PE 1160 Topics in Physical Education: Life Skills for Scholar Champions
Participation includes informal leadership tasks under the direction of Washington University Athletic Department personnel. The selection of the task and the scope of work is to be determined before enrollment by conference with the instructor. Prerequisite: permission of the department.
Credit 1 unit.
Typical periods offered: Fall

PE 1180 Fundamentals of Fitness: Personal Training
This course is designed to provide students with the foundational knowledge and skills needed to pass the American College of Sports Medicine's (ACSM) Certified Personal Trainer exam. Classes will be a fusion of lecture and practical application to ensure an environment of applied knowledge. The primary emphasis will include basic human anatomy, physiology, bioenergetics, biomechanics, nutrition and their relationship with exercise. Using the guidelines provided by the ACSM and the accreditation standards of the National Commission for Certifying Agencies (NCCA), students will familiarize themselves with industry standards. Specifically, this course will refer to guidelines provided by the ACSM regarding health screening, scope of practice, client safety, behavior change strategies, program design, fitness assessments and legal issues. At the conclusion of this course, students will take a final comprehensive written and pracitical exam as their final evaluation. A $90 course activity fee is required.
Credit 1 unit.
Typical periods offered: Fall

PE 2015 Weight Training
Beginning weight training. Major emphasis on strength development.

Credit 1 unit.
Typical periods offered: Spring

PE 2020 Topics in Physical Education: Varsity Sports
Varsity sports. Prerequisite: permission of the department.
Credit 1 unit.
Typical periods offered: Fall, Spring

PE 2030 Topics in Physical Education: Intermediate and Advanced Basketball
Designed to develop an appreciation for basketball through team competition and activity. Individual instruction and skill development will also be available.
Credit 1 unit.
Typical periods offered: Fall, Spring

PE 2036 Topics in Physical Education: Fitness and Conditioning
Students complete fitness testing at the beginning and end of the semester. Individual workout schedules are followed outside of class time.
Credit 1 unit.
Typical periods offered: Spring

PE 2039 Topics in Physical Education: Beginning Tennis
Eight-week course: Start 3/1-4/28. MW 1:00-2:30. Sumers Rec/Tennis Courts.
Credit 1 unit.
Typical periods offered: Spring

PE 2041 Topics in Physical Education: Intermediate Tennis
Eight-week course, Start 3/2-4/29. Sumers Rec Center/TAO Tennis Courts.
Credit 1 unit.
Typical periods offered: Spring

PE 2060 Soccer
Designed to develop an appreciation for soccer through the development of soccer skills, concepts of group play and team competition.
Credit 1 unit.
Typical periods offered: Spring

PE 2110 Topics in Physical Education: Lifeguard Training
This course provides skill instruction and knowledge needed to prevent and respond to aquatic emergencies in a pool setting. Successful completion of requirements results in certification in American Red Cross Lifeguard Training for swimming pools, CPR and First Aid. Prerequisite: swimming test given during the first week of class. Course materials fee: $100. Sumers Rec Center/Millstone Pool. 8 week course: 1/26-3/25.
Credit 1 unit.
Typical periods offered: Spring

PE 2140 Topics in Physical Education: Intermediate Volleyball
Intermediate volleyball.
Credit 1 unit.

PE 2996 Physical Education Elective: 2000-Level
This course is used for transcribing 2000-level PE elective units.
Credit 3 units.
Typical periods offered: Fall, Spring, Summer

PE 3996 Physical Education Elective: 3000-Level
This course is for transcribing 3000-level PE elective units.
Credit 3 units.
Typical periods offered: Fall, Spring, Summer

Special Major and Special Minor

On some occasions, a student's interests may fall in the intersection of two or more formally organized major programs, in which case a student may propose a special major that brings the related course work together. Students who propose a special major should be prepared to undertake honors-level work as all special majors must complete a capstone project of 3 to 6 units during their senior year.

Students interested in creating a special major or minor must confer with the dean charged with coordinating this program. Email college@wustl.edu or call 314-935-6800 to get in contact with the appropriate dean.

After consultation, students must submit a formal proposal to the appropriate dean. The proposal must include the following:

1. A description of the program of study, including an explanation of the program's integrating idea
2. A list of courses to be taken
3. A letter of support from the proposed academic advisor
4. A letter of support from a faculty member in a second, related department who has approved the proposal

A proposal for a special major must be submitted no later than the fifth semester of undergraduate enrollment. A proposal for a special minor must be submitted no later than the sixth semester of undergraduate enrollment.

The Special Major and Minor Committee is responsible for final action on these proposals.

Undergraduate Pre-Professional Preparation

Students planning to pursue pre-professional studies should refer to the general recommendations given below. For more specific recommendations, visit the appropriate webpages.

Architecture

Please refer to the College of Architecture (p. 69) section in this *Bulletin*.

Business Administration

Students in the College of Arts & Sciences are welcome to consult with the associate dean for the undergraduate program in the Olin Business School concerning any aspect of preparation for careers in business. For more information, visit the Olin Business School website.

Law

The two most significant factors law schools use in determining who to admit for legal study are the undergraduate GPA (taking into consideration the difficulty of courses attempted and the breadth of study) and the score on the Law School Admission Test (LSAT). Admission to law school requires a bachelor's degree.

There is no required set of courses for pre-law study at the undergraduate level. Many law school applicants have majors in economics, English, history, philosophy, and political science, but law schools also seek students with undergraduate majors in business, engineering, science, and other disciplines. Whatever areas pre-law students choose to emphasize in their undergraduate studies, they should take courses that require significant amounts of writing, develop analytic thinking skills, encourage the application of principles or theories to new situations, and require the original writing and revision of written work in response to comment and critique. It is also important to learn to read and analyze complex written material and to develop sound research skills.

Economics, history, philosophy, and political science courses can help students to develop an understanding of the traditions behind and the development of the U.S. legal system. Accounting, logic, and statistics courses also provide valuable background for legal study and the practice of law.

The pre-law advisors in the College of Arts & Sciences are available to help students plan a course of study and prepare a strategy for applying for admission to law school. For more information, visit the pre-law website.

Medicine

Pre-medical students in the College of Arts & Sciences of Washington University complete the bachelor's degree before admission to a medical school. In addition to fulfilling the requirements for the BA, pre-medical students must fulfill the entrance requirements of the medical schools to which they plan to apply. Specific requirements, which may vary, are summarized in the *Medical College Admission Requirements* online handbook, published annually by the Association of American Medical Colleges.

Pre-medical students must demonstrate high academic achievement and possess the character, responsibility, and level of commitment suitable for a career in medicine. Although requirements for specific medical schools are increasingly varied, most schools have traditionally required at least one year each of English, general biology, inorganic chemistry, organic chemistry, and physics with laboratory components traditionally required for all of the core science courses. In addition, students preparing to take the Medical College Admissions Test (MCAT) should take one semester each of biochemistry, psychology, and sociology. Medical schools also encourage applicants to develop a broad intellectual background that includes the humanities, the social and behavioral sciences, and a demonstrated understanding of and appreciation for social and cultural diversity.

Students interested in the health professions may choose a major in any field — the humanities, the social sciences, or the natural sciences — as long as they complete the pre-medical requirements. Any student planning to apply to MD/PhD programs is strongly advised to major in one of the natural sciences and to begin gaining bench research experience no later than the beginning of their sophomore year. Research opportunities are available on the Danforth Campus and at the School of Medicine, and these opportunities are open to both science and nonscience majors. Health-related volunteer opportunities are also widely available.

Students who enter the university planning to apply to medical school should, with the aid of their advisors, structure their course of study to include the medical school requirements. There is no one right or best sequence of courses, and there are numerous pathways to medical school. Because each student's pathway is different, students interested in a career in the health professions are encouraged to consult the PreHealth deans in the College in addition to their academic advisors. Additional information can be found on the PreHealth website.

Other Health Professions

Students interested in pursuing other careers in the health professions — including dentistry, nursing, occupational therapy, optometry, physical therapy, and veterinary medicine — are invited to visit with a specialist advisor from the PreHealth advising team. Interested students will find additional information on the PreHealth advising website.

Summer Session

The Summer Session in Arts & Sciences offers courses for current Washington University students and visiting students, including pre-college learners. Summer courses are scheduled over five separate sessions. Visit the Summer Session website for more information.

Enrollment Eligibility

WashU Undergraduate Students

Students who are admitted to a degree program and who have completed at least one full semester at Washington University in St. Louis may enroll in Summer Session courses provided that they have a cumulative grade point average of 2.0 or higher. Any student who has been suspended or dismissed from (and not formally readmitted to) any school within Washington University may not register without the written permission of their former dean. In addition, students who have been placed on academic notice or academic time away or who have taken a regular leave of absence must be reinstated and/or cleared by the College Office (or the dean of their respective school if not an Arts & Sciences student) prior to enrolling in Summer Session courses.

Please note that reinstatements are typically issued for the fall semester and not for Summer Session. Matriculated Washington University undergraduate students register for Arts & Sciences summer courses directly through Workday Student.

Domestic Visiting Students

Undergraduates in good academic standing attending another U.S. college or university are welcome to register through the visiting student program. Prior to registration, we strongly encourage that students consult with their home institution advisors to discuss courses and transfer credit procedures.

International Visiting Students

International students currently studying on F-1 or J-1 visas sponsored by another U.S. college or university may register through the visiting student program. Students will be required to provide the following official documents before their request is reviewed:

1. Official I-20 or DS-2019
2. Official I-94
3. Official score report from TOEFL or IELTS
4. Transcript of record from home institution

If students have questions about their current visa status, they should contact the Office for International Students and Scholars.

Pre-College Students

Arts & Sciences Pre-College Programs offer a variety of programs for middle and high school students. Please visit the Pre-College Programs (p. 1026) page of this *Bulletin* for more information.

Maximum Credit Load

Due to the intensive nature of summer courses, students may carry no more than the maximum credit load for each session, indicated below:

- Session I: Maximum of 4 units
- Session II: Maximum of 7 units
- Session III: Maximum of 7 units
- Session IV: Maximum of 7 units

When enrolled in overlapping sessions, students may still carry no more than 7 units at one time. Finally, students are limited to taking no more than 12 units total over the course of the summer.

Contact:	Ashley June Moore
Phone:	314-935-3968
Email:	summersession@wustl.edu
Website:	https://summersession.wustl.edu

Pre-College Programs

The Pre-College Program offerings in Arts & Sciences at Washington University in St. Louis provide opportunities for qualified middle and high school students to study on a non-degree basis. Both credit and noncredit course work is available during the academic year and summer.

Students interested in attending a Pre-College Program must submit an application for admission that may include essays, transcripts, and teacher recommendations. Students are expected to meet the age/year-in-school eligibility of the program unless an exception has been granted. International students for whom English is a second language should provide documentation of their ability to complete coursework in English by providing a minimum TOEFL score of 90 (iBT) or a minimum IELTS Academic score of 6.5. Students may request a waiver based on the current standards of English proficiency certification set by the Office for International Students and Scholars.

Credit courses enrolled in through a Pre-College Program are considered pre-matriculation units and are subject to Washington University policies regarding Pre-Matriculation Credit Units (p. 44).

Admission to and participation in a Pre-College Program does not imply or guarantee acceptance into a degree program at Washington University.

Need-based scholarship assistance is available for all programs. Information about applying for scholarship assistance is available on the Pre-College Programs website.

Summer Programs

Summer Pre-College Programs are designed for mature, academically motivated students enrolled in challenging curriculum that may include honors, advanced placement, and International Baccalaureate courses, if offered by their high schools. Students who are collaborative, intellectually curious, and creative thinkers thrive in these programs. Courses are taught by Washington University instructors from across disciplines and research fields. Course offerings rotate each year. For current course offerings, visit the Pre-College Programs website.

In addition to course work, students participate in enrichment programming designed to support the development of college readiness skills.

High School Summer Scholars Program

Through the High School Summer Scholars Program, students enroll in one or two courses for credit. Students choose from a selection of Arts & Sciences undergraduate courses. To be eligible for the program, students must be current juniors in high school. Students must meet any prerequisites listed for a course in order to be approved to enroll.

High School Summer Institutes

Through the noncredit High School Summer Institutes, students discover a new passion or dive deeper into an existing one through an interdisciplinary environment. Each institute has a specific theme or focus and includes traditional undergraduate classroom activities like lectures, discussions, small group collaboration, and final projects. To be eligible for the program, students must be current sophomores or juniors in high school, and they must meet any prerequisites listed for the institute to which they are applying.

High School Summer Launch

Through the noncredit High School Summer Launch program, students participate in a series of daily lectures, workshops, and seminars designed to build a strong foundation for future academic studies and to prepare students for the college application process. To be eligible for the program, students must be current freshmen or sophomores in high school.

High School Summer Kickstart

Through the noncredit High School Summer Kickstart program, students have the exciting opportunity to build a strong foundation for high school success. This program offers a comprehensive schedule designed to prepare students for the challenges and opportunities they will encounter in high school and beyond. Activities include workshops, hands-on experiments, and small group work. To be eligible for the program, interested individuals must be current eighth-grade students.

Middle School Summer Challenge

Through the noncredit Middle School Summer Challenge program, students participate in a humanities-themed course, leadership and team-building workshops, and a STEM course to create a well-rounded summer experience. To be eligible for the program, interested individuals must be current sixth- or seventh-grade students.

Academic Year Programs

Early College Scholars Program

The Early College Scholars Program is an academic year program that allows St. Louis area high school students to enroll in courses for credit. To be eligible for the program, students must be current 12th-grade St. Louis-area high school students, and they must meet any prerequisites listed for a course. Priority for enrollment in the fall and spring semesters is given first to full-time degree students. If space is available, pre-college students may then be permitted to enroll in a course pending instructor and department approval.

Exploration Courses

The noncredit, online Exploration Courses allow students to explore a topic or subject through a series of interactive activities, lectures, and discussions. To be eligible, interested individuals must be current high school students, and they must meet any prerequisites listed for the courses.

Contact:	Becki Baker
Phone:	314-935-4807
Email:	precollege@wustl.edu
Website:	https://precollege.wustl.edu/

Undergraduate Visiting Students

The Undergraduate Visiting Student offerings in Arts & Sciences at Washington University in St. Louis provide opportunities for qualified individuals to register for undergraduate courses in Arts & Sciences on a non-degree basis.

Permission to register under this arrangement does not constitute or imply admission to a degree program at Washington University. However, at a future date, qualified visiting students may apply for admission to one of the degree-granting divisions of the university. Courses taken during visiting status may be applied to a degree program at Washington University only if authorized by the appropriate academic division.

Students seeking admission to an undergraduate degree program at Washington University should contact the Office of Undergraduate Admissions (admissions@wustl.edu). Students seeking admission to a graduate degree program in Arts & Sciences at Washington University should contact the Office of Graduate Studies, Arts & Sciences (artscigrads@wustl.edu). Individuals wishing to pursue non-degree coursework in art, architecture, business, or engineering should contact those schools directly for information relating to non-degree study. High school students wishing to pursue non-degree coursework at Washington University should contact the Early College Scholars Program (precollege@wustl.edu).

Summer Session Opportunities

Students from other colleges and universities are eligible to enroll in summer courses as visiting students in the College of Arts & Sciences.

Policies and Procedures

- To be eligible to enroll, students must be at least 18 years of age by the start of the session and meet one or more of the following eligibility criteria:
  - Be a matriculated undergraduate student at another U.S. college or university
  - Be a matriculated international undergraduate student attending a U.S. college or university
  - Be able to provide an official transcript from a U.S. college or university
- Additional eligibility requirements are as follows:
  - The student must be in good academic standing (a transcript will be required during the enrollment process). Good standing is defined as having a minimum 3.0 GPA on a 4.0 scale.
  - International students must be able to verify fluency in the English language by providing a minimum TOEFL score of 90 (iBT) or a minimum IELTS Academic score of 6.5. Students may request a waiver based on the current standards of English Proficiency Certification set by the Office for International Students and Scholars.

  (Please refer to the Summer Session visiting student eligibility requirements for additional clarification.)
- Any student who has been suspended or dismissed from any school within Washington University may not register without written permission from their former dean.
- Individuals wishing to enroll as visiting students in Arts & Sciences during the Summer Session must complete the enrollment request form and provide all requested information.

Housing

On-campus housing is available to visiting students during Summer Session. For more information about housing options, please visit Summer Housing.

Academic Year Opportunities

Undergraduate Visiting Student offerings during the academic year are considered on a case-by-case basis and are designed for individuals who are currently undergraduate degree candidates in good standing at other colleges or universities who wish to take a leave of absence from their home institutions and enroll full-time in undergraduate courses at Washington University on a temporary basis.

Policies and Procedures

- Eligibility for visiting student status includes current matriculation in good standing and completion of at least one semester of full-time study (12 or more units) at another accredited college or university with a 3.0 minimum grade point average in previous college work.
- Undergraduate visiting students may register for a minimum of 12 units and a maximum of 21 units of course work during a single semester.
- Undergraduate visiting students are eligible to register for a maximum of two semesters of full-time study at Washington University.
- All course enrollments are on a space-available basis and subject to instructor and Arts & Sciences approval.
- If approved, undergraduate visiting students register for courses with an academic advisor and pay tuition and course-related fees in full at the time of registration.
- Visiting students are not eligible for federal or institutional financial assistance.
- International students are eligible to apply for non-degree study as undergraduate visiting students if they already hold a visa that permits full-time study.
- Individuals wishing to participate in Undergraduate Visiting Student opportunities in Arts & Sciences during the academic year should contact Ashley June Moore, Director of Summer Session & Programmatic Initiatives, at college@wustl.edu.

Housing

On-campus housing is not available to visiting students during the academic year. Off-campus housing, however, is available. For more information about housing options, please contact the Office of Residential Life at reslife@wustl.edu or Quadrangle Housing at quadrangle@wustl.edu.

Business

About Olin Business School

At Washington University's Olin Business School, students learn to look beyond the bottom line and make thoughtful decisions that benefit business and society. Our curriculum prepares students to tackle the greatest challenges of our day and to change the world, for good.

As a leading research-oriented business school, Olin has a network of partners on campus, in the St. Louis community, and around the world. Students are able to apply what they have learned in the classroom to real-world situations through experiential learning opportunities that include student consulting, internships, case competitions, and study abroad programs, among others. Students also develop an entrepreneurial mindset that allows them to act nimbly and quickly in the constantly changing business landscape.

Olin is a welcoming community that allows for a deeper level of engagement, collaboration and program customization. Students can rely on support from faculty, staff and their peers while feeling accomplished in the rigorous coursework.

Bachelor of Science in Business Administration

Olin Business School offers a full-time Bachelor of Science in Business Administration (BSBA) degree program of instruction. Our BSBA students enroll in business courses during their first year, and the curriculum covers the core functional areas of business. At least one major course of study in a field of business is chosen, and at least 40% of the coursework must be in non-business fields, from fine arts to science; this allows students to pursue individual careers and ensures a well-rounded educational experience.

Majors

Students in the BSBA program are offered the option to focus their studies in a specific field of business. Although a business student is not required to declare a business major, almost all of our business students earn at least one professional major. A student may pursue one or two majors from the list below:

- Accounting
- Economics and Strategy
- Entrepreneurship
- Finance
- Financial Engineering (offered as a second major option only)
- Health Care Management
- Marketing
- Organization and Strategic Management
- Supply Chain, Operations, and Technology

Specific requirements for each major can be found in the Majors for BSBA Degree Candidates (p. 1031) section of this page.

Minors

Many departments and schools in the university offer minors. Business students can also pursue a minor outside of Olin Business School in any recognized academic discipline offered within the university by satisfactorily completing all of the requirements for both the BSBA degree and the minor. Required courses for a minor outside of the business school may range from 15 to 27 units, depending on the specific regulations of the academic department. A business student who applies for a minor and completes all of the requirements will have the award of the minor noted on the official transcript. A student must be approved for admission to a minor program by the department offering the minor.

BSBA students may choose the following minors offered through the Olin Business School:

- Business of Social Impact
- Business of Sports
- Business of Entertainment
- Business of the Arts
- Business Analytics

Specific requirements for each major can be found in the Minors for BSBA Degree Candidates (p. 1031) section of this page.

Combined Majors

Business students have the option to major in more than one field of study. BSBA students can earn a total of two majors, either both in business or one in business and one from outside of Olin. For example, a student could earn a BSBA degree with a major in finance and a major in English literature from the College of Arts & Sciences. Students must complete the specific courses required for the second major, but they are not required to complete the general requirements for the second degree. Students should consult with their academic advisors for additional information. Upon completion, the student's transcript would show a BSBA degree along with the earned second major. A diploma is awarded for the degree, with reference to any major(s) appearing on the official transcript.

Combined Degrees

A student also can earn two undergraduate degrees simultaneously: a BSBA degree and another undergraduate degree offered at the university. The student must be admitted to the other degree-granting program, and they must meet specific degree requirements for both schools. Typically, this option requires additional time to complete all requirements. For example, if a student combines a business degree with a degree from the College of Arts & Sciences, the student must complete a minimum of 150 units between the two disciplines. Of the 150 units, at least 90 units must be from the College of Arts & Sciences, and at least 60 units must be from Olin Business School. Some courses

may be used to satisfy both degree requirements simultaneously. Because requirements for a second degree vary from discipline to discipline, students should talk with their primary advisor to plan their program.

Non-BSBA Students

Students in other undergraduate divisions of the university may choose to complete a second major or a minor in a business discipline. This opportunity allows students to combine their academic interests between two schools. If students wish to pursue a second major or minor in business, they are required to follow the degree requirements for their primary school/major along with a set of core business or prerequisite requirements and 15 units of professional major/minor coursework. Additional information for students from other schools of Washington University who wish to pursue business second majors and minors can be found in the Non-BSBA Programs (p. 1032) section of this page.

Joint Programs

Bachelor of Science in Business and Computer Science

The Bachelor of Science in Business and Computer Science degree program provides an integrated educational experience that involves both the Olin Business School and the McKelvey School of Engineering. The objectives of this program are to provide students with the fundamental knowledge and perspectives of computer science and business and to expose them to the unique opportunities created by combining these disciplines. As one of the only such joint programs in the country, the Bachelor of Science in Business and Computer Science features unique curricular and cocurricular elements that help to create a distinctive program.

Please visit the Bachelor of Science in Business and Computer Science page (p. 1104) of this *Bulletin* for more information.

Olin Graduate Programs

Master of Business Administration (MBA)

A special five-year program — often referred to as the 3+2 program — that combines an undergraduate degree with the Master of Business Administration degree is available to a select number of undergraduates. Interested candidates should contact the Olin MBA Admissions office by calling 314-935-7301 or emailing Olin Graduate Admissions (OlinGradAdmissions@wustl.edu).

Specialized Master's Programs

A specialized master's degree is highly concentrated and singular in focus, providing intensive education in one business discipline. Olin Business School offers a variety of specialized master's programs that can be combined with an undergraduate degree. Visit our website for more information about dual undergraduate and specialized master's programs. Interested candidates should contact the Olin MBA Admissions office by calling 314-935-7301 or emailing Olin Graduate Admissions (OlinGradAdmissions@wustl.edu).

Opportunities

Academic Advising

Olin Business School provides students with expert academic advising and support. Olin undergraduate programs have academic advisors who serve as professional advisors to all undergraduate students on procedural matters, course planning, registration and other academic matters. Students are required to meet with their advisors at least once per semester to discuss course registration, but they are strongly encouraged to meet more frequently to allow advisors the opportunity to learn about the student's goals, plans and career objectives.

Independent Study

Independent study under the direction of a faculty member is available on a selective basis. The purpose of independent study is to provide an opportunity for students to pursue subject matter beyond the specific course offerings found in the business school. Projects may be done for 1 to 6 units of credit, but normally no more than 3 units will be granted in any one semester. The Independent Study Form must be submitted to the student's academic advisor by the end of the second week of the academic semester. Students may apply a maximum of 6 units of independent study in business and 6 units from outside of Olin toward the 120 unit degree requirement.

For more information, please speak with an academic advisor for the Olin Business School undergraduate programs.

Global Programs

Upon graduation, students are working at some of the top institutions across the globe. This is why Olin has chosen to integrate meaningful, purposeful and impactful global experiences into its academics. Having an international experience signals to employers that our students are in possession of valuable traits such as adaptability, comfort in ambiguity, and global leadership. All students have the opportunity to study abroad, providing they meet the eligibility requirements. Detailed information and eligibility requirements for study abroad are available on the Olin Global Programs website or in the Undergraduate Programs office.

Options include the following:

- **Olin International Internship Programs** combine classroom learning with a full-time internship placement of approximately 10 to 12 weeks. Students complete a significant research project in conjunction with the internship experience.
- **Olin Semester Study Abroad Opportunities** are offered across the globe in Asia, Europe and South America. Students choose courses on offer at local universities or study centers in the areas of business, language and general studies. Some programs require intensive language courses, although most are taught in English.

- **Short-Term and Summer Programs** last from two to eight weeks for 3 to 6 credits, including opportunities through the Center for Experiential Learning as well as Olin-run programs in Europe and Israel.

A unique aspect of many of our semester programs are the Academic Study Tours. Academic Study Tours are a required academic component for several of our study abroad programs, and students earn business credit for this experience. These tours are designed to develop research, analysis and presentation skills in an experiential format to allow students to apply theory, concepts and skills gained at Olin to consulting-type exercises abroad. They also allow students the opportunity to explore the business and culture of the region in which they are studying.

Other Study Abroad Options

Students with second majors outside of business may consider study abroad programs sponsored by Overseas Programs in the College of Arts & Sciences to earn credit toward their non-business major.

Center for Experiential Learning

The Center for Experiential Learning (CEL) is an educational center at Olin Business School. The CEL facilitates real-world experiential learning courses. Last year, dozens of our expert advisors and faculty oversaw 140+ live consulting engagements with nearly 1,000 Washington University student participants. The CEL's partners include startups, nonprofits, multinational enterprises, and NGOs in St. Louis, across the country, and around the globe. Visit the Center for Experiential Learning website for more information.

Center for Career Engagement

WashU's Center for Career Engagement (CCE) provides comprehensive career support, including career coaching and planning, career assessment and skills training, and access to a global community of leaders, recruiters, influencer networks, and WashU alumni. To get the most out of career support, students are encouraged to meet with coaches early in the school year to discuss their personal and professional goals.

Through the CCE, students can access 24/7 digital tools and resources, self-assessments, résumé and cover letter reviews, and networking sessions. In addition, they can connect to employer activities, including company information sessions, speaker panels, on-campus interviews, skill-building workshops, and career fairs.

Students are encouraged to join the Business Career Community, an industry-focused space dedicated to exploring careers, making connections, and inspiring confidence.

For more information, please visit the Center for Career Engagement website or call 314-935-5930.

Contact Information

Phone:	314-935-6315
Email:	bsba@olin.wustl.edu
Website:	http://olin.wustl.edu

Faculty

Dean

Michael J. Mazzeo, PhD
PhD, Stanford University

For further information, please visit Olin Business School's website:

- Leadership
- Faculty

Majors

Majors for BSBA Degree Candidates

In addition to the 42 core professional units required, which are listed on the Degree Requirements (p. 1048) page of this *Bulletin*, a BSBA degree candidate must complete at least 18 professional elective units. BSBA students may apply these professional electives toward a specific professional major. Majors in the business curriculum are opportunities to focus study in a specific field of business. All major courses must be taken in residence. Coursework from an approved Washington University study abroad program will count as in-residence work. However, only one course per major may be taken through a study abroad experience.

BSBA students may select a major from the following disciplines:

- Accounting, BSBA (p. 1054)
- Economics and Strategy, BSBA (p. 1054)
- Entrepreneurship, BSBA (p. 1054)
- Finance, BSBA (p. 1055)
- Health Care Management, BSBA (p. 1056)
- Marketing, BSBA (p. 1056)
- Organization and Strategic Management, BSBA (p. 1057)
- Supply Chain, Operations, and Technology, BSBA (p. 1057)

The following is offered as a Second Major only for BSBA students:

- Financial Engineering (p. 1055)

Minors

Minors for BSBA Degree Candidates

Note: All BSBA minors require 12 unique credits of coursework.

BSBA students may select a minor from the following disciplines:

- Business Analytics Minor (p. 1062)
- Business of Entertainment Minor (p. 1063)
- Business of Social Impact Minor (p. 1064)
- Business of Sports Minor (p. 1065)
- Business of the Arts Minor (p. 1066)

Non-BSBA Programs

Pursuing a Second Major or Minor in Olin as a Non-BSBA Candidate

Students in other undergraduate divisions of Washington University may choose to complete a second major or a minor in a business discipline. This opportunity allows students to combine their academic interests between two schools. If students wish to pursue a second major or minor in business, they are required to follow the degree requirements for their primary school/major along with a set of core business or prerequisite requirements and 15 units of professional major/minor coursework.

Second Majors for Non-BSBA Candidates

Regulations for Second Majors

All non-BSBA students pursuing any business second major must do the following:

1. Declare their second major online through Workday by the end of their junior year. To be eligible to declare a second major, students will need to complete MATH 1520 Calculus II, plus two business courses before their declaration will be approved. A second major will not be awarded to a student unless proper declaration is made.
2. Second majors must complete the specific requirements listed for the individual major.
3. Non-BSBA second majors may not pursue a minor from Olin in the following disciplines: Accounting, Entrepreneurship, Finance, Health Care Management, Managerial Economics, Marketing, Organization and Strategic Management, or Supply Chain, Operations, and Technology.
4. Second majors may not count one course toward two Olin majors or toward an Olin second major and minor.
5. Take all core and major specific courses for any business major for a grade.
6. An overall 2.0 average must be achieved in coursework taken as part of the business major.
7. Complete a minimum of 24 graded business units through Olin Business School.
8. Take all major courses in residence. Coursework from an approved Washington University study abroad program will satisfy this residency policy. However, second majors may only take one core course and one major course through a study abroad experience.
9. Meet the prerequisites as stated in Workday course descriptions to enroll in Olin courses. Students will not be able to enroll in a course if they do not meet the pre-/co-requisite courses. Please review course descriptions in Workday.
10. Complete DAT 1200 Managerial Statistics I or an approved substitution.
    a. Advanced Placement credit for SDS 2020 Elementary Probability and Statistics will not serve as a substitute for the DAT 1200.
    b. The following courses are not approved substitutions for DAT 1200: ENGR 3280, SDS 3030 (formerly SDS 3211), and PSYCH 3000.
11. Engineering students who have taken ESE 3260 Probability and Statistics for Engineering and who are majoring in finance will not be required to take DAT 1200 Managerial Statistics I or DAT 1201 Managerial Statistics II. However, DAT 1201 Managerial Statistics II must be taken if listed as a prerequisite for non-Finance courses.
12. School of Continuing & Professional Studies courses will not count toward any business major.

Second Major Core Business Requirements

Code	Title	Units
ACCT 2610	Principles of Financial Accounting	3
ACCT 2620	Principles of Managerial Accounting	3
DAT 1200	Managerial Statistics I	3
or ESE 3260	Probability and Statistics for Engineering	
or POLSCI 2400	Data Science for Politics	
or POLSCI 3630	Quantitative Political Methodology	
or SDS 2020	Elementary Probability and Statistics	
or SDS 3020	Elementary to Intermediate Statistics and Data Analysis	
DAT 1201	Managerial Statistics II	3
or ECON 3150	Introduction to Econometrics	
or ECON 4150	Introduction to Econometrics With Writing	
or SDS 4010	Probability	
or SDS 4130	Linear Statistical Models	
MATH 1520	Calculus II	3
MGT 1000	Individual in a Managerial Environment	3
or MGT 3800	Business Strategy	
MEC 2900	Microeconomics	3
or ECON 4001	Intermediate Microeconomic Theory	
MEC 2920	Global Economy	3
or ECON 1502	Introduction to Macroeconomics	
Total Units		**24**

Second Major Options

Non-BSBA students may select a second major from the following disciplines:

- Second Major in Accounting (p. 1057)
- Second Major in Economics and Strategy (p. 1058)
- Second Major in Entrepreneurship (p. 1058)
- Second Major in Finance (p. 1059)
- Second Major in Financial Engineering (p. 1059)
- Second Major in Health Care Management (p. 1060)
- Second Major in Marketing (p. 1060)
- Second Major in Organization and Strategic Management (p. 1061)
- Second Major in Supply Chain, Operations, and Technology (p. 1061)

Minors for Non-BSBA Degree Candidates

Regulations for Non-BSBA Minors

All non-BSBA students pursuing any business minor must do the following:

1. Declare their minor online through Workday no later than the end of their junior year.
2. A minimum of a 2.0 average GPA in all business minor coursework is required.
3. Non-BSBA minors in Accounting, Entrepreneurship, Finance, Health Care Management, Managerial Economics, Marketing, Organization and Strategic Management, or Supply Chain, Operations, and Technology may not pursue a second major from Olin in the following disciplines: Accounting, Entrepreneurship, Finance, Health Care Management, Managerial Economics, Marketing, Organization and Strategic Management, or Supply Chain, Operations, and Technology.
4. Satisfy all prerequisites. (It is preferred that prerequisites be completed at Washington University.) Additional prerequisites may be needed to remain enrolled in certain courses. Please review course descriptions in Workday.
5. Take all 15 units of required courses at Olin Business School. Non-BSBA students may take one minor course through an approved study abroad program. Courses taken in the School of Continuing & Professional Studies or at another university do not satisfy the requirements for any of the five required minor courses.
6. Take all 15 units of required minor courses for grades (i.e., no Pass/No Pass).
7. Minor prerequisites may be taken as Pass/No Pass. However, if a minor is switched to a second major or a BSBA degree, Pass/No Pass courses cannot be used toward the second major.
8. 15 additional units are required to earn a second business minor. Students may not double count courses toward two Olin minors or an Olin second major and minor.
9. BUCS students must complete 15 unique credits to earn a business minor, as coursework may not overlap with BUCS business requirements.

Minor Options

Non-BSBA degree students are eligible to pursue a minor in one of the specific fields of business listed below:

- Accounting Minor (Non-BSBA) (p. 1062)
- Business Analytics Minor (Non-BSBA) (p. 1063)
- Business of Entertainment Minor (Non-BSBA) (p. 1064)
- Business of Social Impact Minor (Non-BSBA) (p. 1065)
- Business of Sports Minor (Non-BSBA) (p. 1066)
- Business of the Arts Minor (Non-BSBA) (p. 1066)
- Entrepreneurship Minor (Non-BSBA) (p. 1067)
- Finance Minor (Non-BSBA) (p. 1068)
- Health Care Management Minor (Non-BSBA) (p. 1068)
- Managerial Economics Minor (Non-BSBA) (p. 1068)
- Marketing Minor (Non-BSBA) (p. 1069)
- Organization and Strategic Management Minor (Non-BSBA) (p. 1069)
- Strategy Minor (Non-BSBA) (p. 1070)
- Supply Chain, Operations, and Technology Minor (Non-BSBA) (p. 1070)

Courses

Courses include the following:

- ACCT (p. 1033): Accounting
- DAT (p. 1035): Data Analytics
- FIN (p. 1036): Finance
- INTL (p. 1038): International Studies
- MEC (p. 1039): Managerial Economics
- MGT (p. 1040): Management
- MKT (p. 1045): Marketing
- OB (p. 1047): Organizational Behavior
- SCOT (p. 1048): Supply Chain, Operations, and Technology

Accounting

ACCT 2610 Principles of Financial Accounting
ACCT 2610 provides an overview of the financial accounting reporting process, with a primary focus on the analysis of economic events and their effect on the major financial statements (balance sheet, income statement, and statement of cash flows).
Credit 3 units.
Typical periods offered: Fall, Spring, Summer

ACCT 2620 Principles of Managerial Accounting
Emphasis on the accumulation and analysis of data for internal decision makers. Introduces the vocabulary and mechanics of managerial accounting and accounting techniques used by internal managers in planning, directing, controlling, and decision-making activities within their organizations.
Credit 3 units.
Typical periods offered: Fall, Spring

ACCT 3610 Intermediate Financial Accounting I: Finance Related Topics
The first of a two-course sequence in corporate financial reporting. Examines the environment of financial accounting, the standards-setting process, and the conceptual framework that underlies financial accounting in the United States. Topics: review accounting basics, events, and transactions that impact financial statements, comprehension of corporate financial reports, and examination of political and economic factors influencing accounting policy.
Credit 3 units.
Typical periods offered: Spring

ACCT 3620 Intermediate Financial Accounting II
Continuation of ACCT 3610. Focus on the accounting and reporting of various stakeholders' claims against the corporate entity. Claims of shareholders, long-term creditors, employees and governmental bodies are examined. An in-depth understanding of applicable generally accepted accounting principles is developed by examining the strengths and weaknesses of these principles and alternative accounting practices.
Credit 3 units.
Typical periods offered: Fall

ACCT 3650 Taxation of Business Entities
This course involves an examination of tax laws at the federal, state, and international levels, with an emphasis on corporate taxpayers and partnerships. A data-driven approach will be used to show how various business transactions affect a business entity's tax liability. Attention will also be given to various ways in which business entities might structure transactions to avoid or reduce tax liability and how the choice of business entity type affects these decisions.
Credit 3 units.
Typical periods offered: Spring

ACCT 3660 Carbon Accounting
This course provides the student with an understanding of the current structure of emissions reporting with an emphasis on carbon reporting. The course will give an overview of the regulatory bodies involved in setting standards for carbon reporting. We will discuss the various rating agencies and indices currently used by stakeholders (e.g., investors and activist funds). The course will provide details on what companies report and how they inform investing and consumption decisions. We will discuss the supply and demand for carbon emissions information and how those economic forces are likely to shape changes in carbon reporting and the decision-usefulness of carbon information.
Credit 1.5 units.
Typical periods offered: Fall

ACCT 4003 Not-For-Profit Accounting
Students will gain an understanding of the unique facets of not-for-profit accounting, including understanding not-for-profit financial statements, differences in not-for-profit GAAP, and the IRS Form 990.
Credit 1.5 units.
Typical periods offered: Spring

ACCT 4013 Ethics I
This course is designed to help the student understand ethical reasoning and behavior, and it will help them to define their own moral compass using case studies as the primary source of instruction. The primary goal is to make the student a role model for others in ethical behavior. Students will learn not just how to determine the proper ethical choice; more importantly, they will learn how to effectively implement the behavioral changes required to achieve solutions to ethical dilemmas. To quote (while paraphrasing) the authors of the textbook, we strive in [these courses] not only to educate accounting students to be future leaders in the accounting profession but to stimulate [the student's] ethical perception and cultivate virtue thereby awakening [their] sense of duty and obligation to the public interest.
Credit 1.5 units.
Typical periods offered: Fall, Spring

ACCT 4014 Ethics II
This course was designed to help students develop a deeper understanding of ethical behavior, including dealing with fraud in financial statements, legal obligations of auditors, Wall Street expectations and earnings management, and what it takes to be an ethical leader. To quote the author, ...it comes down to one's sense of right and wrong and willingness to voice values to positively impact (the) auditor responsibility. This second segment of Ethical Decision Making in Accounting is offered for the purpose of creating ethical leaders in the accounting and auditing profession, the business community, and society and to instill that sense of right and wrong and the eagerness to put it into action.
Credit 1.5 units.
Typical periods offered: Fall, Spring

ACCT 4550 Accounting Policy and Research
This course will enable students to develop their knowledge and appreciation of current debates that surround the accounting profession. Students will develop critical thinking skills regarding these issues and form and defend opinions about contemporary regulatory and market issues. The course will also provide an opportunity for students to learn important technical and research tools used by accounting practitioners. Finally, students will gain an appreciation of the primary methods underlying academic research in accounting.
Credit 3 units.
Typical periods offered: Spring

ACCT 4640 Auditing
This course deals with the professional service industry of auditing. The auditing industry provides the service of objectively obtaining, evaluating, and communicating evidence regarding managerial assertions about economic events. Specifically, auditing ascertains the degree of correspondence between managerial assertions and established criteria. The course is organized around the basic categories of: (1) the economic role of external corporate auditing in securities markets, (2) the composition of the firms in the auditing industry, (3) the regulatory environment of auditing, (4) litigation issues facing the accounting/auditing industry, and (5) the requirements for conducting audits. Topics included in the last area include a consideration of the scope and application of Generally Accepted Auditing Standards (GAAS) and the general technology of auditing which are some general auditing topics typically covered on the CPA exam. Grading is based on homework, a group-based project, and two exams.
Credit 3 units.
Typical periods offered: Fall

ACCT 4660 Financial Statement Analysis
Designed to enhance your understanding of the process of evaluating financial statement information. Requires a basic familiarity with financial accounting and the assumptions underlying measurements reported in financial statements, an understanding of the economic and regulatory forces underlying corporate disclosure of financial statement information and their effects on financial statement information, and familiarity with data sources and analytical tools to extract and evaluate this data. Objectives are to develop familiarity with this type of analysis and to gain an appreciation for its limitations. Topics: profitability and risk analysis, credit risk models, forecasting, and valuation.
Credit 3 units.
Typical periods offered: Fall

ACCT 4670 Taxation of Individuals
This course provides an introduction to federal income taxation with primary emphasis on the tax implications of business transactions. The objectives of the course are to develop a basic understanding of federal income tax laws and to provide a framework for integrating income tax planning into the decision-making process. The course is of value to all students who need to recognize the important tax consequences of many common business transactions and is not intended solely for accounting majors or those students interested in becoming tax specialists.
Credit 3 units.
Typical periods offered: Fall

ACCT 4675 Volunteer Income Tax Assistance
VITA is an experiential learning course where students volunteer at an external organization, the Gateway EITC Community Coalition ("Gateway"), which provides free federal and state tax preparation services to low- to moderate-income families and individuals, seniors, persons with disabilities, and limited English-speaking taxpayers who need tax preparation assistance. Students will need to initially complete the VITA Training Program, pass a certification exam administered by Gateway, and volunteer at Gateway tax preparation sites in the St. Louis area. Students who have completed ACCT 4670, Taxation of Individuals, will find the subject matter easier to address.
Credit 1.5 units.
Typical periods offered: Spring

ACCT 4680 M&A Accounting
Examination of the nature and financial reporting aspects of various business transactions: corporate acquisitions, mergers, and the formation of other strategic alliances. Topics: accounting for business combinations and consolidations, joint ventures and foreign currency translation, accounting and financial reporting issues facing government entities.
Credit 3 units.
Typical periods offered: Spring

ACCT 4755 International Taxation
In today's global economy, questions regarding what activity and income get taxed and which jurisdiction enjoys taxing priority have never been more important. Recent U.S. tax reform has caused a monumental shift in the U.S. taxation of multinational transactions and activities. U.S. and global legislative proposals continue to focus on the tax rules applicable to multinational enterprises as parameters around these topics continue to evolve. This course will be an introduction to international taxation, focusing on such topics as tax jurisdiction, source-of-income rules, transfer pricing, tax treaties, and international tax practice and procedure. Core course materials will be supplemented with discussion around current relevant transactions (particularly M&A transactions) in the business headlines.
Credit 1.5 units.
Typical periods offered: Spring

ACCT 4756 Advanced International Taxation
In today's global economy, questions regarding what activity and income get taxed and which jurisdiction enjoys taxing priority have never been more important. Recent U.S. tax reform has caused a monumental shift in the U.S. taxation of multinational transactions and activities. U.S. and global legislative proposals continue to focus on the tax rules applicable to multinational enterprises as parameters around these topics continue to evolve. This course will address advanced international taxation, focusing on such topics as foreign currency, export benefits, transfer pricing, tax treaties, as well as planning from both an outbound and inbound investment perspective.
Credit 1.5 units.
Typical periods offered: Spring

Data Analytics

DAT 1200 Managerial Statistics I
The first of a two-course sequence in business applications of statistics, focused on descriptive statistics, probability and distributions, inferential statistics, and linear regression. Approximately, the first quarter of the course is about descriptive statistics and applications of covariance. The second quarter is devoted to probability: basic rules, conditional probabilities, Bayes' theorem, expected values, and probability distributions. This work is followed by an introduction to sampling distributions and inferential statistics. Confidence intervals and hypothesis testing are introduced to make inferences about parameters. The last one-fourth of the course focuses on simple linear regression. Throughout the course, functions, data analysis, VBA, and solver features of Excel are introduced.
Credit 3 units.
Typical periods offered: Fall, Spring

DAT 1201 Managerial Statistics II
The second of a two-course sequence in business applications of statistics, focused on forecasting. The course is devoted to the use of linear regression models in business, and ways to deal with problems of collinearity, outliers, non-linear relationships, and heteroscedasticity. Advanced topics including time series regression and logistic models are covered as time permits. There are quizzes and group projects in addition to a midterm and final.
Credit 3 units.
Typical periods offered: Fall, Spring

DAT 2200 Analytics and Modeling for Business Decisions
The primary goal of this course is to help students become effective problem solvers, smart consumers of data, and finally intelligent business decision-makers in various management situations. The course utilizes structured problem-solving approaches heavily relying on data to define the problem, uncover useful relationships between critical variables and outcomes, define measures for evaluating alternatives, and model underlying conceptual relationships with constraining resources. Applications of those analytic tools will be illustrated using examples from various business functional areas such as finance, marketing, operations, economics, and strategy. Prerequisites: DAT 120 and completion or concurrent enrollment in DAT 121.
Credit 3 units.
Typical periods offered: Fall, Spring

DAT 3015 Data Analytics in Python
This course is an introduction to data science in Python, which assumes no prior programming experience. The course is broken down into two units. In the first unit, students will be introduced to the basics of Python as a programming language. The second unit of the course is devoted to data analytics; students will use Python to explore and visualize real-world data sets from various industries including finance, sports, and technology.
Credit 3 units.
Typical periods offered: Fall, Spring

DAT 4001 Data Management Tools for Business Decisions
This course prepares students for success in many business analyst roles. The tools covered in this course will prepare students well for roles in finance, accounting, quantitative marketing, information systems, operations, talent analytics, and others. As companies collect more data internally and augment this with external data sources, collecting, maintaining, and organizing data is becoming an essential skill for success in many roles. Developing creative reports and dashboards that are updated in real time are demanded in today's data-driven decision-making environment. While there are a plethora of tools available to support business analysts, this course focuses on VBA in Excel and SQL, two critical tools for reporting and dashboards. Students will also be introduced to Tableau, the state-of-the-art visualization software. These tools are introduced within the broader organizational data environment to provide an understanding of the role of the business analyst within the organization. Companies' data environments traditionally include enterprise resource planning (ERP) systems, customer relationship management (CRM) systems, relational databases, external data sources, data warehouses, and data cubes. Understanding the roles of each component of the data environment enables students to utilize each effectively.
Credit 3 units.
Typical periods offered: Spring

Finance

FIN 3150 Capital Markets and Financial Management
Students will learn how the decisions of a company affect shareholder value and what decisions can increase it. To understand the perspectives of shareholders, we will study basic principles of investing: time value of money, valuation of debt and equity securities, discounted cash flow as a foundation for stock prices, the impact of diversification and leverage on portfolio risk, the relationship between risk and expected return in securities markets, and capital market efficiency. We will use these principles to analyze capital investment decisions by estimating cash flows and discounting them at the appropriate cost of capital. We will also study how shareholder value is affected by a firm's financing decisions, such as the choice of using debt or equity capital.
Credit 3 units.
Typical periods offered: Fall, Spring

FIN 3175 Information, Intermediation, and Financial Markets
This course is a study of financial intermediation. It first develops a conceptual framework for why and how financial institutions as intermediaries play a vital role in the functioning of the global economy, then examines applications to commercial banks, investment banks, mutual funds, hedge funds, broker-dealers, insurance companies, and more from the corporate perspective. We will also discuss current topics in financial regulations, challenges, and opportunities in the aftermath of the financial crises as well as the rise of AI. From this course, students will (1) develop familiarization with current practices of the institutions that make up the financial markets while understanding their vulnerabilities and changes over time, (2) understand the purpose of banking and other types of financial services in economic development and stability, and (3) assess job opportunities in the financial sector from the viewpoint of career development through case studies and guest speeches.
Credit 3 units.
Typical periods offered: Fall

FIN 4010 Advanced Valuation
This course covers advanced topics in valuation. Main topics covered will be the valuation of private firms and young businesses, and the valuation of financial services firms such as banks and insurance companies. The course applies both theory and practical valuation methods through the analysis of cases and real world examples.
Credit 1.5 units.
Typical periods offered: Spring

FIN 4023 Venture Capital Methods
Students are exposed to the process of analyzing, valuing and structuring potential equity investments in privately-held, entrepreneurial, venture-stage businesses. The goal is to develop critical thinking skills in evaluating potential investments and understanding the dynamics of various risk factors predominant in such investments, including market risk, execution risk and technology risk. The classes will be a combination of individual readings, case learning, presentations and panel discussions by industry experts, and experiential learning in a team format. Classes will be case study driven and will focus on company-and fund specific situations. Guest lecturers will be used extensively and will provide content integral to the course. The final sessions of the class will be conducted as a presentation and analysis of a potential investment.
Credit 1.5 units.
Typical periods offered: Fall, Spring

FIN 4024 Venture Capital Practice
This capstone course offers students interested in early-stage investing an immersive experience in angel and early-stage investment practices within private companies. Collaborating with professionals in the St. Louis community, students engage in activities spanning from identifying potential investment opportunities to closing deals, gaining practical skills essential for the field.
Credit 1.5 units.
Typical periods offered: Fall

FIN 4025 Private Equity Methods
This course will provide the student with an understanding of the basic terminology, due diligence, and analytical methodologies critical to evaluating private equity investments. The course will also cover the history of private equity and the different roles of private equity, including growth capital, LBO/MBO, roll-up, and so on in the evolution of the firm. Private equity funds in the context of the overall market (i.e., strategic vs. financial acquirers) will be discussed as will be the role of leveraged lending and bank financing of financial sponsors. Private equity as an investment and its role in portfolio construction will also be analyzed. Finally, the legal structure of private equity funds in the context of firm control and governance will be reviewed.
Credit 1.5 units.
Typical periods offered: Fall, Spring

FIN 4026 Private Equity Practice
This course is the capstone for students interested in pursuing careers in private equity. Students will develop practical skills for investing in private companies. Students will partner with professionals in the St. Louis community to perform various activities, including transaction sourcing, evaluating investment opportunities and, where appropriate, negotiating, arranging financing, and closing investments. The course also heavily relies on bringing in professionals from the local community to provide real-world perspectives on private equity investing.
Credit 1.5 units.
Typical periods offered: Fall, Spring

FIN 4232 Mergers & Acquisitions
This course focuses on identifying ways to increase firm value through mergers and acquisitions (M&A). We will survey the drivers of success and failure in M&A transactions, develop your skills in deal design, explore the deal process, and develop LBO and merger models similar to those used by investment bankers. Other topics addressed in the course are M&A regulation, the sell-side and buy-side M&A process, valuations, takeover strategies and antitakeover defenses, structuring of transactions to minimize tax consequences, the acquisition method of accounting, merger arbitrage, and auction vs negotiation sale processes.
Credit 1.5 units.
Typical periods offered: Fall, Spring

FIN 4280 Investment Praxis
Students serve as managers of a portfolio, the Investment Praxis Fund, which is owned by the university. Students analyze investment opportunities in various industries and present recommendations to the class for possible purchases or sales of stocks, consistent with the style and objectives of the fund. Valuation tools, financial statement analysis and investment techniques are emphasized as part of a thorough analysis. The course focus is on developing and implementing investment ideas.
Credit 3 units.
Typical periods offered: Spring

FIN 4370 Advanced Derivative Securities
This course focuses on implementation of models for pricing and hedging derivative securities in the equity, currency, and fixed-income markets. Students will learn to write programs in a programming environment such as MATLAB to implement the Black-Scholes model, binomial models, Monte-Carlo methods and finite-difference methods. The derivatives studied will include exotic equity and currency derivatives and caps, floors and swaptions. The goals of the course are to learn more about the various instruments that are traded, the various assumptions and methods that may be chosen in modeling them, and the importance of the assumptions in determining the prices and hedges that are chosen. The course will be especially useful to students pursuing careers in sales and trading who will interact with research departments and students pursuing careers in asset management.
Credit 3 units.
Typical periods offered: Spring

FIN 439E Real Estate Finance
This course provides a broad introduction to real estate finance and investments. Topics include both equity and debt. We begin with an overview of real estate markets in the United States. On the equity side students will be introduced to the fundamentals of real estate financial analysis, including pro forma analysis and cash flow models, and elements of mortgage financing and taxation. Ownership structures, including individual, corporate, partnerships and REITS will also be covered. On the debt side, we examine a number of financing tools in the context of the evolution of the secondary mortgage market, both residential and commercial. Those wishing to pursue more advanced topics in real estate finance could follow this course with Fixed Income and Mortgage-Backed Securities. Prerequisite: FIN 340.
Credit 1.5 units.
Typical periods offered: Spring

FIN 4410 Investments
Introduces the theory and practice of investments from the point of view of an investment/portfolio manager. We will begin with a review of asset classes, financial history, and preferences for risk. Next, we will have a brief review of statistics and finance and we will review matrix algebra. We will then apply these tools to examine the trade-off between risk and return and to develop and implement Modern Portfolio Theory. The major topics covered will include the Capital Asset Pricing Model (CAPM), Markowitz optimization, performance evaluation, market efficiency, and Arbitrage Pricing Theory (APT). The last portion of the course will be devoted to fixed income securities including interest rates, bond valuation, and bond immunization.
Credit 3 units.
Typical periods offered: Fall, Spring

FIN 4430 International Finance
This course provides a framework for making financial decisions in an international context. Topics include relevant features of financial markets and instruments (e.g., foreign exchange, currency futures and options, swaps); exchange rates; corporate risk management; international investing; and capital budgeting issues.
Credit 3 units.
Typical periods offered: Fall

FIN 4480 Advanced Financial Management
Advanced study of corporate financial management. A major focus is the relationship between the internal decisions of the corporation and the valuation of the firm in the capital market. Topics: capital budgeting systems, capital structure, debt policy, cash and working capital management, short- and long-term financial planning.
Credit 3 units.
Typical periods offered: Fall, Spring

FIN 4506 Financial Technology: Methods and Practice
This course will provide an overview of financial technology and will cover specific topics in this area. Topics covered include data-driven credit modeling, crypto currencies, digital wallets and block chains, robo advising, high-frequency trading, and crowd funding, and peer-to-peer lending. The course will also discuss regulatory aspects of FinTech. The course will cover different methods as well as practical applications.
Credit 3 units.
Typical periods offered: Spring

FIN 4510 Options, Futures and Derivative Securities
Examines the theory and practical application of derivative securities such as futures, options and swaps. Central to the theory of derivative security pricing is arbitrage and payoff replication. In practice, derivative securities provide a principal route to manage and, in particular, hedge financial risk. Futures, options and swaps on different types of underlying assets are examined with emphasis on pricing and application.
Credit 3 units.
Typical periods offered: Fall, Spring

FIN 4601 Research Methods in Finance
The course is designed to prepare students for independent research in finance by exploring methods and techniques in a manner that will allow the students to implement them correctly and efficiently. The curriculum will emphasize practical applications of empirical methods used in financial research and how to implement them. Students in the course will learn empirical methods in corporate finance and asset pricing; obtain basic knowledge and familiarity of the databases used in common finance research; get exposure to recent research in finance which applies the methods covered; and learn how to implement the methods covered using relevant programming languages. Note: There will be significant overlap in the course tools used in both MEC 4710 and FIN 4601. However, the applications and papers for each class will be entirely different.
Credit 3 units.
Typical periods offered: Fall

International Studies

INTL 3001 Planning for International Learning
The primary focus of this course is on preparation for the study abroad/internship experience. Topics include the following: What does a global firm look for in a globally competent recruit; Development of goals and objectives for international experience; Develop a working knowledge of host country key features such as businesses, culture, and politics; Overview of logistics for abroad, including timeline expectations, visa, housing, travel, contact with Olin, and registration for return semester; Career Services resources on how to use study abroad/internship to obtain a summer job/internship.
Credit 0.5 units.
Typical periods offered: Fall, Spring

INTL 3002 Applying International Experiences
Focus is on strengthening student experiences while on a study abroad/internship experience. Topics include the following: Minimalizing impact of culture shock and new academic programming though participation in on-site orientations; Maximizing academic advising services while abroad; Identifying opportunities to engage with the local culture; Connecting your individual personal and professional goals by revisiting actions and outcomes.
Credit 0.5 units.
Typical periods offered: Fall, Spring

INTL 3200 Business, Innovation and Entrepreneurship in Israel
Israel is an innovation and entrepreneurial hub with more listings on the NASDAQ than any country other than the US, more patents per capita and more entrepreneurial events occurring in Israel in both the commercial and social arena than anywhere else in the world. Students will learn about the Israel economy, different industries, Israeli culture and politics along with the critical business challenges and opportunities that face Israel. This course includes a required immersion experience to Israel and contains an additional lab fee for the immersion.
Credit 3 units. EN: S
Typical periods offered: Fall, Summer

INTL 3230 Business of Art: The European Capitals of Culture
This unique course is designed for students of the arts and students of business interested in the relationship between arts and management, culture and commerce, as a site of possibility. Based in two sites - London and Galway in the west of Ireland - the course looks through the lens of the European Capitals of Culture (ECoC) program, established in 1985. Visiting Galway 2020 will enable you to gain first-hand experience of how the vision of 'creative cities' - manifested through a yearlong program of events and initiatives - celebrates the arts and cultural engagement as 'drivers' for social and economic regeneration. Whilst London is an established center for business and the arts, Galway, is a smaller, regional city, which is hoping to use the awarding of the ECoC to grow in these areas. You will gain working knowledge of the complex needs of cultural producers, managers and entrepreneurs as leaders, facilitators and catalysts. You will come away with insights in to what is at stake for the people and environment in the spheres in which they operate. Whilst gaining knowledge of theoretical frameworks, the course has an emphasis on creativity and arts-based learning - debate, critique and visual and experiential methods. Preference is given to students minoring in Busines of Arts.
Credit 3 units.
Typical periods offered: Summer

INTL 3231 Entrepreneurship in the Middle East: United Arab Emirates & Israel
The Middle East is in the process of transforming from predominantly relying on energy to drive the economies to become hubs of global innovation and entrepreneurship. INTL 325 provides students with a unique opportunity to learn about an established entrepreneurial country (Israel) and an emerging entrepreneurial country (UAE) and to understand the unique interconnectedness between culture, politics, and business and how all three produce a unique and successful business and entrepreneurial environment in the Middle East focused on the UAE & Israel, the leading countries in the region. This course will provide (1)an understanding of the journey the countries have been on and the impact that culture, politics, and the Abraham Accords have on the innovation ecosystem in Israel and the UAE. (2) Develop the ability to conduct research on an Israeli & UAE businesses/industry and analyze the primary drivers for their success. (3) Solve an unstructured business problem from a startup with a presence in the UAE and Israel. (4) Contrast and compare elements of Israeli & Emirati businesses to American businesses on an industry level while understanding the global business environment.
Credit 3 units.
Typical periods offered: Summer

INTL 3994 International Internship in Business
This online course deepens the overall learning a student gains from an international internship. By completing structured assignments that relate to both the work completed during the internship and to elements of the broad-based Olin business curriculum, the value of the internship increases markedly, for both the student and employers. To enroll, you need admission to one of Olin's International Internship Programs.
Credit 1.5 units.
Typical periods offered: Fall, Spring

INTL 4200 Business Research Internship
This is the capstone course for overseas internship programs where students learn to apply rigorous statistical and analytical approaches to research questions in business, but not limited to questions relating to marketing, management, finance and economics, operations, and policy. Students will identify a research topic, and present this topic to Faculty supervisors for approval. The goal is to capitalize on the practical knowledge gained while interning abroad, and apply that to a research question in the area in which a student is interning. Students will be required to review the current literature on their topic, formulate their own research question, identify potential data sources they can use to address these questions, and make recommendations to add to the body of knowledge on their chosen subject.
Credit 3 units.

Typical periods offered: Fall, Spring

Managerial Economics

MEC 2900 Microeconomics
Provides a rigorous analysis of the behavior of consumers and firms in competitive and monopoly markets; oligopoly markets are introduced. Consumer topics include preferences and utility, budget constraints, consumer optimal choice and demand curves. Firm topics include technology, cost minimization and profit maximization. The course concludes with price determination in monopoly and competitive markets, and an introduction to oligopoly and game theory. The focus of the course is on microeconomics as a decision making tool for consumers and managers.
Credit 3 units.
Typical periods offered: Fall, Spring, Summer

MEC 2920 Global Economy
Introduces the fundamentals of international economic analysis. Provides an economic foundation to the analysis of business decisions and strategies in the global setting. Topics include: introduction to the global economy; comparative advantage as the basis for international trade and sources of comparative advantage; economies of scale and imperfect competition as the basis for international trade; tariffs and other instruments of trade policy; political, legal, and institutional factors influencing international trade; balance of payments; exchange rates and the foreign exchange market; international capital flows; national competitive advantage and industrial policies; global economic competition and business strategy.
Credit 3 units.
Typical periods offered: Fall, Spring

MEC 2922 Global Economy - Australia
Introduces the fundamentals of international economic analysis. Provides an economic foundation to the analysis of business decisions and strategies in the global setting. Topics include: introduction to the global economy; comparative advantage as the basis for international trade and sources of comparative advantage; economies of scale and imperfect competition as the basis for international trade; tariffs and other instruments of trade policy; political, legal, and institutional factors influencing international trade; balance of payments; exchange rates and the foreign exchange market; international capital flows; national competitive advantage and industrial policies; global economic competition and business strategy. Prerequisites: Admission to the Asia Pacific Internship Program.
Credit 3 units.
Typical periods offered: Spring

MEC 3210 Health Economics and Policy
The basic tenets of health economics will be covered. This course will place a unique emphasis on incorporating materials from three broad source categories -- textbook elements, lay press and media, and academic journal publications -- with the aim of fostering the application of rigorous, critical thought to media presentations of health care economics and policy issues.
Credit 3 units.
Typical periods offered: Fall

MEC 3220 Health Care Management
The goal of the course is to develop facility in applying basic tenets of general management to actual situations and dilemmas that might be faced by health care managers, consultants, financiers, investors, innovators, or providers in the course of their work. Issues addressed will include but not be limited to financial issues, management challenges, and conduct of operations. The first phase will cover the basic background on the structure and financing of the health care industry to include very brief reviews of critical topics like insurance and government-provided health care. A few basic frameworks will then be developed for students to apply to course topics moving forward, such as cost/benefit analyses and evaluation of risk. The remainder of the course will involve critical analyses of health care cases involving varied subjects and management challenges. Class sessions will emphasize student-led discussions.
Credit 3 units.
Typical periods offered: Spring

MEC 3550 Health Insurance in the US
This course is designed to introduce students to the nature and complexity of the US health insurance industry, with a particular focus on the drivers of financial success for health insurance firms. Students should expect a broad introduction to key concepts, nomenclature, and dynamics for the industry with a heavy emphasis on case-based discussions. This course is particularly relevant for students interested in careers in healthcare service delivery, health insurance, consulting, and healthcare finance, though it provides a good introduction for general managers and HR professionals involved in selecting insurance products for firms. Additionally, the course will provide useful context for students interested in the development or products and services in the biotechnology space.
Credit 1.5 units.
Typical periods offered: Fall, Spring

MEC 3630 Olin Grand Rounds: The Business and Practice of Medicine
Grand rounds in medical schools are a forum for presenting new and challenging clinical problems and cases. The goal of Olin Grand Rounds is to focus on the challenges and solutions facing the business of medicine. The course will therefore provide an introduction to the current issues facing the health care sector that integrates management tools and clinical knowledge. The objective is to provide students new insights into how modern management tools can be combined with scientific and clinical knowledge to manage health care organizations more efficiently and practice medicine more effectively.
Credit 3 units.
Typical periods offered: Fall

MEC 3700 Game Theory for Business
Provides students with a methodological framework to analyze strategic business situations. Building on a background in microeconomics and statistics, this course includes such topics as the following: modeling strategic problems, games with sequential moves, games with simultaneous moves, strategies and the derivation of strategic forms, general classes of games, uncertainty and information, strategy and voting, auctions, bargaining.
Credit 3 units. EN: S
Typical periods offered: Spring

MEC 4100 Research in Industry Analysis
Research in Industry Analysis will build on the materials taught in MEC 370 (Game Theory) MEC 470 (Market Competition and Value Appropriate) and MEC 471 (Empirical Techniques in Industry Analysis), integrating them with methods of industry analysis used in practice and applying them to companies.

Credit 3 units.

Typical periods offered: Spring

MEC 4600 Economics of Entertainment

This course will focus on the unusual economics of the entertainment industry and the associated management challenges. The sessions will cover the basic economics of entertainment, then focus specifically on the music and movie industries, plus one other that will vary from year to year. Classes will consist of lecture and discussion, as well as speakers from the relevant industries. The primary student deliverable will be a twenty minute documentary-style production in which student teams present findings of their research into specific industries within the broader industries studied in class, e.g., rock, classical or rap within music, blockbusters within music, etc.

Credit 3 units.

Typical periods offered: Fall

MEC 4610 Business of Arts

This course is for students who aspire to a career in the creative side of the Art Business, including visual art, dance, music, fashion, architecture, photography, writing/poetry, film, communication design, etc.; it may also be of interest to those who plan to work in the business side of Art, but in close connection with the creative side, e.g., A&R at a record label, or acquisitions in a movie or TV studio. It will complement MGT432E, Business Management of Arts Organizations. This course provides a diverse collection of business skills that form the foundation for the course's main deliverable: a multi-year plan for the development of an art business that will have commercial success sufficient to enable the artist to pursue their art as a profession. It includes interaction with successful artists, numerous presentations and experiential activities as the business plan develops throughout the semester.

Credit 3 units.

Typical periods offered: Fall

MEC 4660 Health Analytics

This is the capstone course for the Health Management major in which students learn to apply rigorous statistical and analytical approaches to research questions in health services, including but not limited to questions relating to management, finance and economics, operations, and policy. Faculty will identify several available research project options and present these options in class. The goal is to capitalize on the strength of the university medical school and affiliated medical centers, in addition to capitalizing on existing relationships between Olin and various health care firms to identify student research projects. Students will also be encouraged to formulate their own research questions and to identify potential data sources they could use to address these questions, if they so desire. Students will work in teams of three or four using the approaches developed for the Practicum and Hatchery courses.

Credit 3 units.

Typical periods offered: Spring

MEC 4700 Industrial Economics

Provides students with theoretical frameworks for making intelligent decisions in evolving markets. Course begins with general game theory concepts which form the basis for deeper exploration of market dynamics, competitive and cooperative firm relationships, and strategy. Students will apply theoretical frameworks in the context of a detailed industry study on which they will present in class.

Credit 3 units.

Typical periods offered: Fall

MEC 4710 Empirical Techniques for Industry Analysis

Students will learn how to use data to answer a wide variety of questions regarding the incentives and behavior that generate market activity. We emphasize inference about the strategic decisions of firms and consumers. Students are introduced to new statistical and econometric tools by examining the application of these tools to current research in economics. Among the topics considered are the empirical implications of: strategic bidding in auctions, price discrimination and dispersion, differences across products, and the internal organization of firms. .

Credit 3 units.

Typical periods offered: Fall

Management

MGT 1000 Individual in a Managerial Environment

As an introduction to the foundations of business, this course covers four major themes: (1) how markets work; (2) motivating and managing people; (3) business strategy and firm performance. This is a first-year level course and may not be completed beyond the sophomore year.

Credit 3 units.

Typical periods offered: Fall, Spring

MGT 1500 Foundations of Business

Provides first semester business students with an introduction to each of the functional areas of business as well as the entrepreneurial function. As they work to design their own enterprise, students will build skills in teamwork, communication, critical thinking, and an understanding of the complex interplay of business functions. Fall semester enrollment is only open to incoming business freshmen and students must be concurrently enrolled in MGT 1000.

Credit 2 units.

Typical periods offered: Fall, Spring

MGT 2001 Business Fundamentals for Non-Business Students

This course is intended to help successfully position arts and sciences, engineering, and design majors for careers in organizations such as non-profits, entrepreneurial ventures, and corporations, among others. Students will learn key technical and professional skills that are valued and often required by employers. Topics addressed include working in teams, data-driven decision making, financial and business analysis, concepts for organizational strategy, professional communication, and career strategies. The course will use a combination of lectures, exercises, projects, and cases to introduce participants to these topics. The class is designed for Washington University undergraduates in Arts & Sciences, Engineering, and Design and Visual Arts who are preparing for internships or jobs. Recommended for sophomores and juniors. BSBA and BUCS students cannot receive credit.

Credit 3 units.

Typical periods offered: Fall, Spring

MGT 2002 Venture Creation

Venture Creation is designed for students who are interested in exploring the venture creation process, or the undertaking of creating a new business from scratch. The course allows students to experience entrepreneurship in a unique and innovative manner by integrating theory and practice in an interactive learning by doing process. The goal of the course is to assist and support students in the realization of a business vision from inception of an idea to fruition of a company producing value.

Credit 3 units.

Typical periods offered: Summer

MGT 2010 Management Communication
Managers who write and speak effectively excel in business leadership. Persuasive and authentic communication is not only useful in advancing your business career; business employers also consider communication skills to be the most important attribute in people they hire. Effective communication involves more than mastering technical writing and presentation skills. Successful communicators use critical thinking to assess business scenarios and the audience who will hear or read a message; they craft communication in order to attain targeted results. This course gives you the opportunity to become a more polished communicator as you work toward the following goals: Applying rhetorical principles to management communication; Using critical thinking to analyze the audience, the organizational environment, and problems before choosing communication strategies; Implementing principles of plain language and effective design; Collaborating with colleagues to create a communication strategy for a live corporate client.
Credit 4 units.
Typical periods offered: Fall, Spring

MGT 3010 Legal Environment of Business Management
Surveys the various areas of law that make up the legal environment of business. Develops a basic understanding of law as it relates to business, with traditional emphasis on private law and business transactions. This study of the micro law of business will review the detailed substantive rules in the areas of contracts, sales, products liability, agency, corporations, and partnership. In addition, a summary review of contemporary legal problems such as insider trading, discrimination in employment, sexual harassment, and ethics may be discussed, if time permits. Case studies are analyzed in order to give the student an understanding of how various laws apply to actual situations.
Credit 3 units.
Typical periods offered: Fall

MGT 3080 Introduction to Global Business
Focus on the aspects of management of a business enterprise that are necessary to compete in the global marketplace. The course begins with a survey of the environmental context in which international companies operate (economic systems and cultural factors). This is followed by a review of International Trade Theory and Economics. This forms a basis for concentration in the second half of the course on strategies and structure for global operations. The course deals with the situations in Europe, Japan, Latin America and China through case studies and discussion of current topics and their relation to the fundamental aspects of global business management.
Credit 3 units.
Typical periods offered: Fall, Spring

MGT 3515 Global Entrepreneurship
Global Entrepreneurship will expose students to the differences and challenges of start-ups in South America, the Middle East, Africa and India. In addition to hearing from and engaging with entrepreneurial leaders from each of these regions, students will have the opportunity to solve a strategic problem for a start-up in each region.
Credit 3 units.
Typical periods offered: Spring

MGT 3565 Sports Entrepreneurship and Emerging Technologies
This course is an introduction to the concepts, theories, and practices unique to sports entrepreneurship and emerging technology. This course seeks to understand the fundamentals of early-stage companies and their growth trajectories from idea to exit. This course covers key topics in sports entrepreneurship and technology, including the various stages of the startup, the art of the pitch, market data-driven decision making, investor relations, and valuation. It surveys the rapidly changing ecosystem of entrepreneurship and technology across the global sports industry. Artificial intelligence, machine learning, augmented reality, virtual reality, human performance, Esports/gaming, and venue tech as they relate to entrepreneurial concepts, practical applications, and principles will also be addressed.
Credit 1.5 units.
Typical periods offered: Fall

MGT 3800 Business Strategy
The course adopts the perspective of the general manager -- the individual charged with developing and implementing the long-term strategy of a business. The course develops basic tools and concepts in strategy formulation, including competitive advantage, value creation and capture, industry analysis, capability assessment, competitive positioning, and strategy implementation. The course is designed to develop students' skills in both analyzing observed strategies and in formulating and implementing new ones.
Credit 3 units. EN: S
Typical periods offered: Fall, Spring

MGT 4020 Ethical Issues in Managerial Decision Making
This course considers not only what ethical behavior means for a business entity, but how to: (i) balance competing ethical concerns against each other; and (ii) implement and sustain this balance across an organization. Readings and classwork zero in on the issues and situations most likely to put a manager in jail and the company in bankruptcy. Classes include Socratic discussion, simulations, analysis of video clips, and team tasks. The emphasis is on practical frameworks and tools managers can apply in the real world.
Credit 1.5 units.
Typical periods offered: Fall, Spring

MGT 4022 Applied Problem Solving for Organizations
Applied Problem Solving for Organizations will provide rising junior BSBA students an opportunity to work on strategic problems for organizations on a virtual team. This class will be completely remote. The course runs from June 1st - July 16th and will have some scheduled meeting times, but the majority of the work will be coordinated by the group in consultation with their professor.
Credit 1.5 units.
Typical periods offered: Summer

MGT 4101 CEL Entrepreneurial Consulting Team
Fuel your entrepreneurial spirit and tackle real-world challenges — through CELect, an experiential consulting course offered through the Center for Experiential Learning. Connecting students with startups in St. Louis or San Francisco, working in teams of four to six, you will provide strategic insights to help emerging ventures scale, applying classroom knowledge to market research, financial strategy, forecasting, and growth planning. Through direct collaboration with clients and faculty, you'll develop critical skills in consulting, leadership, project management, data analysis, and persuasive communication. The St. Louis section includes a required kickoff session (August 21-22, 2025), ongoing client collaboration, and a final presentation. The San Francisco section (October 4-7, 2025) requires travel, a $750 course fee, and client meetings in person. Eligibility: To enroll, you must complete an application by April 7, 2025, at sites.wustl.edu/olincel. If selected, the CEL will handle course registration. Open to undergraduate and graduate students. Law students must take Corporations as a prerequisite/corequisite and may not provide legal advice or draft legal documents without supervision from a licensed attorney. This course is cross-listed with B63 MGT 501C.

Law students may take the course only once for law school credit and will be graded on a modified pass/fail scale: HP (3.94), P, LP (2.98), F (2.50). Dropping the course after client introductions may affect eligibility for future CEL leadership roles.
Credit 3 units.
Typical periods offered: Fall, Spring

MGT 4103 CEL Practicum
Drive meaningful change by consulting for established companies — Practicum, through the Center for Experiential Learning, allows you to collaborate with peers, faculty advisors, and corporate clients to solve real-world business challenges in areas such as market strategy, financial management, and operational efficiency. You'll gain practical consulting experience working with a student consulting team while refining critical skills in leadership, strategy development, project management, data analysis, and professional communication. Students are evaluated based on deliverables throughout the semester, including the final written and oral report at the project's conclusion. Additional Information: Dropping this course after being introduced to a client may impact your ability to engage in leadership roles in future CEL courses.
Credit 3 units.
Typical periods offered: Fall, Spring

MGT 4104 Small Business Initiative
Empower local businesses and gain real-world consulting experience — The Small Business Initiative (SBI), through the Center for Experiential Learning, gives you the opportunity to work closely with small, local businesses that form the backbone of the St. Louis economy. Through this hands-on consulting experience, you'll help these businesses address key challenges such as growth, marketing, and operational efficiency while developing crucial skills in critical thinking, leadership, and project management, all resulting in a meaningful impact on the local business ecosystem. Students are evaluated based on deliverables throughout the semester, including the final written and oral report at the project's conclusion. Additional Information: Dropping this course after being introduced to a client may impact your ability to engage in leadership roles in future CEL courses.
Credit 3 units.
Typical periods offered: Fall, Spring

MGT 4105 Taylor Community Consulting Project
Make a meaningful impact on local nonprofit organizations and communities — The Taylor Community Consulting Program (TCCP), through the Center for Experiential Learning, allows you to partner with local, regional, and national nonprofit organizations to address strategic challenges and operational inefficiencies. Through this hands-on consulting experience, you'll work as a part of student consulting team to apply insights from your coursework to real-world problems under faculty supervision, helping nonprofits grow and enhance their impact. Students are evaluated based on deliverables throughout the semester, including the final written and oral report at the project's conclusion. Additional Information: Dropping this course after being introduced to a client may impact your ability to engage in leadership roles in future CEL courses. Prerequisite: Open to both undergraduates and graduates.
Credit 3 units.
Typical periods offered: Fall, Spring

MGT 4210 Introduction to Entrepreneurship
Through case studies, frequent guest speakers, and the professor's own experience, the real world of entrepreneurship will be brought into the classroom to provide a context for students to learn the fundamentals of founding, operating, and exiting a start-up business. Students will learn new perspectives that will teach them to think like an entrepreneur. Those who are interested in the general study of entrepreneurship, those who want to be entrepreneurs, and those who would like to leverage entrepreneurial principles in other career paths are all good candidates for the course. This course can only be taken for a grade. Students can either enroll in either MGT 4210 or MGT 4603. You can't receive credit for both courses.
Credit 3 units. EN: S
Typical periods offered: Fall, Spring

MGT 4240 Business Planning for New Enterprises [the Hatchery]
Students form teams to pursue their own or an outside entrepreneur's commercial or social venture. The first session will feature a Team Formation event where students and community members pitch their ideas and opportunities to the class. During the semester, the teams are supported and advised by the Instructor, Executive Coach, and Mentor(s) as they research and develop startup plans. Academic deliverables include two presentations to a panel of judges and a complete business plan for commercial ventures or sustainability plan for social ventures. The course is open to students from all disciplines and degree programs. Most of the work will be done outside the classroom with the support of the coaches, mentors, advisors and instructor. Classes will be held once per week for the first half of the semester. Workshops and rehearsals will be required in the second part of the term.
Credit 3 units.
Typical periods offered: Fall, Spring

MGT 4250 The Business of Presidential Elections
This course will examine Presidential elections, particularly the 2020 election through an multi-disciplinary approach with an emphasis on how campaigns are entrepreneurial ventures. Campaigns are start ups that rely on strategy, branding, financing and other business concepts to achieve the elections of their candidate. The course will also allow students to examine how different candidates policies/platforms may impact different constituencies/sectors of the business/labor world as well as the economy.
Credit 3 units. EN: S
Typical periods offered: Fall

MGT 4290 Management and Corporate Responsibility
Our goal is to help managers incorporate corporate social responsibility demands into their actions within their firms. Assuming that no managers wish to work at a socially irresponsible company, this requires us to understand precisely what these socially responsible demands entail and how they might run counter to taking actions that increase value for the firm's owners and make the manager. We will take care to rigorously define these socially responsible demands and subject them to philosophical and economic examination so that we can assess and implement them. This inquiry would also require us to understand the public relations and political implications of the outsiders' perceptions about the social responsibility of the actions of the firm and its managers, with an eye toward improving these perceptions and reducing political costs.
Credit 1.5 units.
Typical periods offered: Fall

MGT 4325 Business Management of Arts Organizations
This course is for students who want to work in arts-related organizations and corporations. It will complement the Business of Arts course, which is directed to individual artists who need a business background and who may become entrepreneurs. The intent of this course is to provide business-oriented students who want to work in organizations producing a wide array of arts -- including the performing arts, architecture and design, art galleries (both museum and sales), fashion or media -- the knowledge of how these institutions are

managed and financially run, in both the for-profit and non-profit areas. The course will build on basic business skills and combine lectures, case studies and expert professional interactions. This will include on-site visits and presentations. The course will also provide a framework for experiential learning practicum projects. which will be conducted simultaneously with various arts organizations.
Credit 3 units.
Typical periods offered: Spring

MGT 4400 Sports Management
This course examines business and management issues involved in the sports industry. This industry is very diverse, ranging from global sports events (such as the Olympic Games, World Cup Soccer, etc.) to major national competitions (such as the National Football League, Major League Baseball, etc.). Engaged in this industry are many different players, including franchises, governing leagues, sponsors, media, stadium owners, government, fans, and so forth. This course will take a practical look at the world of sports management and administration, with an eye on extracting key lessons for corporate management and administration.
Credit 3 units.
Typical periods offered: Spring

MGT 4455 Entrepreneurship Through Acquisition
The purpose of this course is to provide students with an opportunity to explore being an entrepreneur by acquiring a company rather than starting one from scratch. The readings and class discussions will help students understand how to purchase a business, finance an acquisition, and operate and grow a business. The cases and conversations will help students understand what it is like being a young, first-time CEO and what types of challenges and issues will be encountered.
Credit 1.5 units.
Typical periods offered: Spring

MGT 4500 The Business of Sports
This course provides an overview of the major aspects of the sports business industry, including but not limited to the following: (1) the primary revenues and expenditures of pro and college sports; (2) collective bargaining agreements; (3) sports media rights; (4) facility financing; (5) sports sponsorships and athlete endorsements; (6) the role that sports commissions play within communities; and (7) current events that affect the growth and evolution of the sports business industry.
Credit 3 units.
Typical periods offered: Fall

MGT 4510 Business & Government: Understanding and Influencing the Regulatory Environment
The United States as well as many of the world's governments has entered a new episode with respect to the interaction of business and government. Now, more than ever, government regulations are attempting to spur job growth and the economy on one hand, but also is intruding into many aspects of business and the markets on the other hand. Business students must not only understand the shifting business government landscape, but also how to engage government officials and legislators to help shape policies that affect their firms and industries. As an introductory course, student will learn from business and government leaders how to interact with and affect the processes of regulation.
Credit 3 units.
Typical periods offered: Spring

MGT 4600 Critical Thinking and Complex Problem Solving for Business
The course introduces students to rigorous techniques for critical and strategic thinking, problem formulation and problem solving, advancing their ability to provide valuable advice to organizations and preparing them for management consulting company interviews by exploring methods to engage in case analysis, various cognitive biases that can emerge as a problem is being formulated and analyzed, such as the use of inappropriate analogies, confirmation bias, self-serving bias, conflation of correlation and causation, etc.
Credit 1.5 units.
Typical periods offered: Fall

MGT 4601 Corporate and Global Strategy
Business-level strategy involves a firm's choices regarding how to compete in a particular single industry or market. Corporate strategy, on the other hand, involves choices about which sets of different industries or markets to compete in, and how to do so. It also involves choices about which kinds of activities to undertake within the firm, and which to organize through contracts or alliances with other firms. Global strategy is a particular type of corporate strategy that involves choices about which geographic regions or national markets to compete in and how.
Credit 3 units.
Typical periods offered: Fall

MGT 4602 Sports Business Analytics
This course introduces students to business analytics through sports-themed applications, academic research pertaining to sports topics, class readings, and guest lecturers from industry. Objectives for students include: 1) learning estimation and forecasting skills/trends used in sports; and 2) develop critical thinking skills necessary to assist managerial decision making to augment the performance of sports teams, leagues, or companies.
Credit 3 units.
Typical periods offered: Spring

MGT 4604 Business of Social Impact
This course is designed for students interested in understanding how social change and social impact can be achieved, borrowing tools and approaches from a broad spectrum of disciplines by asking the following questions: What is social impact and what is social change? How has the concept of social impact developed, where did it come from and how is it useful? How can social impact be meaningfully measured? What examples exist for cooperation and mutual support in the achievement of social impact? What role do for-profit organizations play in creating and promoting social impact? How do CSR, PPP and BOP achieve social impact? The course is based around social impact as a concept, measuring social impact and building institutions, and partnerships around social impact. It will be taught with a practical bent using examples from existing social impact organizations, including those of the professor. Guest speakers will provide case studies of social impact approaches from the local area.
Credit 1.5 units.
Typical periods offered: Fall, Spring

MGT 4605 Ownership Insights: The Competitive Advantage of Family- and Employee-Owned Firms
This course is designed to introduce students to the unique governance and financing issues faced by owners of closely held businesses, with particular emphasis on employee- and family-controlled firms. The core issue addressed in this course is that of sustainability: What actions are required of the current owners to increase the likelihood that the business will last beyond them? What best practices can

we learn from successful employee-owned and multigenerational family businesses, some of which have been in existence for more than 150 years? There are three target audiences for this course: 1) students who may be or who are considering working for a closely held business, be it employee- or family-owned; 2) entrepreneurs who build successful businesses and want their businesses to be passed on to their employees or family members; and 3) students seeking to work in the private equity, investment banking, legal or wealth-management industries and who will be calling on this segment of the market. The course will be multidisciplinary and more qualitative than quantitative. Each class will have a lecture and case component; there will be guest speakers at each session. Students will be required to complete a case study in advance of each class (not more than two pages). There will be no final exam. Class attendance and active participation are expected.
Credit 1.5 units.
Typical periods offered: Spring

MGT 4610 Legal Issues in Sports
This course introduces the fundamentals of sports law. It teaches the basic tenets of a variety of legal disciplines through the lens of sport. It focuses on legal issues that have a direct relationship to sport with an emphasis on current legal sports issues in the news. In the tort arena, we will explore the potential liability of athletes for reckless violent actions toward their competitors, of sports teams and leagues for failing to adequately protect the health of participants (e.g. concussion lawsuits), of coaches, trainers and medical personnel at all levels for failing to properly train, monitor and assess athletes, of product manufacturers for injuries caused by defective sports equipment, and of teams for injuries to spectators, among other potential liabilities.
Credit 1.5 units.
Typical periods offered: Fall, Spring

MGT 4720 Defining Moments: Lessons in Leadership & Character From the Top
Most successful leaders can point to a handful of defining moments in their careers - key choice points that defined the trajectory of their character, their career, and/or their company. How can aspiring business leaders prepare themselves to face these defining moments with insight and integrity? How do leaders achieve business performance without sacrificing character or integrity? This course examines these questions by learning from notable leaders who exemplify both business excellence and personal character. Top executives from leading companies will sit down with us to talk about their defining moments and to engage with us in considering these questions. These conversations will be supplemented with contemporary cases and readings on leadership and character. Prerequisites: Senior status or juniors with permission of instructor.
Credit 1.5 units.
Typical periods offered: Spring

MGT 4765 Innovating for Healthcare
n this entrepreneurial course, students form teams and work on solving real problems facing the healthcare industry by producing solution prototypes that may also be commercialized by the students once the class is completed. The majority of the course work involves weekly customer interviews and team presentations on those findings. Using Lean Startup Theory, this course will provide an entrepreneurial platform that can develop solution prototypes that match the healthcare industry users' needs in just weeks, rather than months or years. Depending on the industry, grants or investors may provide follow-on funding to student teams for further refinement and the development of solution prototypes. The course is demanding; students will present during every class, work closely with their teams, and receive relentlessly direct feedback. Problem sponsors, mentors, industry liaisons, corporate partners, investors, and journalists may be in the room while students are solving real problems for real customers in real time. This is a course designed for all graduate and upper-level undergraduates in all WashU schools and programs. It takes an entrepreneurial, interdisciplinary approach to the healthcare industry's biggest challenges. It is assumed that students will come into the course with a basic understanding of ideation, research methods, corporate entities, funding sources, intellectual property, and related concepts.
Credit 1.5 units.
Typical periods offered: Spring

MGT 4775 Launching and Scaling New Enterprises (The League)
This advanced entrepreneurship course acts as an accelerator, encouraging students to actually launch and scale a business. Students must apply at https://sites.wustl.edu/theleague/ either with a business idea OR to join a student team that is about to launch their business. Students will be notified of their selection to join The League (of Extraordinary Entrepreneurs) shortly after the application deadline. Our most successful alumni in technology have agreed to be part of the class. This course covers leadership; crafting a story; product development; attracting customers; an innovative mindset; building successful teams; scaling to billion-dollar valuations and the mind of the high tech investor. The deliverables in the course include reflections on each of the unicorn guest speakers and how it applies to the students' ideas; actually launching their website and MVP of their product; meeting the growth goals the teams set for themselves; pitching real VC's and Angel Investors at the end of the course; and applying for a St. Louis Arch Grant.
Credit 3 units.
Typical periods offered: Fall, Spring

MGT 4970 Honors Thesis I: Research and Analysis
The Olin BSBA Honors Thesis challenges motivated students to move beyond traditional course work and apply critical thinking skills to an academic business thesis. Senior BSBA degree students in good standing with a cumulative grade-point average of 3.70 or higher have the opportunity to develop an intensive research project that extends far beyond the limits of the material in a single course during a single semester. In the two-semester honors thesis sequence, research and analysis are the foci of the first semester. With successful progress, the student will write, present, and defend the research during the subsequent semester. Prerequisite: Senior standing and faculty permission.
Credit 3 units.
Typical periods offered: Fall

MGT 4971 Honors Thesis II: Writing and Presentation
The Olin BSBA Honors Thesis challenges motivated students to move beyond traditional coursework and apply critical thinking skills to an academic business thesis. Senior BSBA degree students in good standing with a cumulative grade point average of 3.70 or higher have the opportunity to develop an intensive research project, which extends far beyond the limits of the material in a single course during a single semester. In the two-semester honors thesis sequence, research and analysis are the foci of the first semester and, upon successful progress, the student writes, presents, and defends the research in the subsequent semester. Prerequisite: MGT 4970.
Credit 3 units.
Typical periods offered: Spring

MGT 4980 Honors Seminar I
The first of a two-course honors seminar. Students will have the opportunity to investigate current issues in business using an interdisciplinary approach to their research. Course content of the seminar varies from year to year. Prerequisites: senior standing and faculty invitation.

Credit 3 units.

Typical periods offered: Fall

MGT 4981 Honors Seminar II

The second of a two-course honors seminar. Students will have the opportunity to investigate current issues in business utilizing an interdisciplinary approach to their research. Course content of the seminar will vary from year to year. Prerequisite: MGT 4980.

Credit 3 units.

Typical periods offered: Spring

MGT 4993 Internship in Business

This is an online course designed to deepen the overall learning you gain from an internship. By completing structured assignments that relate to both the work completed during the internship and to elements of the broad-based Olin business curriculum, the value of the internship will be markedly increased-for both students and employers. Internship in Business is a 1.5-credit Pass/Fail course for Olin Business School undergraduates. The course, credit, and pass/fail grading are transcript notations, but the hours earned for MGT 4993 do not count toward the 120 hours minimum needed for graduation nor does the grade count towards your GPA. Approval from Undergraduate Programs prior to enrolling in this course.

Credit 1.5 units.

Typical periods offered: Fall, Spring, Summer

Marketing

MKT 3150 Principles of Marketing

Marketing is the window to the customer, making the function a critical component of any successful organization. Through a mixture of lectures, case discussions and classroom exercises, this course will give students an overview of the best theories and practices in marketing management today. Specific topics will include: how to segment the customer base and choose target markets, how to create perceived value both from an economic and psychological perspective, how to differentiate a product or service from a competitor's offering, how to build and maintain a strong brand, and how to employ different marketing tools such as advertising, pricing, product design, service, and location. The class will also provide students with some basic tools for evaluating the financial impact of marketing activities.

Credit 3 units. EN: S

Typical periods offered: Fall, Spring

MKT 3250 Applied Marketing Research

This course is designed to provide you with an appreciation of the role of marketing research (MR) in the formulation and solution of marketing problems. You will be developing an understanding of the marketing research process, and understand how to read reports and use output from marketing research to make managerial decisions. While the course will cover the process of engaging in marketing research, the emphasis is on understanding how to interpret output from marketing research so that you can gain greater mileage from marketing research reports that are run for your company, and on understanding what types of information can be collected so you will understand what types of information you can commission once you step into a managerial role. BSBA students can't enroll in this course. Students may not receive credit for both MKT 3780 and this course.

Credit 3 units.

Typical periods offered: Fall

MKT 3770 Consumer Behavior

A successful marketing strategy must be built around an understanding of consumers, and this same understanding can help consumers make better choices. MKT 3770 incorporates the latest research in psychology, marketing, and other social sciences to help students understand why consumers act as they do. In addition, this course includes a community-engaged learning component, so that students apply what they learn while they also help to meet a marketing need identified by a nonprofit community partner.

Credit 3 units. EN: S

Typical periods offered: Fall, Spring

MKT 3780 Marketing Research

The goal of the course is to familiarize students with the fundamentals of Marketing Research. Marketing Research involves developing research questions, collecting data, analyzing it and drawing inferences, with a view to making better business decisions. To this end the course is organized into two basic parts: (1) Data Collection and Research Design, and (2) Tools and Applications of Marketing Research. In essence, this is an Applied Statistics course where we focus on inference from Marketing Research data.

Credit 3 units.

Typical periods offered: Fall, Spring

MKT 3810 Inclusive Marketing

Inclusive Marketing Strategies examines the importance of integrating inclusive thinking from the beginning of the strategic marketing process - and in every key decision that follows. The course will explore what we know about societal, cultural, demographic shifts and spending power and how these changes will affect our marketing approach and ultimate success. The course will feature discovery through strategic insights, current marketplace examples, group discussion and theory application.

Credit 1.5 units.

Typical periods offered: Spring

MKT 4000 Elements of Sales: Tools and Techniques

This course will provide students with a thorough understanding of the sales function in a managerial context as well as the process of selling from prospecting through solution selling and account maintenance. Specific topics addressed include sales force structure, salesperson selection, evaluation, and compensation. Students will study sales technique, strategic selling, and key account management.

Credit 3 units.

Typical periods offered: Fall

MKT 4001 Digital Marketing and Analytics

This course teaches students how to utilize key technologies and data sets to drive business growth via digital channels, and how to properly measure investments. In addition to learning how to utilize various paid, earned, and owned digital media tactics, students learn how to build performance-driven websites and how to utilize digital data to better understand consumers and markets. This course is widely applicable to students seeking marketing, entrepreneurial, or strategy-driven careers.

Credit 3 units.

Typical periods offered: Spring

MKT 4002 Creating & Launching Innovative New Products

This course teaches students how to successfully create and launch new solutions (i.e., products, services, and technologies) inclusive of the business models that power them. Students learn cutting-edge approaches to uncover opportunities, curate ideas, discover solutions, and then realize the potential via successful launch. In addition, they

learn how to build innovative environments and build the culture needed within them. This course applies to students seeking careers as brand managers, product managers, product marketers, consultants, and those who aim to be entrepreneurs.

Credit 3 units.

Typical periods offered: Spring

MKT 4003 Understanding and Conducting Business Experiments

This course teaches students causal inference methods. Making good business and policy decisions often demands decision makers to move beyond discovering correlations in the data, and to understand the underlying processes that have generated these correlations. In fact, the range of business- and policy-relevant questions requiring causal inference is broader than commonly recognized, including topics like churn prediction in business settings. Therefore, a deep understanding of causal inference is crucial, especially in the era of expanding Artificial Intelligence capacities.

Credit 3 units.

Typical periods offered: Fall, Spring

MKT 4004 Sports Marketing

This is a specialized class focused on Sports Marketing. It is essential for anyone going into the field of Sports Marketing, but given the experience of the instructor, I would recommend it to anyone with an interest in the topic.

Credit 3 units.

Typical periods offered: Spring

MKT 4315 Marketing Metrics

Experiential Learning: Growing a startup is incredibly challenging. This reality helps to explain why a scroll through LinkedIn or Twitter will likely introduce entrepreneurs to concepts such as product-led growth and flywheels. It also explains why a search for startup marketing on Google will introduce them to ideas often referred to as growth hacks. These examples highlight the nuance of successfully marketing a startup, entrepreneurs' demand to learn these nuances, and the difficulty of correctly learning how to do the right things and do them well. Marketing Metrics provides students an opportunity to engage in active and applied learning through work on real-world, team-based projects, working with a real client. Each project is unique, but all are centered on driving data-driven, implementable solutions to help their client achieve their growth objectives.

Credit 1.5 units.

Typical periods offered: Fall, Spring

MKT 4700 Pricing Strategies

Marketing strategic decisions require long-term planning and are often costly to change once implemented. They often involve more than one marketing mix variable (price, advertising, promotions, loyalty program) that have to be consistent with a firm's core competencies and complementary with each other, with the purpose of establishing competitive advantages over competitors. A good strategic planning requires careful analysis of market environments related to customers and competitors of a company. With the development of the information technology in recent decades, companies have collected valuable data, either by themselves or from third-party data providers, on customers and competitors. The biggest challenge for most companies, however, is how to use the data for strategic decision-making. The objective of this course is to provide a comprehensive framework to help understand the strategic situations of firms and trade-offs in the decision-making. This course covers some analytical and modeling techniques but the focus is on the use of analysis results. It provides students the fundamental knowledge of analyzing data and solving business problems that have long-term impacts on business. Different marketing topics will be covered. One example is customer analysis, which is the most important strategic component for marketers. Other topics related to market competition, including competitor analysis, positioning, product and entry strategies, pricing and advertising planning will also be covered. The goal of this course is closely related to two of the four pillars of excellence of Olin, Values based and data driven and Entrepreneurial This course is analysis driven, with the focus on better use of data. Doing so helps to develop initiatives for strategic planning to better compete in the market.

Credit 3 units.

Typical periods offered: Fall

MKT 4770 International Marketing

Addresses three fundamental decisions confronting a company whose operations extend beyond the domestic market: (1) choosing which foreign markets to penetrate; (2) determining the mode of market entry; and (3) devising the international marketing plan. Topics include global marketing planning; environmental and cultural influences on international marketing decisions; organizational and control issues in international marketing decisions; global marketing intelligence; foreign risk and feasibility studies; and issues of ethics in other countries.

Credit 3 units. EN: S

Typical periods offered: Fall

MKT 4800 Marketing Strategy

Successful business plans are dependent on well-defined and carefully crafted marketing strategies. In this course, students will explore the interconnections between business strategy and marketing strategy through a series of lectures, case discussions, and participation in an online marketing simulation exercise. The course also places heavy emphasis on the discussion of topical marketing issues faced by companies in the current environment. Students are required to read the relevant business press and bring real world issues into the class for brainstorming and interactive discussion. Through this process, students will become astute observers of the strategic trends in marketing across a variety of industries.

Credit 3 units.

Typical periods offered: Spring

MKT 4810 Advertising and Promotions

This course focuses on an Integrated Marketing Communications (IMC) approach to advertising and other forms of commercial communications. The purpose is to provide future managers and practitioners with a foundation in communications theory, based on understanding the target's role in the demand chain for goods and services, as well as hands on experience in developing marketing communications plans. A practical understanding is provided of each of the range of marketing communications vehicles: consumer and business-to-business advertising, sales promotion/incentives, direct marketing, public relations, events and sponsorships, as well as online/interactive communications. Copy strategy, creative development, media planning, promotion strategy, and the evaluation of these programs are all addressed in this course. Industry experts will give guest lectures. We will have 4 companies in different industry sectors for which the class will develop marketing communications plans during the course.

Credit 3 units.

Typical periods offered: Fall

MKT 4820 Brand Management

The course examines brand equity and explores brand architecture with the purpose of maximizing brand equity. It is suitable for those interested in careers in brand development.

Credit 3 units.

Typical periods offered: Spring

Organizational Behavior

OB 3150 Organization Behavior Within the Firm
While proficiency in technical skills is essential for success in the workplace, your ability to understand and manage the human side of an organization will be what ultimately sets you and others apart. This course will provide you with concepts and tools that help you understand and manage human behavior in complex organizations. The knowledge and skills you develop in this course will be critical to you as you plan your career, manage your relationships with co-workers, design and change the groups or the organization you belong to, and work to achieve your goals in complex organizational settings.
Credit 3 units.
Typical periods offered: Fall, Spring

OB 3250 Human Resources Management
Emphasis on development of attitudes and skills of managers and supervisors in solving human problems and in building and maintaining effective employer-employee relations. Major topic areas include: selection and placement, training, and compensation. Other topics include legal aspects of employment policies, labor relations, and other aspects of human resources management.
Credit 3 units.
Typical periods offered: Spring

OB 4002 Women in Leadership
This course uses a multi-faceted approach to learn about women and leadership. To better prepare students to lead in organizations, we will learn from notable leaders who will share their experiences and advice with the class. These conversations will be supplemented with cases and readings of women leaders pulled from a range of organizations as well as a review the current state of empirical evidence about the status of women as leaders. Finally, there will be time to engage in deep reflection about what students expect from their careers as well as a chance to consider the pathways they must take to become effective and inclusive leaders in increasingly diverse organizations.
Credit 1.5 units.
Typical periods offered: Fall

OB 4300 Thinking Creatively and Leading Creative Teams
This course is for students who want to improve their ability to develop creative solutions to tricky problems and to lead in a way that fosters creativity in others. Data suggest that the ability to solve problems in new and better ways is one the leadership skills that is increasing in importance and that will set you apart from your peers. Future leaders who have mastered the skills of creativity and can foster those skills in others are therefore in a position to add tremendous value to their firms and, ultimately, to society. This course is designed to help you understand and begin to master those skills.
Credit 1.5 units.
Typical periods offered: Fall

OB 4340 Talent Analytics
Finding, developing, and retaining the best talent has always been the key to sustained success in business. Organizations today have potential access to far more useful information about people than ever before, but most struggle to access and use it effectively. In a highly competitive global market, rigorously analyzing data to enable timely and strategic decisions about talent provides a critical edge. In this course, students will learn how to use analytics to bring data and rigorous modelling to bear on people-related issues, such as recruiting, performance evaluation, leadership development and succession, job design, and compensation. Together, these factors can help organizations achieve their long-range strategic goals, rather than simply serving as administrative support functions.
Credit 1.5 units.
Typical periods offered: Spring

OB 4350 People Metrics
Since metrics are at the core of people analytics, this course introduces students to the foundations of assessing behavior in organizations using novel measurement approaches and large datasets. Through classroom discussions and real-world applications, this course will enable students to add value to organizations through the development, use, and interpretation of innovative people metrics. Specifically, after taking this course, students will be able to develop a clear and logical conceptual measurement model. A conceptual measurement model is the foundation of creating novel and useful new approaches for assessing intrapersonal characteristics (e.g., personality) and interpersonal behavior (e.g., knowledge sharing, teamwork).
Credit 1.5 units.
Typical periods offered: Spring

OB 4610 Negotiation
Through reading, practice, and discussion, this course teaches skills and knowledge to successfully negotiate in various contexts.
Credit 3 units.
Typical periods offered: Fall, Spring

OB 4620 Leadership in Organizations
This course is designed to fulfill three broad objectives for students. The first is to provide a useful overview of the primary leadership perspectives, focusing on how each framework links individual leadership to organizational outcomes. The second objective involves student self-assessment of strengths and weaknesses in relation to the abilities and skills that are predictive of leadership effectiveness. The third goal of the course is to enable participants to articulate an effective strategic plan for individual leadership development. Course topics include perspectives on individual leadership effectiveness, leadership and motivation, developing subordinates, leading groups and teams, leading the resolution of conflict, and leading organizational change.
Credit 3 units.
Typical periods offered: Spring

OB 4660 Leadership in the Trenches
The course design is based on the idea that effective leadership development combines three elements: (a) a challenging leadership experience, (b) developmental feedback from coaching, and (c) formal instruction. For the experiential component, the course partners with the Center for Experiential Learning and targets those students who have been selected as practicum team leaders. Similar to leading a team in a consulting firm, these team leaders must manage, organize, and motivate team members, manage the relationship with the client to guide expectations and delivery, and work with the faculty advisor and the CEL. Team leaders spend an average 5-10 hours per week throughout the semester.
Credit 1.5 units.
Typical periods offered: Fall

OB 4685 Mindfulness and Performance in the Workplace
Most major companies in the world are not single-business operations but portfolios of businesses spanning multiple locations. Single business firms today ultimately become multi-business firms to sustain their growth as they exhaust opportunity in existing markets. This course provides tools, frameworks and processes that help you understand the unique opportunities and challenges for firms spanning multiple products, business units, and geographic locations.
Credit 1.5 units.
Typical periods offered: Fall, Spring

OB 4720 Defining Moments: Lessons in Leadership and Character From the Top
Most successful leaders can point to a handful of defining moments in their careers - key choice points that defined the trajectory of their character, their career, and/or their company. How can aspiring business leaders prepare themselves to face these defining moments with insight and integrity? How do leaders achieve business performance without sacrificing character or integrity? This course examines these questions by learning from notable leaders who exemplify both business excellence and personal character. Top executives from leading companies will sit down with us to talk about their defining moments and to engage with us in considering these questions. These conversations will be supplemented with contemporary cases and readings on leadership and character.
Credit 1.5 units.
Typical periods offered: Spring

Supply Chain, Operations, and Technology

SCOT 2850 Operations Consulting via Experiential Projects
This course offers an in-depth exploration into leading and managing corporate consulting projects, with a special focus on mostly data driven, analytic challenges within complex supply chain and operational settings. Utilizing real-world data from Boeing Center member companies, students will learn the intricacies of team management, client engagement, problem formulation, critical thinking and data-driven problem-solving. Expected outcome is to make informed decisions and provide actionable solutions for complex operational challenges, and also communicate them effectively to the client. Various pedagogical techniques and methodologies will be used to maximize learning impact (e.g., group presentations, videos, readings, and coaching for client presentations). This course is designed for undergraduate students interested in management consulting, with a special interest in supply chain analytics and operational excellence projects.
Credit 3 units.
Typical periods offered: Fall, Spring

SCOT 3150 Operations and Manufacturing Management
Introduces a variety of common operations issues that are frequently dealt with in both manufacturing and service industries and that affect other functions of the business as well. Topics: inventory systems, process design and control, quality, facility location and layout, and forecasting.
Credit 3 units.
Typical periods offered: Fall, Spring

SCOT 4300 Operations Fun: Data-Driven Optimization
The intent of this course of this course is to present a comprehensive look into the practical appeal of linear and integer programming. Each unit will focus on a particular class of optimization problems, and include a data-driven case study revolving around a real-world application. The topics of these case studies run the gamut from fantasy football line-up selection to Amazon delivery truck routing to picking the perfect McDonald's order. DAT 3015 or CS 1301 strongly recommended.
Credit 3 units.
Typical periods offered: Fall

SCOT 4580 Operations Analytics
Examines the concepts and techniques essential for effective operations planning, scheduling, and control in various manufacturing and service organizations. Discusses the use of various models for inventory control, forecasting, production planning, and operations scheduling. Just-in-time techniques and material requirements planning systems will also be discussed.
Credit 3 units.
Typical periods offered: Spring

Degree Requirements

The Bachelor of Science in Business Administration degree is awarded to students by recommendation of the faculty. Standards established by the faculty for recommendation are as follows:

1. Satisfactory completion of requirements regarding required and elective courses, accumulation of a minimum of 120 credits of coursework, and satisfactory fulfillment of other requirements established in accordance with the rules and regulations of the Olin Business School.
2. Completion of the last 30 credits in residence at Washington University for entering first-year students. Transfer students must complete a minimum of 60 credits in residence at Washington University.
3. Students must earn a minimum 2.0 overall grade-point average and a 2.0 GPA in all professional coursework taken at Olin Business School.
4. Students must be recommended by Olin Business School faculty for degree confirmation by the Board of Trustees.

Regulations

1. Students must complete a minimum of 120 credits, including 48 credits outside of Olin Business School and 60 credits from within the Olin Business School. Students who substitute a non-business course for a business requirement will still be required to enroll in another business course, as a minimum of 60 credits must be earned in Olin Business School.
2. BSBA students may earn a maximum of two majors to include two professional majors or one professional major and one major outside of Olin Business School.
3. BSBA students may earn one or two minors, depending on the number of majors they pursue. The options are two majors and one minor or one major and two minors.

4. BSBA students may enroll in one physical education course per semester.
5. BSBA students may transfer up to 6 credits per summer toward their BSBA degree requirements. Olin Business School does not accept any online course work for transfer credit (exceptions were granted for Summer 2020 and 2021).
6. BSBA students must complete 54 of the 60 professional credits in residence. Course work taken as part of an approved Washington University international program will satisfy this residency policy.
7. BSBA students must complete all professional courses for each business major in residence. Course work taken as part of an approved Washington University international program will satisfy this residency policy.
8. BSBA students may double count only one course between two business majors. For example, if a BSBA student is majoring in both Marketing and Entrepreneurship, they could not count MKT 3780 Marketing Research and MKT 4820 Brand Management toward both majors.
9. ROTC credits numbered 3000 or above will count toward the student's 120 credits required for graduation. These credits may count toward the advanced non-business requirements if the course is taken for a grade.
10. Students are obligated to complete the requirements and adhere to the policies in place at the time of matriculation into the BSBA program. However, faculty has and reserves the right to make changes to degree requirements, policies, and procedures — including modifying or adding new requirements, policies, and procedures — at any time.
11. For more policies, visit the Academic Regulations page (p. 1051) of this *Bulletin.*

General Requirements (a minimum of 48 credits)

Each student must complete a minimum of 48 credits outside of Olin Business School to include the following specific requirements:

1. College Writing (3 credits): Students must demonstrate proficiency in the reading and writing of the English language by satisfactorily completing one College Writing Program themed writing course with a grade of C– or better.
2. Calculus (3-6 credits): Students must complete MATH 1510 Calculus I and MATH 1520 Calculus II or other calculus courses approved by the Olin Business School.
3. Distribution Requirements (18 credits): Students must complete 3 credits of physical and life sciences, 3 credits of humanities, 6 credits of international studies, 3 credits of behavioral analysis, and 3 credits of ethics and values. Approved course selections are available in the university's course listings.
4. Advanced Electives (12 credits): Students must complete at least 12 graded credits of advanced coursework. Advanced electives are defined as any course numbered 3000 or higher that is offered as any day division course (excluding Olin courses). Advanced electives may also satisfy a distribution requirement.

Professional Requirements (a minimum of 60 credits)

Core Requirements (42 credits)

Code	Title	Units
ACCT 2610	Principles of Financial Accounting	3
ACCT 2620	Principles of Managerial Accounting	3
DAT 1200	Managerial Statistics I	3
DAT 1201	Managerial Statistics II	3
FIN 3150	Capital Markets and Financial Management	3
MEC 2900	Microeconomics	3
MEC 2920	Global Economy	3
MGT 1000	Individual in a Managerial Environment	3
MGT 1500	Foundations of Business	2
MGT 2010	Management Communication	4
MKT 3150	Principles of Marketing	3
OB 3150	Organization Behavior Within the Firm	3
SCOT 2000	Quantitative Business Decision Making	3
SCOT 3150	Operations and Manufacturing Management	3
Total Units		**42**

* Transfer students entering Olin Business School must take MGT 1000 Individual in a Managerial Environment or MGT 3800 Business Strategy to satisfy this requirement.

Professional Electives (a minimum of 18 credits)

Professional electives are non-required business courses offered by Olin Business School that may or may not lead toward a specific business major. Additional information about the specific requirements for each business major is available on the Olin Business School Majors page (p. 1031).

Experiential Learning Degree Requirement (3 credits)

Beginning with the Class of 2029, all BSBA degree students are required to complete 3 credits of experiential coursework. Experiential learning immerses students in real-world scenarios that mirror the complexity and ambiguity of modern business. Unlike case-based or simulated learning, this hands-on approach bridges the gap between theory and practice, preparing students for dynamic, evolving industries.

With guidance from their four-year advisors, students will explore experiential learning opportunities that align with their purpose, discipline, career goals, and/or industry focus while also meeting their degree requirements. The following courses satisfy the experiential learning degree requirement. Experiential learning credits cannot be applied to major or minor requirements.

Courses

Code	Title	Units
FIN 4024	Venture Capital Practice (formerly FIN 400X)	1.5
FIN 4026	Private Equity Practice (formerly FIN 400M)	1.5
INTL 3230	Business of Art: The European Capitals of Culture (formerly INTL 323)	3
INTL 4200	Business Research Internship (formerly INTL 420)	3
MGT 2002	ISBA: Venture Creation (formerly MGT 200C)	3
MGT 3501	European Study Tour (formerly MGT 450Z)	1.5
MGT 4101	CELect (STL, Domestic, & INTL) (formerly MGT 401C)	3
MGT 4103	CEL Practicum (formerly MGT 401P)	3
MGT 4104	Small Business Initiative (formerly MGT 401S)	3
MGT 4105	Taylor Community Consulting (formerly MGT 401T)	3
MGT 4504	Honors Thesis - Research (formerly MGT 450D)	3
MGT 4505	Honors Thesis - Writing and Presentation (formerly MGT 450E)	3
MGT 4990	CEL Experiential Learning	.75
MGT 4991	CEL Experiential Learning	1.5
MGT 4992	CEL Experiential Learning	3
MKT 4315	Marketing Metrics (formerly MKT 431E)	1.5
SCOT 2850	Operations Consulting via Experiential Projects	3

Global Mindset Component (1.5-3 credits)

For the BSBA class of 2025-2028, the Global Mindset component for the undergraduate BSBA degree is designed to support the Olin Pillars of providing world-changing business education, research, and impact. Through a Global Mindset experience, students will have the opportunity to expand their intellectual curiosity, gain confidence in their ability to make decisions under pressure, and enhance their leadership advantage in a rapidly changing global society. Students will be able to satisfy the Global Mindset component of their degree through a variety of experiences that expose them to new academic and professional ideas, peoples, cultures, and philosophies. This could be done through an Olin-approved study abroad program or with a carefully curated set of experiences completed on campus and in the St. Louis community, including INTL 3500 Glocal Learning, a 1.5-credit course.

Electives (credits will vary)

Students must take enough electives to earn the minimum of 120 credits.

Typical Four-Year Curriculum for a BSBA Student

Typically, students must earn 30 credits per year to stay on target with a four-year graduation plan and to earn the 120 minimum credits required.

First Year

Fall	Units	Spring	Units
MGT 1000 Individual in a Managerial Environment	3	MEC 2900 Microeconomics	3
MGT 1500 Foundations of Business	2	Electives	6
MATH 1510 or higher*	3	DAT 1200 Managerial Statistics I	3
English Composition**	3	MATH 1520 or elective	3
Electives	3-6		

Sophomore Year

Fall	Units	Spring	Units
ACCT 2610 Principles of Financial Accounting	3	Core requirement(s)	3-6
DAT 1201 Managerial Statistics II	3	SCOT 2000 Analytics and Modeling for Business Decisions	3
MGT 2010 Management Communication	4	Electives	6-9
Core requirement(s)	0-3		
Electives	3-6		

Junior Year

Fall	Units	Spring	Units
Core/ Professional requirements	6-12	Core/ Professional requirements	6-12
Electives	3-9	Electives	3-9

Senior Year

Fall	Units	Spring	Units
Professional electives	6	Professional electives	6
Electives	9	Electives	9

* Students may enroll in a higher level of calculus if their academic preparation suggests a different level of calculus would be appropriate.

** BSBA students are assigned to enroll in their College Writing Program course in either the fall or spring semester of their first year. Some students may start at a different level of English preparation and may take their writing course as late as sophomore year.

Academic Honors & Awards

Scholars in Business Program: The Scholars in Business program allows alumni, corporations and friends of Olin Business School to provide scholarship funds to students of high academic promise who require financial support to attend the university. Students are considered for this award when they apply for financial aid in the fall of each year. Donors and students meet each other at an annual Scholars in Business event.

Dean's List: Dean's List honors are awarded to undergraduates who have completed a minimum of 14 graded units and achieved a semester grade-point average of 3.6 or above. No Incomplete or N grades may be outstanding as part of the student's semester record.

Beta Gamma Sigma Honor Society: The top 7% of the junior class and the top 10% of the senior class will be considered for membership in Beta Gamma Sigma, provided that the student's cumulative GPA is in the top 7% or top 10% of their respective graduating class. A student's cumulative GPA will include their coursework at Washington University as well as any coursework taken out of residence. The student must have completed a minimum of 30 units at Washington University to be eligible.

Latin Honors: Graduating seniors in the top 5% of the class, based on overall university academic records, graduate summa cum laude. Seniors in the top 6% to 15% of the class graduate magna cum laude. These designations are recorded on the official university transcripts. All candidates for the BSBA degree in August, December or May will be considered as one group for purposes of final honors. Honors are determined in May for all graduates.

Honors in Management: The Honors in Management (HIM) Seminar is a two-semester sequence course that gives students the opportunity to work with senior-level faculty in a specialized format. In the fall semester, the HIM course will be team taught with various faculty members. For the spring semester, students will form teams to develop substantial research projects under the direction of one of the participating faculty for the remainder of the academic year. HIM students must successfully complete both MGT 4980 and MGT 4981 in order to receive the Honors in Management designation at graduation.

Honors Thesis: The Olin BSBA Honors Thesis challenges students to move beyond traditional coursework and apply critical thinking skills to an academic business thesis. The Honors Thesis is a two-semester sequence in which the student engages in research and analysis during the first semester; with successful progress, the student writes, presents and defends their research during the subsequent semester. Students must apply and be approved to participate in this experience. All applicants must be senior BSBA degree students in good standing with a cumulative GPA of 3.7 or above.

Academic Regulations

Code of Conduct

The Olin Business School is a community of individuals with diverse backgrounds and interests who share certain fundamental goals. Primary among these goals is the creation and maintenance of an atmosphere conducive to learning and personal growth for everyone in the community. Becoming a member of the Olin and Washington University community is a privilege that brings certain responsibilities and expectations. It is imperative that all individuals associated with Olin and Washington University conduct themselves with the utmost integrity in all aspects of their lives, both on and off campus.

- Learn more about **Olin's Code of Conduct** by reviewing the Olin Undergraduate Policies site.
- The **Academic Integrity Policy for Undergraduate Students** can be found on the Provost's website.
- The **University Conduct Code** can be found on the Student Conduct & Community Standards website.

Attendance

Olin Business School allows each instructor of a course to decide how many absences the student may have and still pass the course. The Olin Business School expects faculty to give reasonable consideration to unavoidable absences and to the feasibility of making up work that has been missed. Students are expected to explain to their instructors the reasons for any absences and to discuss with them the possibility of making up missed assignments.

Enrollment

BSBA students must be enrolled in a minimum of 12 credits to a maximum of 21 credits each semester. Olin undergraduates will be assessed a full-time tuition charge for their course of study through eight semesters of enrollment.

Credits and Grades

Credits (often called "units" at WashU) are assigned to courses based on measures of time in class and academic activities and engagement between instructors and students, as defined in university policy (p. 25). Grade points per course are calculated by multiplying the number of units of a course by the grade points earned. The Undergraduate Study page (p. 36) details the grades and grade points in use.

Auditing a Course

A student may take a maximum of one course per semester on a Pass/No Pass/Audit basis. Students may not audit a business course. However, a student may take non-business courses for audit with the approval of the professor. An audited course does not count toward the student's degree requirements. A grade of L indicates the satisfactory completion of an audit; unsatisfactory completion results in a grade of Z. Fees for auditing a course are assessed at the same rate as for all other courses.

Pass/No Pass Option

A student may take a maximum of one course per semester on a Pass/No Pass/Audit basis. A grade of Pass indicates that credit has been awarded but the work was not subject to finer evaluation. The following policies are in effect starting Fall 2021. Courses taken previously will not retroactively be changed.

- All Olin professional, major, and minor courses must be taken for a letter grade. This includes any non-BU courses counting toward Olin's professional coursework (i.e., ECON 1502 Introduction to Macroeconomics as a substitute for MEC 2920 Global Economy). For second majors and minors outside of Olin, students should speak with their second major or non-Olin minor advisor.
- Olin courses taken Pass/No Pass cannot count toward the 60 required business credits. However, they will count toward the 120 credits required for graduation.
- A maximum of 6 Olin credits may be taken as Pass/No Pass after a student has completed six full-time semesters of enrollment or if the student is in their senior year.
- Pass/No Pass cannot be used for MATH 1510 Calculus I, MATH 1520 Calculus II, College Writing, or the Ethics and Values distribution requirement.
- A maximum of 9 credits of distribution or advanced electives can be taken Pass/No Pass. The Pass/No Pass course may only count toward one requirement. In other words, a single Pass/No Pass course cannot be double counted toward a distribution and an advanced elective.
- Not all courses have the Pass/No Pass option.

Incomplete Grades

A student may be given an I (incomplete) when extenuating circumstances preclude the satisfactory completion of course work during the semester in which a particular course is taken. While an incomplete grade is sometimes appropriate, a student should make every effort to avoid the accumulation of incomplete grades. Incomplete grades are expected to be finished. Failure to finish an incomplete grade within 120 days of the semester's grades due date will result in a failing grade.

Grade Appeals

Course grade appeals must be made within 120 days following the official end of the semester in which the course occurred. The official end of each semester is available on the website of the University Registrar and should align with deadline date for course grades to be uploaded. Appeals after 120 days will only be allowed in extenuating circumstances and will require approval from the Vice Dean of Education.

Repeating or Retaking a Course

Most courses are designed to be completed once, and credit may only be earned once. A student may retake such a course if a higher grade is required (e.g., if the initial final grade is below that required to apply to major requirements). Students may not register themselves for another instance of a course in which the initial final grade is a B or higher, an Incomplete, a successful Audit, or a Pass. For a student retaking a course, credit is only given once; both grades earned remain on the record, but only the higher grade is used to compute the grade point average. An R notation is added to identify the retaken course.

Course Conflicts

Per University Policy, students may not enroll in courses with any time conflict. Exceptions will only be made in the most extraordinary of circumstances. Any and all exceptions must be approved by the Office of the Provost and the student's home school. Questions should be answered by reviewing the University Policy.

Minimum and Maximum Course Loads

Olin Business School students are required to enroll in a minimum of 12 credits to a maximum of 21 credits each semester at Washington University. For more information, please visit the Undergraduate Study (p. 36) page of this *Bulletin.*

Academic Standing

Olin students are expected to maintain a high level of scholarship during their time at Washington University. Approximately three weeks after the end of a semester, the Academic Review Committee reviews the record of each enrolled student. Students must attain and maintain a minimum 2.0 GPA in their professional (business), semester, and cumulative GPAs to be in good academic standing. In addition, students must be making progress to complete their professional requirements within a reasonable time period. Failure to achieve minimum standards may result in the student's academic records being reviewed for academic action.

To learn more about academic standing, please review the University's policies (p. 36).

Satisfactory Academic Progress for Title IV Federal Financial Aid

The minimum GPA requirements needed to maintain eligibility for Satisfactory Academic Progress are dictated by the specific program of study. In each case, per the requirements of 34 C.F.R. 668.34(a)(4(ii), the federal student aid program requires a minimum of a C average to maintain eligibility for aid, but an individual degree or certificate program may have a higher minimum GPA for federal Satisfactory Academic Progress. Olin Business School requires a minimum 2.0 cumulative GPA for Satisfactory Academic Progress. (Additional information about Satisfactory Academic Progress is available from Student Financial Services.)

Time Away: Leave of Absence or Withdrawal

Olin undergraduate students who need to take time away from their studies, whether a temporary leave or a withdrawal, must formally request to do so. This helps ensure enrollments, grades, accounts, and statuses are updated properly. For students requesting a temporary leave, this process helps maintain academic continuity and ensures that students have the necessary resources when planning their return. Please review the Office of the University Registrar's website for additional information.

Transfer Credit

The Olin School expects that all degree requirement courses be taken at Washington University. However, students who are enrolled at Olin and wish to receive transfer credit for course work taken at another institution may request course approval. Transfer course approval must be received prior to the start of the transfer course. General guidelines are as follows:

- A grade of a C or better must be earned for all transfer credit to be accepted (including course work taken through a Washington University–approved study abroad program).
- The Olin School expects that all business courses will be taken at Washington University. Under certain circumstances, permission may be granted for a student to take a business course from another university with accreditation from the Association to Advance Collegiate Schools of Business (AACSB) International. For consideration to be given, a syllabus showing the text used must be submitted.
- All business major and minor course work must be taken in residence. Although major and minor course work can be taken through an approved study abroad program, only one course will be counted for each major and minor.
- The institution must meet accreditation requirements.
- A syllabus for each course must be submitted with the request for review.
- No credit will be granted for course work taken online through another university.
- 54 of the 60 Olin professional credits must be taken in residence.
- A maximum of 6 credits may be taken during a summer program from another university.
- Credit will not be given for course work taken at another institution during a student's last 30 credits.
- No course work may be taken at a two-year institution after a student has accumulated 60 credit of work.
- No transfer credit will be accepted for courses taken while a student is suspended from Washington University for violations of the University Student Conduct Code or Academic Integrity policy.
- No transfer credit will be accepted for courses taken while a student is on a leave of absence.

School of Continuing & Professional Studies Courses

Courses taken through the School of Continuing & Professional Studies will not count toward the 120 credits needed for the BSBA degree nor toward the student's GPA.

Pre-Matriculation Credits

Pre-matriculation credits are earned before the student's enrollment at Washington University as a first-year student. These credits would include Advanced Placement (AP) examinations, International Baccalaureate (IB) programs, British Advanced (A) Levels, and college credit earned after the student's sophomore year in high school. These credits will be noted on the student's transcript. The maximum number of pre-matriculation credits awarded is 15. These pre-matriculation credits will transfer as general elective course work and will not satisfy any distribution requirements. If a student takes a course in residence for which they have already received AP credit, the AP credit will be removed automatically. All BSBA students and second majors will be required to take DAT 1200 Managerial Statistics I, even when AP credit is earned for SDS 2020 Elementary Probability and Statistics.

Olin Undergraduate Student Handbook

The Olin Undergraduate Student Handbook includes general academic policies and procedures for the undergraduate programs of the Olin Business School at Washington University. Please read and refer to the handbook to answer any questions about the undergraduate business program. If a student has questions about the interpretation of the policies and procedures or topics that are not in the handbook, they should consult their academic advisor.

Administration

Michael Mazzeo, PhD
Dean of Olin Business School
PhD, Stanford University

Paige LaRose
Senior Associate Dean of Undergraduate Programs

For more information about Olin's leadership, please visit Olin Business School Leadership.

Majors (directory)

BSBA students may select a major from the following disciplines:

- Accounting, BSBA (p. 1054)
- Economics and Strategy, BSBA (p. 1054)
- Entrepreneurship, BSBA (p. 1054)
- Finance, BSBA (p. 1055)
- Health Care Management, BSBA (p. 1056)
- Marketing, BSBA (p. 1056)
- Organization and Strategic Management, BSBA (p. 1057)
- Supply Chain, Operations, and Technology, BSBA (p. 1057)

The following is offered as a Second Major only for BSBA students:

- Financial Engineering (p. 1055)

Non-BSBA students may select a second major from the following disciplines:

Please review the non-BSBA second major regulations (p. 1032) for additional information.

- Second Major in Accounting (p. 1057)
- Second Major in Economics and Strategy (p. 1058)
- Second Major in Entrepreneurship (p. 1058)
- Second Major in Finance (p. 1059)
- Second Major in Financial Engineering (p. 1059)
- Second Major in Health Care Management (p. 1060)
- Second Major in Marketing (p. 1060)
- Second Major in Organization and Strategic Management (p. 1061)
- Second Major in Supply Chain, Operations, and Technology (p. 1061)

Accounting, BSBA

Total credits required: 12

- Accounting Core: 3 credits

Code	Title	Units
ACCT 3610	Intermediate Financial Accounting I: Finance-Related Topics	3

- Accounting Electives: 9 credits

Code	Title	Units
ACCT 3620	Intermediate Financial Accounting II	3
ACCT 3650	Taxation of Business Entities	3
ACCT 3660	Carbon Accounting	1.5
ACCT 4003	Not-For-Profit Accounting	1.5
ACCT 4013	Ethics I	1.5
ACCT 4014	Ethics II	1.5
ACCT 4550	Accounting Policy and Research	3
ACCT 4640	Auditing	3
ACCT 4660	Financial Statement Analysis	3
ACCT 4670	Taxation of Individuals	3
ACCT 4680	M&A Accounting	3
ACCT 4755	International Taxation	1.5
ACCT 4756	Advanced International Taxation	1.5

Economics and Strategy, BSBA

Total credits required: 12

- Economics and Strategy Core: 12 credits

Code	Title	Units
MEC 3700	Game Theory for Business	3
MEC 4100	Research in Industry Analysis	3
MEC 4700	Industrial Economics	3
MEC 4710	Empirical Techniques for Industry Analysis	3
Total Units		**12**

Entrepreneurship, BSBA

Total credits required: 15

- Entrepreneurship Core: 6 credits

Code	Title	Units
MGT 4210	Introduction to Entrepreneurship	
or MGT 4603	Introduction to Social Entrepreneurship	
or MGT 1065	The Endgame for Entrepreneurship: Leveraging Capitalism for Good	
or BEYOND 1005	The Endgame for Entrepreneurship: Leveraging Capitalism for Good	
MGT 4240	Business Planning for New Enterprises (The Hatchery)	
or MGT 4775	Launching and Scaling New Enterprises (The League)	

- Entrepreneurship Electives: 9 credits (must select 3 credits from each category)

Industry Elective Choices (at least 3 credits *required):*

Code	Title	Units
CSE 1301	Introduction to Computer Science	3
ECON 3210	Money and Banking	3
FASDES 2410	Business of Fashion	3
FIN 5400	Special Topics: Real Estate Finance	1.5
INTL 3200	Business, Innovation, and Entrepreneurship in Israel	3

MEC 3630	Olin Grand Rounds: The Business and Practice of Medicine	3
MEC 4600	Economics of Entertainment	3
MGT 3800	Business Strategy	3
MGT 4400	Sports Management	3
MGT 4755	Innovating for Defense	3
MGT 4765	Innovating for Healthcare	1.5

Experiential Elective Choices (at least 3 credits *required):*

Code	Title	Units
INTL 0970	Entrepreneurship and Startups in Europe	3
MGT 2002	Venture Creation	3
MGT 4101	CEL Entrepreneurial Consulting Team	3
MGT 4103	CEL Practicum	3
MGT 4104	Small Business Initiative	3
MGT 4105	Taylor Community Consulting Project	3

Skills Elective Choices (at least 3 credits *required):*

Code	Title	Units
ACCT 4660	Financial Statement Analysis	3
CSE 2004	Web Development	3
CSE 3300	Rapid Prototype Development & Creative Programming	3
CSE 4308	Mobile Application Development	3
FIN 4025	Private Equity Methods	1.5
FIN 4026	Private Equity Practice	1.5
MEC 3700	Game Theory for Business	3
MEC 4700	Industrial Economics	3
MGT 3010	Legal Environment of Business Management	3
MGT 4455	Entrepreneurship Through Acquisition	1.5
MKT 3780	Marketing Research	3
MKT 4000	Elements of Sales: Tools and Techniques	3
MKT 4002	Business & Marketing Innovation	3
MKT 4095	Entrepreneurship Marketing Methods	1.5
MKT 4315	Marketing Metrics	1.5
MKT 4820	Brand Management	3
OB 4610	Negotiation	3

Finance, BSBA

Total credits required: 12

- Finance Core: 9 credits

Code	Title	Units
FIN 4410	Investments	3
FIN 4480	Advanced Financial Management	3
FIN 4510	Options, Futures and Derivative Securities	3
Total Units		**9**

- Finance Electives: 3 credits

Code	Title	Units
FIN 3175	Banking and Financial Institutions	3
FIN 4010	Advanced Valuation	1.5
FIN 4023	Venture Capital Methods	1.5
FIN 4024	Venture Capital Practice	1.5
FIN 4025	Private Equity Methods	1.5
FIN 4026	Private Equity Practice	1.5
FIN 4232	Mergers & Acquisitions	1.5
FIN 4280	Investment Praxis	3
FIN 4370	Advanced Derivative Securities	3
FIN 4400	Real Estate Finance	1.5
FIN 4430	International Finance	3
FIN 4506	Financial Technology: Methods and Practice	3
FIN 4601	Research Methods in Finance	3

Financial Engineering, Second Major for BSBA Students

The financial engineering major is offered only as a second major option. Therefore, students in the BSBA program must select another business major in order to be eligible to pursue this major. Students must have a 3.3 or higher grade point average to pursue this second major; this includes the cumulative GPA, the Business GPA, and the Engineering GPA.

Total credits required: 30 required credits and 15 credits of prerequisite coursework

- Background Requirements: 15 credits

Code	Title	Units
CSE 1301	Introduction to Computer Science	3
DAT 1201	Managerial Statistics II	3
or ECON 3150	Introduction to Econometrics	
or ECON 4150	Introduction to Econometrics With Writing	
or ESE 3260	Probability and Statistics for Engineering	
or SDS 4010	Probability	
or SDS 4130	Linear Statistical Models	
MATH 2130	Calculus III	3
MATH 2500	Differential Equations	3
or ESE 2170	Differential Equations and DynamicalSystems Modeling in Engineering	
or MATH 3520	Differential Equations and DynamicalSystems	

MATH 3300	Matrix Algebra	3
or ESE 2180	Linear Algebra and Component Analysis	
or MATH 4301	Linear Algebra	
Total Units		**15**

Engineering Professional Requirements (15 credits)

- Engineering Professional Core Requirements: 6 credits minimum

Code	Title	Units
ESE 4150	Optimization	3
ESE 4170	Introduction to Machine Learning and Pattern Classification	3
or CSE 4107	Introduction to Machine Learning	
ESE 4261	Statistical Methods for Data Analysis With Applications to Financial Engineering	3
ESE 4270	Financial Mathematics * **	3

- Engineering Electives:

Code	Title	Units
CSE 2407	Data Structures and Algorithms	3
ESE 4031	Optimization for Engineered Planning, Decisions and Operations	3
ESE 5130	Large-Scale Optimization for Data Science	3
ESE 5200	Probability and Stochastic Processes	3

Olin Professional Requirements (15 credits)

- Olin Professional Core Requirements: 9 credits

Code	Title	Units
ACCT 2610	Principles of Financial Accounting	3
FIN 3150	Capital Markets and Financial Management	3
FIN 4410	Investments	3
Total Units		**9**

- Olin Electives: 6 credits required

Code	Title	Units
FIN 4370	Advanced Derivative Securities	3
FIN 4506	Financial Technology: Methods and Practice	3
FIN 4510	Options, Futures and Derivative Securities * **	3
FIN 5017	Quantitative Risk Management	3
FIN 5018	Topics in Quantitative Finance	3
FIN 5321	Data Analysis for Investments	3
FIN 5390	Mathematical Finance	3
FIN 5520	Fixed Income Derivatives	3

* ESE 4270 Financial Mathematics must be taken after FIN 3150 Capital Markets and Financial Management and can be used to satisfy the FIN 4510 Options, Futures and Derivative Securities prerequisite of Olin Elective courses.

** FIN 4510 Options, Futures and Derivative Securities, ESE 4270 Financial Mathematics, or both must be taken to complete the second major.

Health Care Management, BSBA

Total credits required: 15

- Health Care Management Core: 12 credits

Code	Title	Units
MEC 3210	Health Economics and Policy	3
MEC 3220	Health Care Management	3
MEC 3630	Olin Grand Rounds: The Business and Practice of Medicine	3
MEC 4660	Research in Health Care Management	3
Total Units		**12**

- Health Care Management Electives: 3 credits

Code	Title	Units
ANTHRO 3136	The Second Wave of the Pandemic: Science & Society	3
ANTHRO 3263	Bioprospecting	3
ANTHRO 3283	Introduction to Global Health	3
ANTHRO 3310	Health, Healing, and Ethics: Intro. To Medical Anthropology	3
ANTHRO 3626	Adventures in Nosology: The Nature & Meaning of Disease	3
ANTHRO 3875	Pharmaceutical Personhood	3
ANTHRO 4134	The AIDS Epidemic: Inequalities, Ethnography, & Ethics	3
ANTHRO 4883	The Political Economy of Health	3
BIOL 1210	Ampersand: The Science of Biotechnology	3
LATAM 3160	Cultures of Health in Latin America	3
MEC 3550	Health Insurance	3
MEC 3551	Drugs and Devices	3
PHIL 2060	Biomedical Ethics	3
PHIL 3000	Philosophy of Medicine	3
WGSS 3081	From Hysteria to Hysterectomy: Women's Healthcare in America	3
WGSS 3155	Feminist Health Studies	3

Marketing, BSBA

Total credits required: 12

- Marketing Core: 3 credits

Code	Title	Units
MKT 3780	Marketing Research	3
Total Units		**3**

- Marketing Electives: 9 credits

Group A Marketing Elective Choices (at least 6 credits required):

Code	Title	Units
MKT 3770	Consumer Behavior	3
MKT 4001	Digital Marketing and Analytics	3
MKT 4003	Understanding and Conducting Business Experiments	3
MKT 4700	Pricing Strategies	3
MKT 4800	Marketing Strategy	3
MKT 4820	Brand Management	3

Group B Marketing Elective Choices:

Code	Title	Units
MKT 3810	Inclusive Marketing	1.5
MKT 4000	Elements of Sales: Tools and Techniques	3
MKT 4002	Business & Marketing Innovation	3
MKT 4004	Sports Marketing	3
MKT 4095	Entrepreneurship Marketing Models	1.5
MKT 4315	Marketing Metrics	1.5
MKT 4770	International Marketing	3
MKT 4810	Advertising and Promotions	3

Organization and Strategic Management, BSBA

Total credits required: 12 credits

- Organization & Strategic Management Group A Elective Choices (at least 3 credits required):

Code	Title	Units
OB 4002	Women in Leadership	1.5
OB 4300	Thinking Creatively and Leading Creative Teams	1.5
OB 4610	Negotiation	3
OB 4620	Leadership in Organizations	3
OB 4685	Mindfulness and Performance in the Workplace	1.5
OB 4720	Defining Moments: Lessons in Leadership and Character From the Top	1.5

- Organization & Strategic Management Group B Elective Choices (at least 3 credits required):

Code	Title	Units
MGT 3800	Business Strategy	3
MGT 4020	Ethical Issues in Managerial Decision Making	1.5
MGT 4290	Management and Corporate Responsibility	1.5
MGT 4510	Business & Government: Understanding and Influencing the Regulatory Environment	3
MGT 4601	Corporate and Global Strategy	3

- Organization & Strategic Management Group C Elective Choices (recommended for HR/HR consulting):

Code	Title	Units
MGT 4605	Ownership Insights: The Competitive Advantage of Family and Employee Owned Firms	1.5
OB 3250	Human Resources Management	3
OB 4340	Talent Analytics	1.5
OB 4350	People Metrics	1.5

Supply Chain, Operations, and Technology, BSBA

Total credits required: 12 credits

- Group A SCOT Elective Choices (at least 6 credits required):

Code	Title	Units
DAT 3015	Data Analytics in Python	3
SCOT 3800	Supply Chain Management	3
SCOT 4300	Operations Fun: Data-Driven Optimization	3
SCOT 4505	Generative Artificial Intelligence	3
SCOT 4580	Operations Analytics	3

- Group B SCOT Elective Choices (at least 3 credits required):

Code	Title	Units
MGT 3800	Business Strategy	3
MGT 4601	Corporate & Global Strategy	3
MKT 3780	Marketing Research	3
MKT 4003	Understanding and Conducting Business Experiments	3

Second Major in Accounting

Total credits required: 12

- Accounting Core: 3 credits

Code	Title	Units
ACCT 3610	Intermediate Financial Accounting I: Finance-related topics	3

- Accounting Electives: 9 credits

Code	Title	Units
ACCT 3620	Intermediate Financial Accounting II	3
ACCT 3650	Taxation of Business Entities	3
ACCT 3660	Carbon Accounting	1.5
ACCT 4003	Not-For-Profit Accounting	1.5
ACCT 4013	Ethics I	1.5
ACCT 4014	Ethics II *	1.5
ACCT 4550	Accounting Policy and Research *	3
ACCT 4640	Auditing *	3
ACCT 4660	Financial Statement Analysis	3
ACCT 4670	Taxation of Individuals	3
ACCT 4680	M&A Accounting	3
ACCT 4755	International Taxation	1.5
ACCT 4756	Advanced International Taxation *	1.5

* Additional prerequisites are required to take this elective.

Second Major in Economics and Strategy

Total credits required: 12

- Economics and Strategy Core: 12 credits

Code	Title	Units
MEC 3700	Game Theory for Business *	3
MEC 4100	Research in Industry Analysis	3
MEC 4700	Industrial Economics	3
MEC 4710	Empirical Techniques for Industry Analysis	3
Total Units		**12**

* MEC 2900 Microeconomics or ECON 4001 Intermediate Microeconomic Theory must be taken prior to MEC 3700. ECON 1501 will not satisfy the prerequisite requirement for MEC 3700 Game Theory for Business.

Second Major in Entrepreneurship

Total credits required: 15

- Entrepreneurship Core: 6 credits

Code	Title	Units
MGT 4210	Introduction to Entrepreneurship	
or MGT 4603	Introduction to Social Entrepreneurship	
or MGT 1065	The Endgame for Entrepreneurship: Leveraging Capitalism for Good	
or BEYOND 1005	The Endgame for Entrepreneurship: Leveraging Capitalism for Good	
MGT 4240	Business Planning for New Enterprises (The Hatchery)	
or MGT 4775	Launching and Scaling New Enterprises (The League)	

- Entrepreneurship Electives: Choose at least one course from two of the three following tracks for a total of 9 elective credits:

Industry Elective Choices:

Code	Title	Units
CSE 1301	Introduction to Computer Science	3
ECON 3210	Money and Banking	3
FASHION 2410	Business of Fashion	3
FIN 5400	Special Topics: Real Estate Finance *	1.5
INTL 3200	Business, Innovation, and Entrepreneurship in Israel *	3
MEC 3630	Olin Grand Rounds: The Business and Practice of Medicine	3
MEC 4600	Economics of Entertainment	3
MGT 3800	Business Strategy	3
MGT 4400	Sports Management	3
MGT 4755	Innovating for Defense	3
MGT 4765	Innovating for Healthcare *	1.5
MKT 3150	Principles of Marketing	3

Experiential Elective Choices:

Code	Title	Units
INTL 0970	Entrepreneurship and Startups in Europe *	3
MGT 2002	Venture Creation	3
MGT 4101	CEL Entrepreneurial Consulting Team *	3
MGT 4103	CEL Practicum *	3
MGT 4104	Small Business Initiative *	3
MGT 4105	Taylor Community Consulting Project *	3

Skills Elective Choices:

Code	Title	Units
ACCT 4660	Financial Statement Analysis *	3
CSE 2004	Web Development *	3
CSE 3300	Rapid Prototype Development & Creative Programming *	3
CSE 4308	Mobile Application Development *	3
FIN 4025	Private Equity Methods *	1.5
FIN 4026	Private Equity Practice *	1.5

MEC 3700	Game Theory for Business	3
MEC 4700	Industrial Economics *	3
MGT 3010	Legal Environment of Business Management	3
MGT 4455	Entrepreneurship Through Acquisition	1.5
MKT 3780	Marketing Research *	3
MKT 4000	Elements of Sales: Tools and Techniques *	3
MKT 4002	Business & Marketing Innovation *	3
MKT 4095	Entrepreneurship Marketing Methods	1.5
MKT 4315	Marketing Metrics	1.5
MKT 4820	Brand Management *	3
OB 4610	Negotiation *	3

* Application or additional prerequisites are required to take this elective. Please consult the prerequisites in Workday.

Second Major in Finance

Total credits required: 15

- Finance Core: 12 credits

Code	Title	Units
FIN 3150	Capital Markets and Financial Management	3
FIN 4410	Investments	3
FIN 4480	Advanced Financial Management	3
FIN 4510	Options, Futures and Derivative Securities	3
Total Units		**12**

- Finance Electives: 3 credits

Code	Title	Units
FIN 3175	Banking and Financial Institutions	3
FIN 4010	Advanced Valuation	1.5
FIN 4023	Venture Capital Methods	1.5
FIN 4024	Venture Capital Practice	1.5
FIN 4025	Private Equity Methods	1.5
FIN 4026	Private Equity Practice	1.5
FIN 4232	Mergers & Acquisitions	1.5
FIN 4280	Investment Praxis	3
FIN 4370	Advanced Derivative Securities	3
FIN 4400	Real Estate Finance	1.5
FIN 4430	International Finance	3
FIN 4506	Financial Technology: Methods and Practice	3
FIN 4601	Research Methods in Finance	3

Second Major in Financial Engineering

Financial engineering in a shared major between the McKelvey School of Engineering and Olin Business School. A second major in financial engineering is ideal for students who are interested in careers or graduate study in financial engineering, quantitative finance, or related fields. This program covers courses in engineering, computer science, and business. Students interested in this second major must have a 3.3 or higher grade point average; this includes the cumulative GPA, the Business GPA, and the Engineering GPA. The financial engineering major is offered to any undergraduate day division student as a second major option.

Financial Engineering Requirements

Total credits required: 30 required credits and 15 credits of prerequisite coursework

- Background Requirements: 15 credits

Code	Title	Units
CSE 1301	Introduction to Computer Science	3
DAT 1201	Managerial Statistics II	3
or ECON 3150	Introduction to Econometrics	
or ECON 4150	Introduction to Econometrics With Writing	
or ESE 3260	Probability and Statistics for Engineering	
or SDS 4010	Probability	
or SDS 4130	Linear Statistical Models	
MATH 2130	Calculus III	3
MATH 2500	Differential Equations	3
or ESE 2170	Differential Equations and Dynamical Systems Modeling in Engineering	
or MATH 3520	Differential Equations and Dynamical Systems	
MATH 3300	Matrix Algebra	3
or ESE 2180	Linear Algebra and Component Analysis	
or MATH 4301	Linear Algebra	
Total Units		**15**

Engineering Professional Requirements (15 credits)

- Engineering Professional Core Requirements: 6 credits minimum

Code	Title	Units
ESE 4150	Optimization	3
ESE 4170	Introduction to Machine Learning and Pattern Classification	3
or CSE 4107	Introduction to Machine Learning	
ESE 4261	Statistical Methods for Data Analysis With Applications to Financial Engineering	3
ESE 4270	Financial Mathematics * **	3

- Engineering Electives:

Code	Title	Units
CSE 2407	Data Structures and Algorithms	3
ESE 4031	Optimization for Engineered Planning, Decisions and Operations	3
ESE 5130	Large-Scale Optimization for Data Science	3
ESE 5200	Probability and Stochastic Processes	3

Olin Professional Requirements (15 credits)

- Olin Professional Core Requirements: 9 credits

Code	Title	Units
ACCT 2610	Principles of Financial Accounting	3
FIN 3150	Capital Markets and Financial Management	3
FIN 4410	Investments	3
Total Units		**9**

- Olin Electives: 6 credits required

Code	Title	Units
FIN 4370	Advanced Derivative Securities	3
FIN 4506	Financial Technology: Methods and Practice	3
FIN 4510	Options, Futures and Derivative Securities * **	3
FIN 5017	Quantitative Risk Management	3
FIN 5018	Topics in Quantitative Finance	1.5
FIN 5321	Data Analysis for Investments	1.5
FIN 5390	Mathematical Finance	1.5
FIN 5520	Fixed Income Derivatives	1.5

* ESE 4270 Financial Mathematics must be taken after FIN 3150 Capital Markets and Financial Management and can be used to satisfy the FIN 4510 Options, Futures and Derivative Securities prerequisite of Olin Elective courses.

** FIN 4510 Options, Futures and Derivative Securities, ESE 4270 Financial Mathematics, or both must be taken to complete the second major.

Second Major in Health Care Management

Total credits required: 15

- Health Care Management Core: 12 credits

Code	Title	Units
MEC 3210	Health Economics and Policy	3
MEC 3220	Health Care Management	3
MEC 3630	Olin Grand Rounds: The Business and Practice of Medicine	3
MEC 4660	Research in Health Care Management	3
Total Units		**12**

- Health Care Management Electives: 3 credits

Code	Title	Units
ANTHRO 3136	The Second Wave of the Pandemic: Science & Society	3
ANTHRO 3263	Bioprospecting	3
ANTHRO 3283	Introduction to Global Health	3
ANTHRO 3310	Health, Healing, and Ethics: Intro. To Medical Anthropology	3
ANTHRO 3626	Adventures in Nosology: The Nature & Meaning of Disease	3
ANTHRO 3875	Pharmaceutical Personhood	3
ANTHRO 4134	The AIDS Epidemic: Inequalities, Ethnography, & Ethics	3
ANTHRO 4883	The Political Economy of Health	3
BIOL 1210	Ampersand: The Science of Biotechnology	3
LATAM 3160	Cultures of Health in Latin America	3
MEC 3550	Health Insurance	3
MEC 3551	Drugs and Devices	3
PHIL 2060	Biomedical Ethics	3
PHIL 3000	Philosophy of Medicine	3
WGSS 3081	From Hysteria to Hysterectomy: Women's Healthcare in America	3
WGSS 3155	Feminist Health Studies	3

Second Major in Marketing

Total credits required: 15

- Marketing Core: 6 credits

Code	Title	Units
MKT 3150	Principles of Marketing	3
MKT 3780	Marketing Research	3
Total Units		**6**

- Marketing Electives: 9 credits

Group A Elective Choices (at least 6 credits *required):*

Code	Title	Units
MKT 3770	Consumer Behavior	3
MKT 4001	Digital Marketing and Analytics	3
MKT 4003	Understanding and Conducting Business Experiments	3
MKT 4700	Pricing Strategies	3
MKT 4800	Marketing Strategy	3
MKT 4820	Brand Management	3

Group B Elective Choices:

Code	Title	Units
MKT 3810	Inclusive Marketing	1.5
MKT 4000	Elements of Sales: Tools and Techniques	3
MKT 4002	Business & Marketing Innovation	3
MKT 4004	Sports Marketing	3
MKT 4095	Entrepreneurship Marketing Models	1.5
MKT 4315	Marketing Metrics	1.5
MKT 4770	International Marketing	3
MKT 4810	Advertising and Promotions	3

Second Major in Organization and Strategic Management

Total credits required: 15

- Organization and Strategic Management Core Requirement: 3 credits

Code	Title	Units
OB 3150	Organization Behavior Within the Firm	3
Total Units		**3**

- Organization and Strategic Management Electives: 12 credits

Leadership Group A Elective Choices (at least 3 credits *required):*

Code	Title	Units
OB 4002	Women in Leadership	1.5
OB 4300	Thinking Creatively and Leading Creative Teams	1.5
OB 4610	Negotiation	3
OB 4620	Leadership in Organizations	3
OB 4685	Mindfulness and Performance in the Workplace	1.5
OB 4720	Defining Moments: Lessons in Leadership and Character From the Top	1.5

Organization and Strategic Management Group B Elective Choices (at least 3 credits *required):*

Code	Title	Units
MGT 3800	Business Strategy	3
MGT 4020	Ethical Issues in Managerial Decision Making *	1.5
MGT 4290	Management and Corporate Responsibility	1.5
MGT 4510	Business & Government: Understanding and Influencing the Regulatory Environment	3
MGT 4601	Corporate and Global Strategy	3

Organization and Strategic Management Group C Elective Choices (recommended for HR/HR consulting):

Code	Title	Units
MGT 4605	Ownership Insights: The Competitive Advantage of Family and Employee Owned Firms	1.5
OB 3250	Human Resources Management *	3
OB 4340	Talent Analytics *	1.5
OB 4350	People Metrics *	1.5

* Additional prerequisites are required to take this elective.

Second Major in Supply Chain, Operations, and Technology

Total credits required: 15 credits

- SCOT Core: 6 credits

Code	Title	Units
SCOT 2000	Quantitative Business Decision Making	3
SCOT 3150	Operations and Manufacturing Management	3
Total Units		**6**

- SCOT Electives: 9 credits minimum with at least 6 credits from Group A

SCOT Group A Elective Choices (at least 6 credits *required):*

Code	Title	Units
DAT 3015	Data Analytics in Python	3
SCOT 3800	Supply Chain Management	3
SCOT 4300	Operations Fun: Data-Driven Optimization	3
SCOT 4505	Generative Artificial Intelligence	
SCOT 4580	Operations Analytics	3

SCOT Group B Elective Choices:

Code	Title	Units
MGT 3800	Business Strategy	3
MGT 4601	Corporate & Global Strategy	3
MKT 3780	Marketing Research *	3
MKT 4003	Understanding and Conducting Business Experiments	3

* Additional prerequisites are required to take this elective. Consult Course Listings for the prerequisites.

Minors (directory)

BSBA students may select a minor from the following disciplines:

12 unique credits of coursework are required for BSBA students pursuing a minor.

- Business Analytics Minor (p. 1062)
- Business of Entertainment Minor (p. 1063)
- Business of Social Impact Minor (p. 1064)
- Business of Sports Minor (p. 1065)
- Business of the Arts Minor (p. 1066)

Non-BSBA degree students may select a minor from the following disciplines:

Please review the non-BSBA minor regulations (p. 1033) for additional information.

- Accounting Minor (Non-BSBA) (p. 1062)
- Business Analytics Minor (Non-BSBA) (p. 1063)
- Business of Entertainment Minor (Non-BSBA) (p. 1064)
- Business of Social Impact Minor (Non-BSBA) (p. 1065)
- Business of Sports Minor (Non-BSBA) (p. 1066)
- Business of the Arts Minor (Non-BSBA) (p. 1066)
- Entrepreneurship Minor (Non-BSBA) (p. 1067)
- Finance Minor (Non-BSBA) (p. 1068)
- Health Care Management Minor (Non-BSBA) (p. 1068)
- Managerial Economics Minor (Non-BSBA) (p. 1068)
- Marketing Minor (Non-BSBA) (p. 1069)
- Organization and Strategic Management Minor (Non-BSBA) (p. 1069)
- Strategy Minor (Non-BSBA) (p. 1070)
- Supply Chain, Operations, and Technology Minor (Non-BSBA) (p. 1070)

Accounting Minor (Non-BSBA)

Prerequisites:

- Calculus II: MATH 1520 Calculus II
- Microeconomics: MEC 2900 Microeconomics, ECON 1501 Introduction to Microeconomics, or ECON 4001 Intermediate Microeconomic Theory
- Statistics I: DAT 1200 Managerial Statistics I, ESE 3260 Probability and Statistics for Engineering, POLSCI 2400 Data Science for Politics, POLSCI 3630 Quantitative Political Methodology, SDS 2020 Elementary Probability and Statistics, or SDS 3020 Elementary to Intermediate Statistics and Data Analysis (AP credit for SDS 2020 [2200] will fulfill this prerequisite).

Total credits required: 15 credits

- Required Courses:

Code	Title	Units
ACCT 2610	Principles of Financial Accounting	3
ACCT 2620	Principles of Managerial Accounting	3
ACCT 3610	Intermediate Financial Accounting I: Finance-related topics	3
Total Units		**9**

- Accounting Electives (at least 6 credits required):

Code	Title	Units
ACCT 3620	Intermediate Financial Accounting II	3
ACCT 3650	Taxation of Business Entities	3
ACCT 3660	Carbon Accounting	1.5
ACCT 4003	Not-For-Profit Accounting	1.5
ACCT 4013	Ethics I	1.5
ACCT 4014	Ethics II *	1.5
ACCT 4550	Accounting Policy and Research *	3
ACCT 4640	Auditing *	3
ACCT 4660	Financial Statement Analysis	3
ACCT 4670	Taxation of Individuals	3
ACCT 4680	M&A Accounting	3
ACCT 4755	International Taxation	1.5
ACCT 4756	Advanced International Taxation *	1.5

* Additional prerequisites are required to take this elective.

Business Analytics Minor

Total credits required: 15 credit**s** (12 must be unique)

- Required Courses:

Code	Title	Units
CSE 1301	Introduction to Computer Science	3
DAT 3015	Data Analytics in Python	3
DAT 4001	Data Management for Business Decisions	3
Total Units		**9**

- Business Analytics Group A Electives (at least 3 credits required):

Code	Title	Units
FIN 4601	Research Methods in Finance	3
MEC 4710	Empirical Techniques for Industry Analysis	3
MKT 4003	Understanding & Conducting Business Experiments	3

- Business Analytics Group B Electives:

Code	Title	Units
DAT 4550	Machine Learning Tools for Prediction of Business Outcomes	3
FIN 4506	Financial Technology: Methods and Practice	3
MGT 4602	Sports Business Analytics	3
MKT 3780	Marketing Research	3
MKT 5002	Customer Analytics	3
OB 4340	Talent Analytics	1.5
OB 4350	People Metrics	1.5
SCOT 4300	Operations Fun: Data-Driven Optimization	3
SCOT 4580	Operations Analytics	3

Business Analytics Minor (Non-BSBA)

Prerequisites:

- Calculus II: MATH 1520 Calculus II
- Financial Accounting: ACCT 2610 Principles of Financial Accounting
- Microeconomics: MEC 2900 Microeconomics, ECON 1501 Introduction to Microeconomics, or ECON 4001 Intermediate Microeconomic Theory.
- Statistics I: DAT 1200 Managerial Statistics I, ESE 3260 Probability and Statistics for Engineering, POLSCI 2400 Data Science for Politics, POLSCI 3630 Quantitative Political Methodology, SDS 2020 Elementary Probability and Statistics, or SDS 3020 Elementary to Intermediate Statistics and Data Analysis (AP credit for SDS 2020 [2200] will fulfill this prerequisite).
- Statistics II: DAT 1201 Managerial Statistics II, ECON 3150 Introduction to Econometrics, ECON 4150 Introduction to Econometrics With Writing, SDS 4010 Probability, or SDS 4130 Linear Statistical Models.
- Modeling: SCOT 2000 Quantitative Business Decision Making

Total credits required: 15 credits

- Required Courses:

Code	Title	Units
CSE 1301	Introduction to Computer Science	3
DAT 3015	Data Analytics in Python	3
DAT 4001	Data Management for Business Decisions	3
Total Units		**9**

- Business Analytics Group A Electives (at least 3 credits required):

Code	Title	Units
FIN 4601	Research Methods in Finance *	3
MEC 4710	Empirical Techniques for Industry Analysis *	3
MKT 4003	Understanding & Conducting Business Experiments	3

- Business Analytics Group B Electives:

Code	Title	Units
DAT 4550	Machine Learning Tools for Prediction of Business Outcomes *	3
FIN 4506	Financial Technology: Methods and Practice *	3
MGT 4602	Sports Business Analytics	3
MKT 3780	Marketing Research *	3
MKT 5002	Customer Analytics	3
OB 4340	Talent Analytics *	1.5
OB 4350	People Metrics *	1.5
SCOT 4300	Operations Fun: Data-Driven Optimization	3
SCOT 4580	Operations Analytics *	3

* Additional prerequisites are required to take this elective.

Business of Entertainment Minor

Total credits required: 12 credits

- Required Courses (3 credits):

Code	Title	Units
MEC 4600	Economics of Entertainment	3
Total Units		**3**

- Entertainment Group A Electives (at least 3 credits required):

Code	Title	Units
FILM 3490	Media Cultures	3
FILM 2200	Introduction to Film Studies	3
FILM 2250	Making Movies *	3
FILM 3330	Making Movies II: Intermediate Narrative Filmmaking *	3
FILM 4230	Histories of Media Convergence	3
MEC 3150	Business of Luxury Hospitality	3

- Entertainment Group B Electives (at least 3 credits required):

Code	Title	Units
FIN 4480	Advanced Financial Management	3
MEC 4710	Empirical Techniques for Industry Analysis	3
MGT 3010	Legal Environment of Business Management	3
MGT 4325	Business Management of Arts Organizations	3
MKT 3780	Marketing Research	3
MKT 4820	Brand Management	3

* Additional prerequisites are required to take this elective. Please review the prerequisites on Workday.

Business of Entertainment Minor (Non-BSBA)

Prerequisites:

- Calculus II: MATH 1520 Calculus II
- Statistics I: DAT 1200 Managerial Statistics I, ESE 3260 Probability and Statistics for Engineering, POLSCI 2400 Data Science for Politics, POLSCI 3630 Quantitative Political Methodology, SDS 2020 Elementary Probability and Statistics, or SDS 3020 Elementary to Intermediate Statistics and Data Analysis (AP credit for SDS 2020 [2200] will fulfill this prerequisite).

Note: Non-BSBA students must take a minimum of 12 credits in Olin Business School to earn the business of entertainment minor.

Total credits required: 15 credits

- Required Courses:

Code	Title	Units
MEC 2900	Microeconomics	3
or ECON 4001	Intermediate Microeconomic Theory	
MEC 4600	Economics of Entertainment	3
MKT 3150	Principles of Marketing	3
Total Units		**9**

- Entertainment Group A Electives (at least 3 credits required):

Code	Title	Units
FILM 3490	Media Cultures	3
FILM 2200	Introduction to Film Studies	3
FILM 2250	Making Movies *	3
FILM 3330	Making Movies II: Intermediate Narrative Filmmaking *	3
FILM 4230	Histories of Media Convergence	3
MEC 3150	Business of Luxury Hospitality	3

- Entertainment Group B Electives (at least 3 credits required):

Code	Title	Units
FIN 4480	Advanced Financial Management *	3
MEC 4710	Empirical Techniques for Industry Analysis *	3
MGT 3010	Legal Environment of Business Management	3
MGT 4325	Business Management of Arts Organizations *	3
MKT 3780	Marketing Research *	3
MKT 4820	Brand Management *	3

* Additional prerequisites are required to take this elective.

Business of Social Impact Minor

Total credits required: 12 credits

- Required Courses:

Code	Title	Units
MGT 4604	Business of Social Impact	1.5
OB 4720	Defining Moments: Lessons in Leadership and Character From the Top	1.5
Total Units		**3**

- Business of Social Impact Group A Electives (at least 3 credits required):

Code	Title	Units
MGT 4104	Small Business Initiative	3
MGT 4105	Taylor Community Consulting Project	3

- Business of Social Impact Group B Electives (at least 3 credits required):

Code	Title	Units
ACCT 3660	Carbon Accounting	1.5
ACCT 4003	Not-For-Profit Accounting	1.5
MGT 4020	Ethical Issues in Managerial Decision Making	1.5
MGT 4510	Business & Government: Understanding & Influencing the Regulatory Environment	3
MGT 4603	Introduction to Social Entrepreneurship	3

- Business of Social Impact Group C Electives (at least 3 credits required):

Code	Title	Units
ARCH 3404	Community Building	3
ARCH 4504	Explore & Contribute: Collaboration Between Washington University & Henry Elementary School	3

BEYOND 1001	Earth's Future: Causes and Consequences of Global Climate Change	3
EEPS 1530	Introduction to Global Climate Change in the 21st Century	3
EEPS 2000	Introduction to Earth, Environmental, and Planetary Science	3
EEPS 2190	Energy and the Environment	3
ENST 2520	Sustainability in Business	3
ENST 3520	Ecological Economics	3
ENST 3610	Urban Ecology	3
POLSCI 2000	Introduction to Environmental Policy	3
POLSCI 3328	Energy Politics	3
SOC 3190	Gender in Society	3
URST 2000	The Study of Cities and Metropolitan America	3

Business of Social Impact Minor (Non-BSBA)

Total credits required: 15 credits

- Required Courses:

Code	Title	Units
MGT 1000	Individual in a Managerial Environment *	3
or MGT 2001	Business Fundamentals for Non-Business Students	
or MGT 3800	Business Strategy * **	
MGT 4604	Business of Social Impact	1.5
OB 4720	Defining Moments: Lessons in Leadership and Character From the Top	1.5
Total Units		**6**

- Business of Social Impact Group A Electives (at least 3 credits required):

Code	Title	Units
MGT 4104	Small Business Initiative **	3
MGT 4105	Taylor Community Consulting Project **	3

- Business of Social Impact Group B Electives (at least 3 credits required):

Code	Title	Units
ACCT 3660	Carbon Accounting **	1.5
ACCT 4003	Not-For-Profit Accounting **	1.5
MGT 4020	Ethical Issues in Managerial Decision Making **	1.5
MGT 4510	Business & Government: Understanding & Influencing the Regulatory Environment	3
MGT 4603	Introduction to Social Entrepreneurship	3

- Business of Social Impact Group C Electives (at least 3 credits required):

Code	Title	Units
ARCH 3404	Community Building	3
ARCH 4504	Explore & Contribute: Collaboration Between Washington University & Henry Elementary School	3
BEYOND 1001	Earth's Future: Causes and Consequences of Global Climate Change	3
EEPS 1530	Introduction to Global Climate Change in the 21st Century	3
EEPS 2000	Introduction to Earth, Environmental, and Planetary Science	3
EEPS 2190	Energy and the Environment	3
ENST 2520	Sustainability in Business	3
ENST 3520	Ecological Economics	3
ENST 3610	Urban Ecology	3
POLSCI 2000	Introduction to Environmental Policy	3
POLSCI 3328	Energy Politics	3
SOC 3190	Gender in Society	3
URST 2000	The Study of Cities and Metropolitan America	3

* MGT 1000 is recommended for students in their first or sophomore year. Juniors and seniors should take MGT 3800. Please note that MGT 3800 requires MEC 2900 or ECON 4001 as a prerequisite.

** Application or additional prerequisites are required to take this elective.

Business of Sports Minor

Total required credits: 12

- Required Courses: 6 credits

Code	Title	Units
MGT 4400	Sports Management	3
MGT 4500	The Business of Sports	3
Total Units		**6**

- Group A Electives (3 credits):

Code	Title	Units
MGT 3565	Sports Entrepreneurship and Emerging Technologies	1.5
MGT 4602	Sports Business Analytics	3
MGT 4610	Legal Issues in Sports	1.5
MKT 4004	Sports Marketing	3

- Group B Electives:

Code	Title	Units
DAT 4550	Machine Learning Tools for Prediction of Business Outcomes	3
MEC 4600	Economics of Entertainment	3
MKT 3780	Marketing Research	3
MKT 4000	Elements of Sales: Tools and Techniques	3
MKT 4820	Brand Management	3

Business of Sports Minor (Non-BSBA)

Prerequisites:

- Calculus II: MATH 1520 Calculus II
- Microeconomics: MEC 2900 Microeconomics or ECON 4001 Intermediate Microeconomic Theory
- Statistics I: DAT 1200 Managerial Statistics I, ESE 3260 Probability and Statistics for Engineering, POLSCI 2400 Data Science for Politics, POLSCI 3630 Quantitative Political Methodology, SDS 2020 Elementary Probability and Statistics, or SDS 3020 Elementary to Intermediate Statistics and Data Analysis (AP credit for SDS 2020 [2200] will fulfill this prerequisite).
- Marketing: MKT 3150 Principles of Marketing

Total required credits: 15

- Required Courses: 6 credits

Code	Title	Units
MGT 4400	Sports Management	3
MGT 4500	The Business of Sports	3
Total Units		**6**

- Group A Electives (3 credits):

Code	Title	Units
MGT 3565	Sports Entrepreneurship and Emerging Technologies	1.5
MGT 4602	Sports Business Analytics	3
MGT 4610	Legal Issues in Sports	1.5
MKT 4004	Sports Marketing	3

- Group B Electives:

Code	Title	Units
DAT 4550	Machine Learning Tools for Prediction of Business Outcomes *	3
MEC 4600	Economics of Entertainment	3
MKT 3780	Marketing Research *	3
MKT 4000	Elements of Sales: Tools and Techniques	3
MKT 4820	Brand Management *	3

* Additional prerequisites are required to take this elective.

Business of the Arts Minor

Total credits required: 12

- Core (at least 3 credits required):

Code	Title	Units
MEC 4610	Business of the Arts	3
MGT 4325	Business Management of Arts Organizations	3

- Experiential Learning (at least 3 credits required):

Code	Title	Units
INTL 3230	Business of Art: The European Capitals of Culture	3
MGT 4103	CEL Practicum	3

- Electives: At least 6 credits from the following:

Code	Title	Units
ART 4851	Museum & Gallery Operations	3
ELIT 2301	Publishing: History and Contexts	3
ELIT 4110	Topics in English and American Literature: Predicting a Bestseller: Computational Approaches to Publishing Trends	3
ELIT 4300	The Business of Books	3
FASDES 2410	Business of Fashion	3
FASDES 3407	Fashion Promotion and Exhibition	3
MEC 4600	Economics of Entertainment	3
MGT 4210	Introduction to Entrepreneurship	3
or MGT 4603	Introduction to Social Entrepreneurship	
MKT 3770	Consumer Behavior	3
MKT 4000	Elements of Sales: Tools and Techniques	3
MKT 4810	Advertising and Promotions	3
MKT 4820	Brand Management	3
WRITING 3601	The Art of Publishing	3

Business of the Arts Minor (Non-BSBA)

Total credits required: 15

- Required Course (3 credits):

Code	Title	Units
MGT 1000	Individual in a Managerial Environment *	3
or MGT 2001	Business Fundamentals for Non-Business Students	
or MGT 3800	Business Strategy	
Total Units		**3**

- Core (at least 3 credits required):

Code	Title	Units
MEC 4610	Business of the Arts	3
MGT 4325	Business Management of Arts Organizations	3

- Experiential Learning (at least 3 credits required):

Code	Title	Units
INTL 3230	Business of Art: The European Capitals of Culture **	3
MGT 4103	CEL Practicum **	3

- Business of Arts Electives:

Code	Title	Units
ART 4851	Museum & Gallery Operations	3
FASDES 2410	Business of Fashion	3
FASDES 3407	Fashion Promotion and Exhibition	3
ELIT 2301	Publishing: History and Contexts	3
ELIT 4110	Topics in English and American Literature: Predicting a Bestseller: Computational Approaches to Publishing Trends	3
ELIT 4300	The Business of Books	3
MEC 4600	Economics of Entertainment **	3
MGT 4210	Introduction to Entrepreneurship **	3
or MGT 4603	Introduction to Social Entrepreneurship	
MKT 3150	Principles of Marketing	3
MKT 3770	Consumer Behavior **	3
MKT 4000	Elements of Sales: Tools and Techniques **	3
MKT 4810	Advertising and Promotions **	3
MKT 4820	Brand Management **	3
OB 3150	Organization Behavior Within the Firm	3
WRITING 3601	The Art of Publishing	3

* MGT 1000 is recommended for students in their first or sophomore year. Juniors and seniors should take MGT 3800. Please note that MGT 3800 requires MEC 2900 or ECON 4001 as a prerequisite.

** Additional prerequisites or applications are required to take this elective.

Entrepreneurship Minor (Non-BSBA)

Total credits required: 15

- General business requirement (3 credits)

Code	Title	Units
MGT 1000	Individual in a Managerial Environment	3
MGT 2001	Business Fundamentals for Non-Business Students	3
MGT 3800	Business Strategy *	3

- Introduction course (3 credits)

Code	Title	Units
MGT 1065	The Endgame for Entrepreneurship: Leveraging Capitalism for Good	
or BEYOND 1005	The Endgame for Entrepreneurship: Leveraging Capitalism for Good	
MGT 4210	Introduction to Entrepreneurship	
MGT 4603	Introduction to Social Entrepreneurship	

- Advanced course (3 credits)

Code	Title	Units
MGT 4240	Business Planning for New Enterprises (The Hatchery)	
MGT 4775	Launching and Scaling New Enterprises (The League)	

- Electives (6 credits)

Code	Title	Units
ACCT 2610	Principles of Financial Accounting	3
ACCT 4003	Not-For-Profit Accounting *	1.5
FASDES 2410	Business of Fashion	3
FIN 4025	Private Equity Methods *	1.5
FIN 4026	Private Equity Practice *	1.5
FIN 4023	Venture Capital Methods *	1.5
FIN 4024	Venture Capital Practice *	1.5
INTL 0970	Entrepreneurship and Startups in Europe *	3
INTL 3200	Business, Innovation and Entrepreneurship in Israel *	3
MEC 3630	Olin Grand Rounds: The Business and Practice of Medicine	3
MEC 4600	Economics of Entertainment *	3
MEC 4610	Business of the Arts	3
MGT 2002	Venture Creation	3
MGT 3010	Legal Environment of Business Management	3
MGT 3565	Sports Entrepreneurship and Emerging Technologies *	1.5
MGT 4101	CEL Entrepreneurial Consulting Team *	3
MGT 4455	Entrepreneurship Through Acquisition *	1.5
MKT 4002	Business & Marketing Innovation *	3
MKT 4095	Entrepreneurship Marketing Models	1.5
MKT 4315	Marketing Metrics	1.5

* Additional prerequisites or applications are required to take this elective.

Finance Minor (Non-BSBA)

Prerequisites:

- Calculus II: MATH 1520 Calculus II
- Microeconomics: MEC 2900 Microeconomics, ECON 1501 Introduction to Microeconomics, or ECON 4001 Intermediate Microeconomic Theory.
- Statistics I: DAT 1200 Managerial Statistics I, ESE 3260 Probability and Statistics for Engineering, POLSCI 2400 Data Science for Politics, POLSCI 3630 Quantitative Political Methodology, SDS 2020 Elementary Probability and Statistics, or SDS 3020 Elementary to Intermediate Statistics and Data Analysis (AP credit for SDS 2020 [2200] will fulfill this prerequisite).
- Statistics II: DAT 1201 Managerial Statistics II, ECON 3150 Introduction to Econometrics, ECON 4150 Introduction to Econometrics With Writing, SDS 4010 Probability, or SDS 4130 Linear Statistical Models.
  - Engineering students who have taken ESE 3260 Probability and Statistics for Engineering and who are majoring in finance will not be required to take DAT 1200 Managerial Statistics I or DAT 1201 Managerial Statistics II. However, DAT 1201 Managerial Statistics II must be taken if listed as a prerequisite for non-finance courses.

Total credits required: 15

- Required Courses (12 credits):

Code	Title	Units
ACCT 2610	Principles of Financial Accounting	3
FIN 3150	Capital Markets and Financial Management	3
FIN 4410	Investments	3
FIN 4480	Advanced Financial Management	3
Total Units		**12**

- Finance Electives (3 credits)

Code	Title	Units
FIN 3175	Banking and Financial Institutions	3
FIN 4010	Advanced Valuation	1.5
FIN 4023	Venture Capital Methods	1.5
FIN 4024	Venture Capital Practice *	1.5
FIN 4025	Private Equity Methods	1.5
FIN 4026	Private Equity Practice *	1.5
FIN 4232	Mergers & Acquisitions	1.5
FIN 4280	Investment Praxis	3
FIN 4370	Advanced Derivative Securities *	3
FIN 4400	Real Estate Finance	1.5
FIN 4430	International Finance	3
FIN 4506	Financial Technology: Methods and Practice	3
FIN 4510	Options, Futures and Derivative Securities	3
FIN 4601	Research Methods in Finance	3

* Additional prerequisites or applications are required to take this elective.

Health Care Management Minor (Non-BSBA)

Prerequisites:

- Calculus II: MATH 1520 Calculus II
- Microeconomics: MEC 2900 Microeconomics, ECON 1501 Introduction to Microeconomics, or ECON 4001 Intermediate Microeconomic Theory.
- Statistics I: DAT 1200 Managerial Statistics I, ESE 3260 Probability and Statistics for Engineering, POLSCI 2400 Data Science for Politics, POLSCI 3630 Quantitative Political Methodology, SDS 2020 Elementary Probability and Statistics, or SDS 3020 Elementary to Intermediate Statistics and Data Analysis (AP credit for SDS 2020 [2200] will fulfill this prerequisite).

Total credits required: 15

- Required Courses:

Code	Title	Units
MEC 3630	Olin Grand Rounds: The Business and Practice of Medicine	3
MEC 3210	Health Economics and Policy	3
MEC 3220	Health Care Management	3
MEC 4660	Research in Health Care Management	3
MGT 1000	Individual in a Managerial Environment	3
Total Units		**15**

Managerial Economics Minor (Non-BSBA)

Prerequisites:

- Calculus II: MATH 1520 Calculus II
- Statistics I: DAT 1200 Managerial Statistics I, ESE 3260 Probability and Statistics for Engineering, POLSCI 2400 Data Science for Politics, POLSCI 3630 Quantitative Political Methodology, SDS 2020 Elementary Probability and Statistics, or SDS 3020 Elementary to Intermediate Statistics and Data Analysis (AP credit for SDS 2020 [2200] will fulfill this prerequisite).

- Statistics II: DAT 1201 Managerial Statistics II, ECON 3150 Introduction to Econometrics, ECON 4150 Introduction to Econometrics With Writing, SDS 4010 Probability, or SDS 4130 Linear Statistical Models.

Total credits required: 15

- Required Courses:

Code	Title	Units
MEC 2900	Microeconomics	3
MEC 3700	Game Theory for Business	3
MEC 4100	Research in Industry Analysis	3
MEC 4700	Industrial Economics	3
MEC 4710	Empirical Techniques for Industry Analysis	3
Total Units		**15**

Marketing Minor (Non-BSBA)

Prerequisites:

- Calculus I: MATH 1510 Calculus I
- Microeconomics: MEC 2900 Microeconomics, ECON 1501 Introduction to Microeconomics, or ECON 4001 Intermediate Microeconomic Theory.
- Statistics I: DAT 1200 Managerial Statistics I, ESE 3260 Probability and Statistics for Engineering, POLSCI 2400 Data Science for Politics, POLSCI 3630 Quantitative Political Methodology, SDS 2020 Elementary Probability and Statistics, or SDS 3020 Elementary to Intermediate Statistics and Data Analysis (AP credit for SDS 2020 [2200] will fulfill this prerequisite).

Total credits required: 15

- Required Courses:

Code	Title	Units
MKT 3150	Principles of Marketing	3
MKT 3250	Applied Marketing Research	3
or MKT 3780	Marketing Research *	
Total Units		**6**

- Electives (9 credits required):

Code	Title	Units
MKT 3770	Consumer Behavior	3
MKT 4000	Elements of Sales: Tools and Techniques	3
MKT 4001	Digital Marketing and Analytics	3
MKT 4002	Business & Marketing Innovation	3
MKT 4003	Understanding and Conducting Business Experiements	3
MKT 4004	Sports Marketing	3
MKT 4700	Pricing Strategies	3
MKT 4770	International Marketing	3
MKT 4800	Marketing Strategy **	3
MKT 4810	Advertising and Promotions	3
MKT 4820	Brand Management **	3

* The prerequisites for MKT 3780 are MKT 3150, MATH 1520, and completion or concurrent enrollment in DAT 1201.
** Additional prerequisites are required to take this elective.

Organization and Strategic Management Minor (Non-BSBA)

Prerequisites:

- Calculus II: MATH 1520 Calculus II
- Microeconomics: MEC 2900 Microeconomics, ECON 1501 Introduction to Microeconomics, or ECON 4001 Intermediate Microeconomic Theory.
- Statistics I: DAT 1200 Managerial Statistics I, ESE 3260 Probability and Statistics for Engineering, POLSCI 2400 Data Science for Politics, POLSCI 3630 Quantitative Political Methodology, SDS 2020 Elementary Probability and Statistics, or SDS 3020 Elementary to Intermediate Statistics and Data Analysis (AP credit for SDS 2020 [2200] will fulfill this prerequisite).

Total credits required: 15

- Required Courses (12 credits):

Code	Title	Units
MGT 1000	Individual in a Managerial Environment	3
OB 3150	Organization Behavior Within the Firm	3
OB 4610	Negotiation	3
OB 4620	Leadership in Organizations	3
Total Units		**12**

- Electives (at least 3 credits required):

Code	Title	Units
MGT 2010	Management Communication *	4
OB 4002	Women in Leadership	1.5
OB 4300	Thinking Creatively and Leading Creative Teams *	1.5
OB 4340	Talent Analytics*	1.5
OB 4350	People Metrics*	1.5
OB 4685	Mindfulness and Performance in the Workplace	1.5
OB 4720	Defining Moments: Lessons in Leadership and Character From the Top *	1.5

* Additional prerequisites are required to take this elective.

Strategy Minor (Non-BSBA)

Prerequisites:

- Calculus II: MATH 1520 Calculus II
- Microeconomics: MEC 2900 Microeconomics or ECON 4001 Intermediate Microeconomic Theory.
- Statistics I: DAT 1200 Managerial Statistics I, ESE 3260 Probability and Statistics for Engineering, POLSCI 2400 Data Science for Politics, POLSCI 3630 Quantitative Political Methodology, SDS 2020 Elementary Probability and Statistics, or SDS 3020 Elementary to Intermediate Statistics and Data Analysis (AP credit for SDS 2020 [2200] will fulfill this prerequisite).

Total credits required: 15

- Required Courses (6 credits):

Code	Title	Units
MGT 1000	Individual in a Managerial Environment	3
MGT 3800	Business Strategy	3
Total Units		**6**

- Electives (at least 9 credits required):

Code	Title	Units
MEC 3700	Game Theory for Business	
MGT 4020	Ethical Issues in Managerial Decision Making*	
MGT 4210	Introduction to Entrepreneurship	
MGT 4510	Business & Government: Understanding & Influencing the Regulatory Environment	
MGT 4601	Corporate and Global Strategy	
MKT 4800	Marketing Strategy*	
OB 4300	Thinking Creatively and Leading Creative Teams	
OB 4620	Leadership in Organizations*	

* Additional prerequisites are required to take this elective.

Supply Chain, Operations, and Technology Minor (Non-BSBA)

Prerequisites:

- Calculus II: MATH 1520 Calculus II
- Financial Accounting: ACCT 2610 Principles of Financial Accounting
- Microeconomics: MEC 2900 Microeconomics, ECON 1501 Introduction to Microeconomics, or ECON 4001 Intermediate Microeconomic Theory (MEC 4710 requires MEC 2900 or ECON 4001).
- Statistics I: DAT 1200 Managerial Statistics I, ESE 3260 Probability and Statistics for Engineering, POLSCI 2400 Data Science for Politics, POLSCI 3630 Quantitative Political Methodology, SDS 2020 Elementary Probability and Statistics, or SDS 3020 Elementary to Intermediate Statistics and Data Analysis (AP credit for SDS 2020 [2200] will fulfill this prerequisite).

Total credits required: 15

- Required Courses (9 credits):

Code	Title	Units
DAT 1201	Managerial Statistics II	3
SCOT 2000	Analytics and Modeling for Business Decisions	3
SCOT 3150	Operations and Manufacturing Management	3
Total Units		**9**

- SCOT Electives (at least 6 credits required):

Code	Title	Units
DAT 3015	Data Analytics in Python *	3
MKT 4003	Understanding and Conducting Business Experiments	3
SCOT 3800	Supply Chain Management	3
SCOT 4300	Operations Fun: Data-Driven Optimization	3
SCOT 4580	Operations Analytics	3

* Additional prerequisites are required to take this elective.

Engineering

Mission Statement

The mission of the McKelvey School of Engineering at Washington University in St. Louis is to promote independent inquiry in engineering research and education with an emphasis on scientific excellence, innovation and collaboration without boundaries.

WashU Engineers produce new knowledge that changes the world, and our faculty are educating students to explore and create in a world we cannot yet imagine. Through research and education, we are making a positive impact on the local community, the country and the world.

Undergraduate Degree Programs

The McKelvey School of Engineering offers four-year, full-time programs of instruction leading to bachelor of science degrees in the following fields: biomedical engineering, chemical engineering, electrical engineering, environmental engineering, mechanical engineering, and systems science and engineering.

In addition, the Department of Computer Science and Engineering offers bachelor of science degrees in computer engineering, computer science, computer science + math, computer science + economics, data science, and business and computer science. The Bachelor of Science in Business and Computer Science (p. 1104) is an integrated joint-degree program offered through the Olin Business School and the McKelvey School of Engineering. Students in this program will be equipped with the fundamental knowledge and perspectives of computer science and business and will have unique opportunities to converge these two disciplines.

If a student is interested in an academic program broadly based on the engineering sciences, the McKelvey School of Engineering offers the Bachelor of Science (BS) Major in Applied Science degree with several options, including chemical engineering, electrical engineering, mechanical engineering, and systems science & engineering. These degree options provide more flexibility for students who do not intend to become licensed engineers and want to select their coursework according to their personal educational objectives. For example, some students use this flexibility to gain technical background and training while pursuing or preparing for professional training in medicine, business or law. Although the flexibility exists to do so, it is not necessary to combine an applied science degree program with another major or degree. Students may also use this added flexibility to achieve a well-rounded undergraduate education by selecting courses from across the university while pursuing a degree in the McKelvey School of Engineering.

BS in Engineering (Individually Designed Major)

The requirements to be admitted to an individually designed major (IDM) are more stringent than those for our other engineering degree programs. The IDM will not be available to students when they first enter Washington University, so it will not be listed on the admissions application as an option.

Students applying for an IDM should meet the following requirements:

- Have already completed at least one semester at Washington University
- Apply before the beginning of the junior year
- Have at least a 3.5 cumulative grade-point average at Washington University and be maintaining good standing in the McKelvey School of Engineering
- Find an Engineering faculty member who will agree to serve as their IDM advisor (The student and advisor will design a plan of study that lists the courses that must be successfully completed to earn the IDM. That plan must include at least 42 engineering units of credit.)
- Satisfy all other general engineering degree requirements
- Present (with the help of their advisor) the plan to a standing engineering committee (normally the Engineering Undergraduate Studies Committee), which will then assess the proposed plan and approve or deny the request

Combined Majors and/or Multiple Degrees

Multiple Majors in Engineering

All undergraduate divisions at Washington University allow students to pursue majors and degrees in more than one division. The following options are available:

Second Degrees

A student in any undergraduate division of the university may be allowed by another division to pursue a second bachelor's degree. For this, the student must satisfactorily complete all of the degree requirements for *both* degrees in order to earn two diplomas. These requirements may include a residency requirement. For engineering majors, this residency requirement is described elsewhere on this page. In addition, the College of Arts & Sciences requires any student earning an AB degree and a bachelor's degree from another division to earn a minimum of 150 total units. If the additional residency and units requirement for a second degree are incompatible with a student's plan, then the student should consider a second major as a more convenient and equally viable alternative.

Second Majors

A student pursuing a bachelor's degree in engineering may also pursue second majors offered by other undergraduate divisions. There are six second majors offered by the McKelvey School of Engineering: computer science, computer science + mathematics, data science, electrical engineering science, financial engineering and systems science. In addition, there are second majors offered by the College of Arts & Sciences and Olin Business School. Students may declare a second major online via Workday up until the time they have applied for program completion. Upon completion of the requirements, the student's transcript will show an engineering degree and all earned second majors. Only one diploma is granted; no reference to the second major is noted on the diploma.

Minors

Undergraduate students are allowed to pursue minors offered by any undergraduate division of the university. A minor usually requires five to six courses. The minor program's home division sets the requirements for admission to and completion of the minor program. Students may declare a minor online via Workday up until the time they have applied for program completion. An engineering student who completes all of the requirements will have the award of the minor noted on the official transcript; no reference to the minor is noted on the diploma.

Residency Rule for Engineering Minors: No more than 6 units of credit transferred from another institution (outside of Washington University) can be used to meet the requirements of any minor offered by the McKelvey School of Engineering. The remaining units (up to the amount required for the minor) must be applicable units from Washington University. The review committee that oversees a minor has the authority to establish a more stringent residency rule.

Inter-School Transfers

Washington University embraces a student's opportunity to change academic majors, even across different undergraduate divisions on campus. Exploration and flexibility are attributes of an excellent undergraduate experience.

In order to ensure a proper background for success in the McKelvey School of Engineering, prior to an inter-school transfer request being accepted, students must do the following:

1. Complete at least one non-summer semester in residence at the Washington University Danforth Campus immediately prior to the requested semester of transfer.
2. Successfully complete a College Writing Program (CWP) course or an equivalent approved transfer course.
3. Complete at minimum MATH 1520 Calculus II with a grade of B or better.
4. Complete at least one 3-credit course within the intended major being pursued with a grade of B or better. (Additional requirements for majors in the Department of Computer Science & Engineering are given below.)
5. Achieve a cumulative grade-point average of 3.0 or higher and grades of B or better in math and science courses and courses taken in the McKelvey School of Engineering (some departments may require a higher GPA), with no outstanding incomplete (I) grades.
6. Demonstrate a high regard for academic integrity. (Students found to be in violation of the Academic Integrity Policy may be required to delay their entry for a specified time as determined by the transfer dean.)
7. Meet with the transfer dean or a four-year advisor in Engineering Undergraduate Student Services (303 Lopata Hall) to ensure that the curriculum plan is on track for progress toward graduation.
8. Understand that undergraduate McKelvey Engineering students may only enroll in a limited number of School of Continuing & Professional Studies courses that have been preapproved by the Engineering Undergraduate Studies Committee. (Refer to our policy on School of Continuing & Professional Studies courses (p. 1168) for more information.)
9. Be aware that changing majors may result in the need to complete one or more additional semesters to graduate.

These are the minimum requirements. Each student is evaluated on a case-by-case basis.

There are additional minimum requirements to complete for the following degree programs:

- **BS in Data Science, CS+Math, CS+Econ, and Computer Engineering**
  - Complete CSE 2407 Data Structures and Algorithms with a grade of B or better.
- **BS in Computer Science**
  - Complete CSE 1302 Introduction to Computer Engineering, CSE 2400 Logic and Discrete Mathematics, and CSE 2407 Data Structures and Algorithms with grades of B or better.
- **BS in Business and Computer Science**
  - Maintain a minimum GPA of 3.5 overall and in all business and computer science courses.
  - Complete a minimum of two business and two computer science core courses that are required as part of the BS in Business and Computer Science curriculum.
  - Demonstrate the ability to complete the degree in a timely manner.

Bachelor's/Master's Program in Engineering

This program provides students the opportunity to earn McKelvey master's degrees, including Sever master's degrees. Interested students are encouraged to discuss the program with faculty advisors by the end of their junior year in order to best develop a plan for their master's study.

Students must meet the admission requirements and application deadlines stipulated by McKelvey and the department of interest. A minimum 3.0 GPA is required for admission, but some programs may have higher GPA requirements. Each McKelvey department has the option to participate as well as to select which master's programs to offer students.

Scholarship support may be offered to students during their master's study. Financial policies and their related deadlines are established by the McKelvey Dean. Full-time student status is typically required to be eligible for scholarship support.

For more information, please visit the Bachelor's/Master's Program website.

McKelvey Undergraduates

The Bachelor's/Master's Program for current McKelvey undergraduate students normally takes one additional year to complete. When approved by the department, up to 6 units counted toward the undergraduate program requirements can be used to satisfy the graduate program requirements. However, at least 144 units must still be completed, and all stipulated degree requirements for all programs must be satisfied.

Undergraduate programs include all degree programs, second majors, and minors. Graduate programs include all master's degrees and graduate certificates. This means that the full undergraduate experience may only overlap with the full graduate experience by 6 units. All course sharing restrictions among undergraduate programs will still be enforced, and all restrictions among graduate programs will still be enforced.

To satisfy residency, McKelvey BS/MS students must complete a minimum of 84 applicable Washington University units. Students must also meet the minimum residency required by their graduate programs.

The cumulative GPA used to determine undergraduate final Latin honors will include all undergraduate and graduate coursework completed up until the time Latin honors are officially determined.

Non-McKelvey Undergraduates

Non-McKelvey Washington University undergraduate students (i.e., undergraduate students in Arts & Sciences, Olin, and Sam Fox) are also eligible to participate in the Bachelor's/Master's Program. These students earn a bachelor's degree from their non-McKelvey undergraduate school and complete a master's degree with McKelvey.

Admitted students are required to meet all application deadlines and admission requirements. They are limited to the course sharing between undergraduate program requirements and graduate program requirements outlined above and must meet the 144 units of required coursework. The minimum residency required by their graduate program must be satisfied.

Admitted students might take longer than one year to complete the requirements for a McKelvey master's degree. A reasonable number of required prerequisite courses as defined by the department may be taken while admitted to the master's program, but these courses will not be counted toward the McKelvey master's degree if they are courses not normally counted toward its requirements. Prerequisite courses will count in the student's GPA when determining probation/suspension eligibility and Satisfactory Academic Progress (SAP) standards.

Other Bachelor's/Master's Programs

These programs allow engineering undergraduates to earn master's degrees outside of the McKelvey School of Engineering. Students in these 3/2 programs will pay the standard full-time undergraduate tuition rate for the fourth year, except for those in the MBA program, which charges a premium above the undergraduate tuition rate. Students will receive financial aid for the fourth year based on their eligibility for undergraduate financial aid awards, including Pell grants.

There is no commitment for undergraduate financial aid beyond the fourth year of study; students in 3/2 programs may apply to the professional programs for graduate student financial aid for study in the professional program beyond the fourth year.

This policy applies to the current 3/2 programs involving bachelor's/master's programs in engineering, social work and business and to any future Washington University 3/2 programs.

BS/MBA Program

The McKelvey School of Engineering and the Olin Business School offer a five-year program leading to the Bachelor of Science engineering degree and the Master of Business Administration degree. The purpose of the program is to provide students with the opportunity to develop an educational background particularly in demand by industry.

Students should apply to this joint program by April 1 of their junior year. They must complete the application for admission to the Olin Business School, which is available through the business school. There is no GPA requirement, but students must take the Graduate Management Admission Test (GMAT). Registration materials for the test may be obtained through the business school. Applicants are judged on undergraduate performance, GMAT scores, summer and/or co-op work experience, recommendations and personal interviews.

The BS/MBA student's fourth-year curriculum is composed largely of business courses. The fifth-year curriculum is divided almost evenly between business and engineering courses. Because the merging of the two curricula results in very tight scheduling, it is possible that course overloads may be necessary to complete both programs in 10 semesters. Students are strongly urged to meet with their advisors to plan the remaining years of the program.

Dual Degree Program

The McKelvey School of Engineering offers a dual degree program with numerous affiliated liberal arts colleges and universities. Qualified students earn both a non-engineering baccalaureate from the first school and a Washington University bachelor's degree in engineering by attending the affiliated institution for three or four years, then completing the program with two years of concentrated engineering study at Washington University.

If students are enrolled at an affiliated institution, they may apply for admission to dual degree study under this program, provided they are recommended by an official representative of their college or university and will receive or have received the non-engineering baccalaureate. For more information, please visit the Dual Degree Program website.

Engineering Undergraduate Degree (Undergraduate Two-Year Option)

Students enter as undergraduate students and complete a liberal arts degree from their current school and an engineering undergraduate degree from Washington University. Participants are undergraduate students who commonly follow a 3/2 or a 4/2 schedule, entering Washington University after their junior or senior year. Please note that all students earning an undergraduate engineering degree are required to complete a minimum of 60 course units at Washington University.

Engineering Undergraduate and Graduate Degrees (Graduate Three-Year Option)

Students enter as graduate students and complete both a liberal arts degree from their current school and then an engineering undergraduate degree and engineering master's degree in three years at Washington University. The engineering master's degree and the undergraduate degree can be in different areas. Participants commonly follow a 3/3 or 4/3 schedule, entering Washington University after their junior or senior year. Please note that all students earning both an undergraduate and graduate degree are required to complete a minimum of 84 course units at Washington University and adhere to the Bachelor's/Master's policies outlined above. The GRE is not required for admission.

Study Abroad and International Experiences

Students in the McKelvey School of Engineering can study abroad in a number of countries and participate in several global experiences to help broaden their educational experience. These opportunities enable students to become global citizens who are better able to address current issues.

For information about these programs, please visit the McKelvey School of Engineering website.

Cooperative Education and Internships

The McKelvey School of Engineering offers two options for completing academically relevant work experience while remaining enrolled as a student. The Engineering Co-op and the Engineering Internship each allow McKelvey students to gain in-depth engineering experience while working alongside practicing engineers.

The Engineering Co-op and the Engineering Internship are available to students enrolled in degree-seeking programs housed in McKelvey. Students pursuing degrees outside of McKelvey — even those seeking second majors or minors within McKelvey — are not eligible to participate. Each experience has additional eligibility criteria as outlined on the below linked site. An application and departmental approval are required.

For more information about the Engineering Co-op and the Engineering Internship, please visit the Engineering Co-op and Engineering Internship website.

Pre-Medical Education

The McKelvey School of Engineering makes available, as options within its undergraduate degree programs, curricula that prepare students for entry into medical, dental or veterinary school while they pursue the undergraduate degree.

These curricula were formulated in recognition of the increasing importance in medicine of the methods and subject matter of the basic engineering sciences. The student who successfully completes one of the curricula will be well prepared for the study of medicine and will have, in addition, a solid background in engineering. Moreover, the student who decides not to go on to medical school will have an exceptionally wide selection of options, including not only those commonly open to the graduate in engineering but also those usually undertaken after graduate study in the life sciences. In accordance with the recommendations of the school's Pre-Medicine Committee, all curricula include — in addition to the normal degree requirements — the following courses:

- **Biology:** BIOL 2960, BIOL 2970
- **Biochemistry:** BIOL 4510
- **General Chemistry:** two semesters with lab
- **Organic Chemistry:** two semesters with lab
- **General Physics:** two semesters with lab
- **Psychology:** PSYCH 1000
- **Social Sciences:** one course related to health care access and disparities

Many medical schools have other assorted prerequisites, which can be found in the AMCAS Instruction Manual. Students may download the manual from the Association of American Medical Colleges (AAMC) website.

If students are interested in attending medical or dental school, they must consult and register with the Engineering Pre-Medicine Advisor before the end of their sophomore year. Engineering students should contact the pre-medical advisor in Engineering Undergraduate Student Services, Lopata Hall, Room 303.

There is extensive detailed information concerning the Medical College Admission Test, the choice of advanced biology or chemistry courses, and the choice of medical school that should be discussed prior to the beginning of the junior year. Students requesting a cover letter from the Pre-Medicine Committee must complete the Pre-Health Application Institutional Review (PIR) by April of the year in which they apply.

Engineering Summer School

The McKelvey School of Engineering offers a variety of engineering courses each summer. Class times are varied to accommodate both traditional daytime students and those with full- or part-time employment.

For more information, please visit the Engineering Summer School website.

If students are interested in enrolling in an engineering summer course, they can obtain further information in Lopata Hall, Room 303, or by phone at 314-935-6100.

Student Services

Engineering Undergraduate Student Services

Engineering Undergraduate Student Services, which is located in Lopata Hall, Room 303, has three main areas: Admissions, Advising Support, and Registrar. Our admissions officers work closely with the university Admissions Office to provide current and useful information to students and parents who are learning about our university, our community, and the opportunities available in the McKelvey School of Engineering. The advising staff has a comprehensive knowledge of all campus resources and can help with such items as tutoring, international studies, assistance with the registration process, and general advising. The registrar handles class scheduling, transfer and AP credit, course registration, graduation eligibility, and other student-records–related processes. Engineering Undergraduate Student Services serves all students, faculty and staff. For an appointment, call 314-935-6100.

Engineering Communication Center

The Engineering Communication Center offers all engineering students, faculty and postdocs free help with their engineering communication needs. The faculty who staff the center work with individuals to define audiences and purposes, develop and organize ideas, create effective graphics and page design, and sharpen self-editing skills. Help is offered for résumés and employment correspondence, proposals, formal reports, lab reports, graduate program application statements, and presentations. For an appointment, call 314-935-4902 or email the Engineering Communication Center (ecc@seas.wustl.edu).

WashU Center for Career Engagement

The WashU Center for Career Engagement helps engineering students prepare for a lifetime of career management by offering innovative approaches to help prepare them for a successful co-op experience, internship and job search. The WashU Center for Career Engagement offers a variety of services and resources for engineering undergraduate and graduate students.

Whether students are looking for a summer internship, a co-op experience, or a full-time job, the center is here to help with in-person and virtual advising, email coaching, drop-in hours and live chat. The WashU Center for Career Engagement offers a breadth of resources, including an online job, co-op and internship database; mentoring programs; special events; professional development workshops; résumé reviews; career fairs and on-campus interviews.

The WashU Center for Career Engagement offers one-on-one career guidance to students at any stage of their career-planning process. Students are encouraged to meet with a career advisor early in their academic career and at least once each year to build a relationship. To schedule an advising appointment, please visit the WashU Center for Career Engagement website.

Contact:	Engineering Undergraduate Student Services
Phone:	314-935-6100
Website:	http://engineering.wustl.edu

Fields of Study

- Biomedical Engineering (p. 1075)
- Computer Science & Engineering (p. 1083)
- Electrical & Systems Engineering (p. 1113)
- Energy, Environmental & Chemical Engineering (p. 1133)
- Mechanical Engineering & Materials Science (p. 1145)
- University of Missouri-St. Louis/Washington University Joint Undergraduate Engineering Program (p. 1160)

Biomedical Engineering

About Biomedical Engineering

Biomedical engineering is an interdisciplinary field in which the concepts, methods and techniques of engineering are applied to solving problems in biology and medicine. It applies quantitative, analytical and integrative methods from the molecular level to that of the whole organism to further our understanding of basic biological processes and to develop innovative approaches for the prevention, diagnosis and treatment of disease.

A student majoring in biomedical engineering will have the opportunity to participate in the world-class research activities of engineering and medical faculty in biomaterials, imaging, cardiovascular engineering, cell and tissue engineering, molecular cellular and systems engineering, neural engineering, regenerative engineering, and women's health technologies. All students in biomedical engineering are encouraged to join and be active in the Biomedical Engineering Society.

Mission Statement

The Department of Biomedical Engineering at Washington University in St. Louis (WashU BME) seeks to provide a first-class engineering education that prepares students for a variety of careers and a cutting-edge graduate program that advances knowledge and technology with the goal to improve human well-being.

Program Educational Objectives

Our overall educational objective is to prepare those receiving a bachelor's degree in biomedical engineering for a variety of career paths. To that end, our undergraduate curriculum is designed to provide technical proficiency and other professional skills so that our graduates will be able to:

- Pursue careers in the biomedical engineering industry or related fields
- Undertake advanced study (e.g., MS, PhD) in biomedical engineering or a related field
- Complete professional degrees (e.g., in medicine, dentistry, law)

Academic Programs

The Bachelor of Science in Biomedical Engineering (BS-BME) is designed to prepare graduates for the practice of engineering at a professional level. The BS in Biomedical Engineering program at Washington University in St. Louis is accredited by the Engineering Accreditation Commission of ABET, under the commission's General Criteria and Program Criteria for Biomedical Engineering.

The curriculum is structured around a basic core of 80 credits. In addition, a complementary set of courses totaling at least 40 credits completes the degree requirements.

To satisfy ABET requirements, all professional engineering curricula at the baccalaureate level must include the equivalent of one and one-half years of engineering topics, including engineering sciences and engineering design appropriate to biomedical engineering. The BS–BME degree at Washington University requires 47 credits of engineering topics. The basic core curriculum includes 32 engineering topics credits. Therefore, students pursuing a BS–BME degree will need 15 additional engineering topics credits beyond the basic core curriculum. They also may receive up to 6 credits of academic credit for a research or design project by BME 4000, BME 4001, BME 4002, or BME 4003 Independent Study. In addition, their course program must include sufficient laboratory experience to ensure competence in experimental design, data collection and data analysis. For more information regarding engineering topics credit requirements, please refer to the Undergraduate Curriculum webpage.

Bachelor's/Master's (BS/MS) Program in Engineering

This program provides undergraduate students the opportunity to earn a McKelvey master's degree by combining undergraduate and graduate studies in an integrated curriculum. Interested engineering students should discuss the program with their BME academic and Engineering Undergraduate Students Services advisors by the end of their junior year in order to best develop a plan for their senior year leading into their master's year. For McKelvey undergraduates, this program normally takes one additional year to complete. More information is available on the McKelvey undergraduate Bulletin page. (p. 1071)

Double Majors

An option available to students majoring in biomedical engineering is the double major, which leads to a second professional BS degree in one of the other engineering disciplines in four years. A BME degree in combination with a professional degree in one of the traditional engineering disciplines can be expected to enhance employment options in industry. Depending upon the second major chosen, total unit requirements may range from 140 to 148 (or less if the student enters with advanced placement credits). Hence, some summer work may be necessary in order to complete a double major within four academic years. To determine the specific requirements to be satisfied for both degrees, students are urged to consult with an advisor in the second department as early as possible.

Premedical Preparation

Training in BME is also excellent preparation for various professional schools, particularly medical schools. Many students complete their premedical requirements while obtaining their BME degrees. Premedical preparation is not a major; rather, it allows students to fulfill the requirements needed for entry to medical school. Further information can be obtained by visiting the Premedicine webpage and by contacting the McKelvey School of Engineering's Health Professions Advisor, Jessica Allen (jessicaa@wustl.edu).

Cooperative Experience

Cooperative experience is available to upper-level students at numerous life science/technology companies both in the St. Louis area and nationwide. This experience is particularly valuable for students who wish to enter industry. However, since most companies ask that students spend the equivalent of one semester and a summer participating in these experiences, it may be difficult to complete the degree requirements in eight semesters, unless students enter with sufficient advanced placement credits and/or take summer courses.

Please visit our website for the most current and up-to-date information.

Phone:	314-935-7208
Website:	https://bme.wustl.edu/academics/undergraduate-programs/index.html

Faculty

Chair

Lori A. Setton
Lucy and Stanley Lopata Distinguished Professor of Biomedical Engineering
PhD, Columbia University
Biomaterials for local drug delivery; tissue regenerations specific to the knee joints and spine

Endowed Professor

Rohit V. Pappu
Gene K. Beare Distinguished Professor of Biomedical Engineering
PhD, Tufts University
Macromolecular self assembly and function; computational biophysics

Professors

Dennis L. Barbour
MD, PhD, Johns Hopkins University
Application of novel machine learning tools to diagnose and treat disorders of perception and cognition

Cory Berkland
PhD, University of Illinois
Developing new therapeutics and biomaterials for improving human health

Hong Chen
PhD, University of Washington
Physical acoustics; therapeutic ultrasound and ultrasound imaging

Jianmin Cui
PhD, State University of New York–Stony Brook
Ion channels; channel structure-function relationship; biophysics

Song Hu
PhD, Washington University in St. Louis
Optical and photoacoustic technologies for high-resolution structural, functional, metabolic and molecular imaging in vivo

Daniel Moran
PhD, Arizona State University
Motor control; neural engineering; neuroprosthetics; movement biomechanics

Baranidharan Raman
PhD, Texas A&M University
Computational and systems neuroscience; neuromorphic engineering; pattern recognition; sensor-based machine olfaction

Jin-Yu Shao
PhD, Duke University
Cell mechanics; receptor and ligand interactions; molecular biomechanics

Jon Silva
PhD, Washington University
Ion channel biophysics

Yan Yu
Art Krieg Professor of Chemistry and of Biomedical Engineering
PhD, University of Illinois, Urbana-Champaign
Integrate nanotechnology and imaging techniques to study, detect, and manipulate the immune system and diseases

Chao Zhou
PhD, University of Pennsylvania
Optical coherence tomography

Quing Zhu
Edwin H. Murty Professor of Engineering
PhD, University of Pennsylvania
Biophotonics and multimodality ultrasound and optical imaging

Associate Professors

Abhinav Kumar Jha
PhD, University of Arizona
Development of computational-imaging solutions for diagnosing and treating diseases

Jai S. Rudra
PhD, Louisiana Tech University
Peptide-based biomaterials; immunoengineering; immunology of nanoscale aggregates; development of vaccines and immunotherapies

Kurt A. Thoroughman
PhD, Johns Hopkins University
Human motor control and motor learning; neural computation

Michael D. Vahey
PhD, Massachusetts Institute of Technology
Biophysical mechanisms of infectious disease; fluorescence microscopy; microfluidics

Assistant Professors

Yifan Dai
PhD, Case Western Reserve University
Decodes and encodes the physical chemistry of biological soft matter to understand biology and engineering precision medicine

Nate Huebsch
PhD, Harvard University
Cell-material Interactions, iPSC-based tissue modeling to study cardiac development and disease

Christine M. O'Brien
PhD, Vanderbilt University
Developing optical spectroscopy and imaging tools to solve global problems in maternal-fetal health and reproductive diseases

Alexandra Rutz
PhD, Northwestern University
Engineering of electronic tissues using materials design and fabrication-based approaches

Ismael Seáñez
PhD, California Institute of Technology
Neuro-rehabilitation tools and programs that promote active use of residual mobility and maximize recovery through the use of body-machine interfaces

Teaching Professor

Patricia Widder
MS, Washington University

Senior Lecturer

Katherine Schreiber
PhD, Saint Louis University

Professor of Practice

Joseph Klaesner
PhD, Vanderbilt University

Senior Professor

Larry Taber
PhD, Stanford University
Mechanics of growth and development; cardiac mechanics

Senior Emeritus Professors

Yoram Rudy
Fred Saigh Distinguished Professor of Engineering
PhD, Case Western Reserve University
Cardiac electrophysiology; modeling of the cardiac system

Frank Yin
MD, PhD, University of California, San Diego

Majors

- Bachelor of Science in Biomedical Engineering (p. 1081)

Minors

- Minor in Biomedical Data Science (p. 1082)

Courses

BME 1400 Introduction to Biomedical Engineering
An introduction to the vast and diverse field of biomedical engineering (BME), this very challenging course has two main purposes. One is to teach students -- via lectures, reading assignments, homework and exams, to think on their own, to solve problems and know how engineering principles are applied to the areas of bioelectricity, biomechanics, biomolecules, biotechnology and bioimaging. The second is to introduce students -- via guest lectures by school of medicine and engineering faculty, to some of the fascinating and challenging ongoing research in these areas. The course is challenging because students at this early stage, by and large, lack the knowledge base to understand either the engineering / biological aspects of the topical areas or the research being presented. Nevertheless, because future success depends on such, emphasis throughout is placed on developing self-learning as well as quantitative and analytical problem-solving skills, but at an appropriate level. By the end of the course it is hoped that students will have begun to acquire the skills and approaches necessary to succeed in the engineering curriculum as well as a much more in-depth and informed perspective of BME.
Credit 3 units.
Typical periods offered: Fall

BME 2200 Introduction to Biomedical Circuits
Electricity is central to normal and abnormal biological function, spanning scales from the subcellular to whole systems. Scientists and engineers also use electrical engineering to design and implement interaction with biological tissue, from classical physiological experiments to cutting-edge brain-computer interfaces. This course will begin the study of bioelectrical engineering by introducing simple electrical elements, circuits, amplifiers, and instrumentation. Relevant biological examples and computer modeling will be used throughout. The lab component will provide hands-on laboratory practice with simple electrical elements, circuits, amplifiers, instrumentation, and computer modeling, with a focus on biomedical applications. BME 220 fulfills the circuits requirement for BME students in place of ESE 230.
Credit 4 units.
Typical periods offered: Fall, Spring

BME 2201 Biomedical Circuits Laboratory
This course covers the lab portion only of E62 BME220. It is open only to those students who have completed an approved lecture-only circuits course and who need to fulfill the circuits lab requirement for the BS-BME degree.
Credit 1 unit.
Typical periods offered: Fall, Spring

BME 2310 Foundations of Biomedical Computing
This elective course provides a basis for solving problems in biomedical engineering through coding and computation. Coding structures applied to concepts in linear algebra, statistics, and probability are introduced as a foundation to more advanced biomedical data science applications in machine learning and artificial intelligence. The course is taught using Python; no prior knowledge of Python is expected or required. Students should be comfortable with high school level algebra and geometry. This course is required as prerequisite for BME440, Biomedical Data Science, and is a required course for the Biomedical Data Science minor.
Credit 3 units.
Typical periods offered: Spring

BME 2400 Biomechanics
Principles of static equilibrium and solid mechanics applied to the human anatomy and a variety of biological problems. Statics of rigid bodies with applications to the musculoskeletal system. Mechanics of deformable media (stress, strain; stretching, torsion, and bending) with introduction to nonlinear behavior, viscoelasticity, and growth in living tissue. Applications to cells, bone, muscle, arteries, the heart, and the cochlea.
Credit 3 units.
Typical periods offered: Fall, Spring

BME 2401 Biomechanics Laboratory
This course will consist of hands-on laboratory experiments in topics relevant to bioengineering mechanics such as statics of rigid bodies, viscoelasticity, and stress/strain analysis of biological materials. A focus of the course will be extending fundamental mechanical principles to biological applications through experimentation. The course is

designed to follow and enhance the material covered in BME 240. Additionally, students will have the opportunity to design their own experiments, explore topics of special interest, and present their findings.
Credit 1 unit.
Typical periods offered: Fall, Spring

BME 3010 Quantitative Physiology I
A course (lectures, recitation and supervised laboratory sections) designed to elaborate the physiological background necessary for advanced work in biomedical engineering. A quantitative model-oriented approach to physiological systems is stressed. Topics include bioinstrumentation, eye movement, muscle mechanics, action potentials, sensory systems, neuroprosthetics.
Credit 4 units.
Typical periods offered: Fall

BME 3015 Quantitative Physiology II
A course (lecture and supervised laboratory sessions) designed to elaborate the physiological background necessary for advanced work in biomedical engineering. A quantitative model-oriented approach to physiological systems is stressed. Topics include electrocardiography; heart contractility and molecular bases; cell signaling, pulse wave propagation in arteries; pulmonary function; renal function; imaging, and systems biology. immune system; drug delivery.
Credit 4 units.
Typical periods offered: Spring

BME 3200 Bioengineering Thermodynamics
This course covers the foundations of thermodynamics with strong emphasis on concepts and the translation of concepts. Topics to be covered include the first and second laws of thermodynamics, probabilistic descriptions of entropy, consequences of the first and second laws in ideal and non-ideal single- and multicomponent systems, free energies as descriptors of equilibria in laboratory and biological systems, chemical equilibria, phase equilibria, treatment of aqueous solvents and mixtures, colligative properties, thermodynamics of protein folding, and protein binding equilibria. The material, the lectures, and the homeworks emphasize learning that enables the translation of concepts into mathematical analysis. A strong background in differential calculus of multiple variables and differential equations (Math 217) is required. Emphasis is placed on regular homeworks and working in collaborative groups. The main textbook for the course will be Molecular Driving Forces: Statistical Thermodynamics in Chemistry and Biology, 2nd edition by Ken A. Dill and Sarina Bromberg published by Garland Science. The lectures and course notes will also draw on other sources including the classical book by Herbert Callen. A weekly recitation section will be offered. Students are strongly urged to attend lectures and the recitation section.
Credit 3 units.
Typical periods offered: Fall

BME 3290 Biothermodynamics in Practice
This course will include hands-on, laboratory experiments in topics relevant to bioengineering thermodynamics, such as heat transfer, relationships involving temperature and pressure, equilibria, mixing, and solution chemistry. A focus of the course will be extending fundamental scientific principles to biological applications. Students will have the opportunity to design their own experiments, explore topics of special interest, and present their findings.
Credit 3 units.
Typical periods offered: Spring

BME 3350 Molecular and Cellular Physiology
The overall goal of this course is to provide an understanding of the molecular basis of how eukaryotic cells function in the context of whole organisms. The molecular mechanisms of cell biology as they pertain to mammalian physiology will be explored. Emphasis is placed on the molecular mechanisms of gene expression, translation, cell cycle regulation, protein trafficking, signal transduction pathways, and metabolic regulation all in the context of human health and disease.
Credit 3 units.
Typical periods offered: Fall

BME 3660 Transport Phenomena in Biomedical Engineering
Many processes of importance in biology and medicine involve the transfer of mass, heat or momentum. Through the use of the differential control volume approach, the fundamental transport equations will be derived. Systematic derivation of differential equations appropriate for different types of transport problems will be explored. Solutions of the resulting differential equations for simple chemical/biological systems will then be sought. Macroscopic descriptions of fluid flow will be applied to the design of blood pumps for the heart. Unsteady mass transfer with diffusion, advection and chemical reactions will also be applied to the transport of proteins, metabolites and therapeutics throughout the body.
Credit 3 units.
Typical periods offered: Fall, Spring

BME 4000 Independent Study
Independent investigation on topic of special interest. This course has no engineering topics units. Approval of the BME Undergraduate Studies Committee is required for enrollment.
Credit 6 units.
Typical periods offered: Fall, Spring

BME 4001 Independent Study
Independent investigation on a topic of special interest. This course has 1 unit of engineering topics. The student and mentor must justify the number of engineering topic units being requested and the BME Undergraduate Studies Committee must approve the requested number of engineering topics. Approval of the BME Undergraduate Studies Committee is required for enrollment.
Credit 1 unit.
Typical periods offered: Fall, Spring

BME 4002 Independent Study
Independent investigation on a topic of special interest. This course has 2 units of engineering topics. The student and mentor must justify the number of engineering topic units being requested and the BME Undergraduate Studies Committee must approve the requested number of engineering topics. Approval of the BME Undergraduate Studies Committee is required for enrollment.
Credit 2 units.
Typical periods offered: Fall, Spring

BME 4003 Independent Study
Independent investigation on a topic of special interest. This course has 3 units of engineering topics. The student and mentor must justify the number of engineering topic units being requested and the BME Undergraduate Studies Committee must approve the requested number of engineering topics. Approval of the BME Undergraduate Studies Committee is required for enrollment.
Credit 3 units.
Typical periods offered: Fall, Spring

BME 4021 Biomedical Data Science Capstone Design
Previously described as BME 401DS. This course provides a client-centered design experience in biomedical data science. Students will work as individuals or in small teams with possible clients to define and scope an unmet need in biomedical data science. The students will work on an original solution or a redesign of an existing solution to address the unmet need. The design experience will involve application of knowledge and skills acquired in earlier coursework. It will also incorporate best practices in biomedical data science, including ethical considerations such as respect for persons, social license, and vulnerabilities; patient safety and privacy; and HIPAA compliance. Students will be guided through the design process and will produce and present appropriate deliverables for their project. This course is required for the Biomedical Data Science minor.
Credit 3 units.
Typical periods offered: Spring

BME 4062 Grand Challenges for Biomedical Engineering
National and international organizations, both historically and currently, use grand challenges to inspire transformative breakthroughs. Grand challenges can spark innovative solutions, across engineering, scientific, and medical mindsets. Challenges can focus on disease, intervention, technology, holistic health, or at-risk communities. This course will study grand challenges emerging from federal, nonprofit, academic, and global sources; analyze and model the problems and emergent solutions; and integrate over case studies to discern relative success of these approaches. Student teams will then formulate their own grand challenges, following the formalism of national organizations, and present frameworks for creative and transformative solutions.
Credit 3 units.
Typical periods offered: Fall

BME 4100 Service Learning Experience in Guangdong and Hong Kong
This pass/fail course is a 2-week international service-learning experience in conjunction with the faculty and students of our partner, Department of Biomedical Engineering at the Hong Kong Polytechnic University (PolyU). During the summer, students first attend an orientation at PolyU to learn about functional electrical stimulation (FES) and treating cerebral palsy with orthotic devices. The entire group then goes to a clinic in mainland China where they put into practice what they have learned, the former in patients who have suffered strokes and the latter in children with cerebral palsy - working in teams to diagnose, fit and fabricate orthotic devices. A written summary of the experience is the final product. Academic credits are awarded at the end of the fall semester following the summer experience.
Credit 2 units.
Typical periods offered: Spring

BME 4320 Physics of Biopolymers
This course will cover physics concepts from the statistical physics of polymers and polymer solutions to describe proteins, nucleic acids, and bioinspired polymers. Topics include statistical physics concepts, theoretical and numerical descriptions of polymers, applying these descriptions to biopolymers, the thermodynamics of polymer solutions, concepts of polymer dynamics, descriptions of polymeric materials and advanced topics in phase transitions and molecular design. The material will be fast-paced and involve rigorous mathematical descriptions, experimental design, interpretations of experimental data, and some numerical simulations. The course will be heavy on individual homework and team-based project work. Direct connections between concepts and modern topics in biology and biomaterials will be emphasized.
Credit 3 units.
Typical periods offered: Fall, Spring

BME 4330 Biomedical Signal Processing
An advanced undergraduate/graduate level course. Continuous-time and discrete-time application of signal processing tools to a variety of biomedical problems. Course topics include linear systems theory, frequency transforms, sampling theorem, basis functions, linear filtering, feature extraction, noise analysis, system identification. Concepts learned in class will be applied using software tools to real biomedical signals such as speech, ECG, EEG, medical images.
Credit 3 units.
Typical periods offered: Spring

BME 4400 Biomedical Data Science
This course will cover data analysis, statistical methods, AI, machine learning, predictive modeling, and data visualization, with applications to medicine and health. As part of the course, BME faculty will present biomedical data science topics from their research areas. Students will learn to prepare, transform, visualize, validate, model, and communicate information about datasets, and they will design and implement an independent project to address a biomedical data science problem. Prior Python experience required.
Credit 3 units.
Typical periods offered: Fall

BME 4420 Biomacromolecules Design and Engineering
Biological macromolecules (i.e., carbohydrates, lipids, proteins, and nucleic acids) are important components of the cell and its supporting matrix that perform a wide array of functions. This course will introduce the principles and recent advances in nucleic acid/gene engineering, protein/peptide engineering, and chemical/enzymatic conjugation technologies; it will also discuss the application of engineered biomacromolecules in clinical therapeutics/diagnostics, biosensing, bioimaging, and biocatalysis. Students will learn material through lectures, reading, homework, scientific publications, and molecular visualization tools. Students will work individually or in pairs/groups to develop and lead discussions on engineering biomacromolecules and molecular characterization techniques.
Credit 3 units.
Typical periods offered: Spring

BME 4700 Mathematics of Imaging Science
This course will expose students to a unified treatment of the mathematical properties of images and imaging. This will include an introduction to linear vector space theory, operator theory on Hilbert spaces, and concepts from applied functional analysis. Further, concepts from generalized functions, Fourier analysis, and radon transform will be discussed. These tools will be applied to conduct deterministic analyses of imaging systems that are described as continuous-to-continuous, continuous-to-discrete, and discrete-to-discrete mappings from object properties to image data. In addition, imaging systems will be analyzed in a statistical framework where stochastic models for objects and images will be introduced. Familiarity with Engineering-level mathematics, Calculus, Linear algebra, introduction to Fourier analysis is expected. Prerequisite: Senior standing or permission of instructor.
Credit 3 units.
Typical periods offered: Fall

BME 4710 Bioelectric Phenomena
This course is a quantitative introduction to the origins of bioelectricity, with an emphasis on neural and cardiac electrophysiology. Topics will include electric fields and current flow in volume conductors; cell membrane channels and their role in generating membrane

potentials; and action potentials and their propagation in myelinated and unmyelinated axons as well as cardiac tissue. Minor topics of discussion will include both skeletal muscle and non-human (e.g., electric fish) sources of bioelectricity.
Credit 3 units.
Typical periods offered: Fall

BME 4736 Biomedical Engineering Entrepreneurship
Students will learn about entrepreneurship, including IP, business development, and fundraising, through case studies.
Credit 3 units.
Typical periods offered: Fall

BME 4790 Biofabrication & Medical Devices
This course will cover materials design and modern manufacturing methods for biofabricated tissues and medical devices (with a particular emphasis on bioelectronic devices). Topics will include additive manufacturing and their materials requirements along with how these methods have evolved to use biomaterials and cells, such as bioprinting. State-of-the-art in vitro and implantable devices for diagnostic and therapeutic purposes will be discussed with emphasis on how their properties have advanced from developments in materials and manufacturing. Lecture material and assignments will draw from both current market devices and the clinical standard-of-care as well as ongoing research and recent scientific literature. Registration will be split between undergraduate and graduate students.
Credit 3 units.
Typical periods offered: Fall

BME 4960 Design and Development of Optical Imaging Systems
In this course, students will learn the design principles of optical imaging systems and learn to use optical simulation software, such as ZEMAX/OpticsStudio. There is also hands-on imaging system development components that will allow students to practice skills developed to make prototype imaging systems.
Credit 3 units.
Typical periods offered: Fall

BME 4970 Senior Capstone Design a
A hands-on design experience to provide students practical application of engineering. Working in small teams, students will either meet with possible clients to discern a biomedical problem, or bring an original idea of their own to the class. The students will work on an original design or redesign of a component or system of biomedical engineering significance. The students will be taught how to craft a project scope with the required design specifications. The design experience will require application of knowledge and skills acquired in earlier coursework; it will incorporate engineering standards and realistic constraints that include most of the following considerations: economic, environmental, sustainability, manufacturability, ethical, health and safety, FDA, social, and political. Students will prepare written reports and present their designs orally to a panel of faculty members and industrial representatives. The final product of BME 401A will be a descriptive paper design of their solution.
Credit 2 units.
Typical periods offered: Fall

BME 4971 Senior Capstone Design B
A hands-on design experience to provide students practical application of engineering. Working in small teams, students will work towards building a prototype of the student design which was a product of 401A. The students will be expected to design a verification and validation plan to test the prototype built. The design experience will require application of knowledge and skills acquired in earlier coursework and lab experiences; it will incorporate engineering standards and realistic constraints that include most of the following considerations: economic, environmental, sustainability, manufacturability, ethical, health and safety, FDA, social, and political. Students will prepare written reports and present their designs orally to a panel of faculty members and industrial representatives. The final product of BME 401B will be a prototype, and a descriptive paper describing their solution documenting how the prototype satisfies the design specifications, with the validation and verification results.
Credit 2 units.
Typical periods offered: Spring

BME 4980 Biomedical Engineering Design
A design project experience to prepare students for engineering practice. Working individually or in small groups, students will undertake an original design or redesign of a component or system of biotechnological significance. The design experience will require application of knowledge and skills acquired in earlier classes and laboratory work; it will incorporate engineering standards and realistic constraints that include most of the following considerations: economic, environmental, ethical, manufacturability, sustainability, health and safety, social and political. Students will prepare written reports and present their designs orally to their classmates and panels of faculty members and industrial representatives. Prototype construction is not generally required but may be encouraged subject to available time, financial and material resources.
Credit 4 units.
Typical periods offered: Fall

BME 4981 Senior Design II
BME 402 is a continuation of BME 401. Working in small groups, students will take a paper design completed in BME 401 and build a prototype. They will evaluate, optimize, and undertake the building of the design. The design experience will require the application of knowledge and skills acquired in earlier course work; it will incorporate engineering standards and realistic constraints that include most of the following considerations: economic, environmental, sustainability, manufacturability, ethical, health and safety, social and political. Students will prepare written reports and participate in oral design reviews involving a panel of faculty members and industrial representatives. Prototype construction is the final goal of the class.
Credit 1 unit.
Typical periods offered: Spring

BME 4999 Independent Study
Undergraduate independent study.
Credit 3 units.

Bachelor of Science in Biomedical Engineering (BME)

The BS in Biomedical Engineering requires completion of the courses in the Core Curriculum as well as five upper-level Tier courses beyond the Core, as described below. Students must meet all McKelvey School of Engineering and Washington University requirements, including the English proficiency requirement (please refer to the Engineering Degree Requirements (p. 1160) page). They must also satisfy ABET

requirements for a professional degree, which require the accrual of 47 engineering topics units over their course work. A list of Topics Units - Engineering Courses is available on the Engineering Student Services website.

The Basic Core

The Biomedical Engineering Core Curriculum consists of 80 credits, outlined below.

Courses	Units
Physical Sciences	
General Chemistry (CHEM 1701 or CHEM 1601, CHEM 1702 or CHEM 1602)(1701 and 1702 recommended)	6
General Chemistry Laboratory I, II (CHEM 1751, CHEM 1752)	4
General Physics (PHYS 1740, PHYS 1741, PHYS 1742, PHYS 1743)	8
	18
Biological Science	
Principles of Biology I (BIOL 2160)	4
Physiological Control Systems (BIOL 3057)	3
	6
Mathematics	
Calculus II & III (MATH 1520, MATH 2130)	6
Differential Equations (MATH 2500)	3
Engineering Mathematics A & B (ESE 3180, ESE 3190)	6
Engineering Statistics (ENGR 3280)*	3
	18
Engineering Science	
Introduction to Engineering Computing (ENGR 1201)	3
	3
Biomedical Engineering	
Introduction to Biomedical Engineering (BME 1400)	3
Introduction to Biomedical Circuits (BME 2200)**	4
Biomechanics (BME 2400) and Biomechanics Lab (BME 2401)	4
Quantitative Physiology I, II (BME 3010, BME 3015)	8
Bioengineering Thermodynamics (BME 3200)	3
Transport Phenomena in BME (BME 3660)	3
Senior Capstone Design A & B (BME 4970, BME 4971)	4
	29
Other	
Engineering Practice and Professional Values (ENGR 4501, ENGR 4502 and ENGR 4503)	3
Technical Writing (ENGR 3100)	3
	6
Total Basic Core	**80**

* ESE 3260 Probability and Statistics for Engineering can be substituted for ENGR 3280 Engineering Statistics with Probability.

** ESE 2300 Introduction to Electrical and Electronic Circuits can be substituted for BME 2200 Intro to Biomedical Circuits.

Students must complete **five upper-level Tier engineering courses (15 units), five humanities and social sciences courses (15 units), and three general electives courses (minimum 10 units)** beyond the Core Curriculum to complete the major and to prepare for particular fields of employment or education beyond the baccalaureate degree. At least two of the five Tier electives need to be drawn from the Tier I course list below; the remaining three can be chosen from Tier I or Tier II. Students must complete a minimum of **120 units** to meet the degree requirements.

Tier I

For the most up-to-date Tier list, please refer to the BME website.

Tier II

All upper-level (3000-5000) engineering and physics courses that carry 3 engineering topics units (with the exception of required courses such as BME 3010, BME 3015, BME 3200, and so on) count as Tier II electives.

Minor in Biomedical Data Science (BME)

The minor in Biomedical Data Science is designed to integrate data science principles — preparing, transforming, modeling, visualizing, validating, and communicating data — with the unique challenges and considerations of medicine and health care. The curriculum encompasses the following: (1) fundamental mathematics concepts such as linear algebra, probability, statistics, and computer modeling; (2) the specialized data science education necessary to practically approach the particular challenges of genomic data, sensor data, and health care data; and (3) the ethical considerations of privacy, equity, and access unique to medical data sharing and analysis.

A minor in Biomedical Data Science requires the completion of 18 units selected from the following courses. McKelvey Engineering students of all disciplines as well as students majoring in biology, physics, neuroscience, or other sciences are ideal candidates for this minor. All courses must be taken with a credit option to qualify for the minor.

Curriculum

Core Biomedical Engineering Courses (required; all must be completed):

Code	Title	Units
BME 2310	Foundations of Biomedical Computing	3
BME 4021	Biomedical Data Science Capstone Design	3
BME 4400	Biomedical Data Science	3

Mathematics Course (students must complete one from the following list):

Code	Title	Units
ENGR 3180	Engineering Mathematics A	3
MATH 3300	Matrix Algebra	3
MEMS 2210	Numerical Methods and Matrix Algebra	3

Probability and Statistics Course (students must complete one from the following list):

Code	Title	Units
ENGR 3280	Engineering Statistics With Probability	3
ESE 3260	Probability and Statistics for Engineering	3
SDS 2020	Elementary Probability and Statistics	3
SDS 3020	Elementary to Intermediate Statistics and Data Analysis	3

Biomedical Engineering Upper Level Elective (students must complete one from the following list):

Code	Title	Units
BME 5190	Advanced Cognitive, Computational, and Systems Neuroscience	3
BME 5330	Biomedical Signal Processing	3
BME 5700	Mathematics of Imaging Science	3
BME 5720	Biological Neural Computation	3
CSE 5504	Geometric Computing for Biomedicine	3

Additional courses may be added to these lists as new courses are developed. Questions about the Biomedical Data Science minor can be addressed to Professor Patricia Widder (pwidder9876@wustl.edu).

Computer Science & Engineering

About Computer Science & Engineering

The field of computer science and engineering studies the design, analysis, implementation and application of computation and computer technology. Computing plays an important role in virtually all fields, including science, medicine, music, art, business, law and human communication; hence, the study of computer science and engineering can be interdisciplinary in nature. Whether a student's goal is to become a practitioner or to take a few courses to develop a basic understanding of computing for application to another field, the Department of Computer Science & Engineering at Washington University is committed to helping students gain the background they need.

People are attracted to the study of computing for a variety of reasons. Consequently, the department offers a wide variety of academic programs, including a five-course minor, a second major, five undergraduate degrees, combined undergraduate and graduate programs, and several undergraduate research opportunities. Each academic program can be tailored to a student's individual needs.

The breadth of computer science and engineering may be best understood in terms of the general areas of *applications, software systems*, *hardware* and *theory*.

Applications are the ways in which computer technology is applied to solve problems, often in other disciplines. Most applications courses provide background not only in the applications themselves but also in how the applications are designed and implemented. Examples of application areas include artificial intelligence, computer graphics, game design and computational biology.

Software systems are collections of interacting software components that work together to support the needs of computer applications. Courses in this area help students gain a solid understanding of how software systems are designed and implemented. During the process, students develop their own software systems. Examples include operating systems, which manage computational resources; network protocols, which are responsible for the delivery of information; programming languages, which support the construction of software systems and applications; and compilers, which translate computer programs into executable form.

Hardware is the term used to describe the physical and mechanical components of a computer system. Courses in this area provide background in logic circuits, which carry out basic computations; computer architecture, which defines the organization of functional components in a computer system; and peripheral devices such as disks, robot arms that are controlled by the computer system, and sensor systems that gather the information that computer systems use to interact with the physical world.

Theory is the study of the fundamental capabilities and limitations of computer systems. A knowledge of theory helps students choose among competing design alternatives on the basis of their relative efficiency and helps them to verify that their implementations are correct. Theory courses provide background in algorithms, which describe how a computation is to be carried out; data structures, which specify how information is to be organized within the computer; analytical techniques to characterize the time or space requirements of an algorithm or data structure; and verification techniques to prove that solutions are correct.

A well-rounded study of computing includes training in each of these areas. However, depending on a student's educational goals, the student may prefer to concentrate on certain areas for greater depth of knowledge. To help students balance their elective courses, most upper-level departmental courses are classified into one of the following categories: S for software systems, M for machines (hardware), T for theory, or A for applications. If a student's interests

are concentrated in the first two areas, a computer engineering degree might be best. Students are encouraged to meet with a faculty advisor in the Department of Computer Science & Engineering to discuss their options and develop a plan consistent with their goals.

Undergraduate Programs

The Department of Computer Science & Engineering (CSE) offers an array of courses that can be taken as requirements or electives for any of the undergraduate degree programs. We offer a Bachelor of Science in Computer Science (BSCS), a Bachelor of Science in Computer Engineering (BSCoE), a Bachelor of Science in Business and Computer Science (CS+Business), a Bachelor of Science in Computer Science + Mathematics (CS+Math), a Bachelor of Science in Computer Science + Economics (CS+Econ), and a Second Major in Computer Science. In addition to these six programs, CSE offers a pre-medical option and combined undergraduate/graduate programs. As a part of our program, each student is assigned an advisor who can help to design an individualized program, monitor a student's progress, and consult about curriculum and career options. Additional information can be found on our CSE website, or any of the CSE faculty can offer further guidance and information about our programs.

BSCS: The computer science major is designed for students planning a career in computing.

BSCoE: The computer engineering major encompasses studies of hardware, software and systems issues that arise in the design, development and application of computer systems.

CS+Business: This joint major provides students with the fundamental knowledge and perspectives of computer science and business and of the unique opportunities created by combining them.

CS+Econ: This applied science major (p. 1098) allows students interested in both economics and computer science to combine these two complementary disciplines efficiently.

CS+Math: This applied science major efficiently captures the intersection of the complementary studies of computer science and math.

Second Major in Computer Science: The second major provides an opportunity to combine computer science with another degree program. A second major in computer science can expand a student's career options and enable interdisciplinary study in areas such as cognitive science, computational biology, chemistry, physics, philosophy and linguistics. The second major is also well suited for students planning careers in medicine, law, business, architecture and fine arts.

Pre-Medical Option within Computer Science: Students may pursue a pre-medicine curriculum in conjunction with either the BS degree or the second major in computer science programs. Students interested in the pre-medical option should refer to the McKelvey School of Engineering (p. 1074) *Bulletin* page for details.

Combined Undergraduate and Graduate Study

The Department of Computer Science & Engineering offers in-depth graduate study in many areas. Students entering the graduate programs require a background in computer science fundamentals. Washington University undergraduates seeking admission to the graduate degree program to obtain a master's degree in computer science or computer engineering do not need to take the Graduate Record Examination (GRE). For more information, contact the department office by email at admissions@cse.wustl.edu or by phone at 314-935-6132.

The Joint Bachelor's/Master's Program

This program provides undergraduate students the opportunity to earn a McKelvey master's degree by combining undergraduate and graduate studies in an integrated curriculum. The combination of the two programs extends the flexibility of the undergraduate curriculum to more advanced studies, thereby enabling students to plan their entire spectrum of computing studies in a more comprehensive educational framework. For McKelvey undergraduates, this program normally takes one additional year to complete. More information is available on the McKelvey School of Engineering undergraduate Bulletin page (p. 1071).

BS/MBA Program

The growing importance of computer-based information systems in the business environment has produced a sustained high demand for graduates with master's degrees in business administration and undergraduate majors in computer science and engineering.

Students should apply to this joint program by February 1 of their junior year. The application for admission to Olin Business School (p. 1029) is available through the business school. Applicants are judged on undergraduate performance, GMAT scores, summer and/or co-op work experience, recommendations and a personal interview.

Undergraduate Courses

Course requirements for the minor and majors may be fulfilled by CSE 1301 Introduction to Computer Science, CSE 1302 Introduction to Computer Engineering, CSE 2400 Logic and Discrete Mathematics, CSE 2407 Data Structures and Algorithms, CSE 3407 Analysis of Algorithms, and CSE courses with a letter suffix in any of the following categories: software systems (S), hardware (M), theory (T) and applications (A). In addition, with approval of the instructor, up to 6 units of CSE 4001 Independent Study can be used toward the CSE electives of any CSE degree. Other CSE courses provide credit toward graduation but not toward the CSE elective requirements for the second major or the BSCS, BSCoE, CS+Math or CS+Business degrees. Undergraduates are encouraged to consider 5000-level courses. If a student is interested in taking a course but is not sure if they have the needed prerequisites, the student should contact the instructor.

Broadening Experiences

If a student wants to become involved in computer science or computer engineering research or to gain experience in industry while they are an undergraduate, there are many opportunities to do so. A few of these are listed below.

Co-op: McKelvey's Engineering Cooperative Education (Co-op) experience allows a student to get valuable experience working in industry while an undergraduate. A co-op experience can give students another perspective to their education and may lead to full-time employment. More information is available on the Engineering Co-op and Engineering Internship page of the McKelvey School of Engineering website.

Research: Participating in undergraduate research is a great way to learn more about a specific area. Research projects are available either for pay or for credit through CSE 4001 Independent Study.

Study Abroad: Students in the McKelvey School of Engineering can study abroad in a number of countries and participate in several global experiences to help broaden their educational experience. These opportunities will help students become global citizens who are better able to address current issues.

The study of computer science and engineering is especially well suited and popular for study abroad. Students from our department routinely study abroad in Europe, the United Kingdom, Australia, Israel and many other places. Our department works closely with students to identify courses suitable for computer science credit.

For more information about these programs, please visit the McKelvey School of Engineering website.

Research Opportunities

The Department of Computer Science & Engineering actively promotes a culture of strong undergraduate participation in research. Many undergraduates work in research labs with state-of-the-art equipment that provides them the opportunity to take part in computer science and computer engineering research. Sensor networks, high-speed routers, specialized FPGA hardware, wireless devices, RF tags, digital cameras, robots, large displays and multiprocessors are just a few of the hardware devices undergraduates often use in their projects. Opportunities for exploring modern software development techniques and specialized software systems further enrich the range of research options and help undergraduates sharpen their design and programming skills.

Advanced Placement/ Proficiency

Students receiving a 4 or 5 on the AP Computer Science A exam are awarded credit for CSE 1301 Introduction to Computer Science. Any student can take the CSE 1301 Introduction to Computer Science proficiency exam, and a suitable score will waive CSE 1301 Introduction to Computer Science as a requirement.

Upon request, the computer science department will evaluate a student for proficiency for any of our introductory courses. If a student is determined to be proficient in a given course, that course will be waived (without awarding credit) in the student's degree requirements, and the student will be offered guidance in selecting a more advanced course. Questions should be directed to the associate chair (associatechair@cse.wustl.edu).

Phone:	314-935-6160
Website:	https://cse.wustl.edu/academics/undergraduate/index.html

Faculty

Chair

Roch Guérin
Harold B. and Adelaide G. Welge Professor of Computer Science
PhD, California Institute of Technology
Computer networks and communication systems

Professors

Kunal Agrawal
PhD, Massachusetts Institute of Technology
Parallel computing, cyber-physical systems and sensing, theoretical computer science

Sanjoy Baruah
PhD, University of Texas at Austin
Real-time and safety-critical system design, cyber-physical systems, scheduling theory, resource allocation and sharing in distributed computing environments

Ian Bogost
PhD, University of California, Los Angeles
Philosopher, computationalist and award-winning game designer

Aaron Bobick
James M. McKelvey Professor and Dean
PhD, Massachusetts Institute of Technology
Computer vision, graphics, human-robot collaboration

Michael R. Brent
Henry Edwin Sever Professor of Engineering
PhD, Massachusetts Institute of Technology
Systems biology, computational and experimental genomics, mathematical modeling, algorithms for computational biology, bioinformatics

Jeremy Buhler
PhD, Washington University
Computational biology, genomics, algorithms for comparing and annotating large biosequences

Roger D. Chamberlain
DSc, Washington University
Computer engineering, parallel computation, computer architecture, multiprocessor systems

Yixin Chen
PhD, University of Illinois at Urbana-Champaign
Mathematical optimization, artificial intelligence, planning and scheduling, data mining, learning data warehousing, operations research, data security

Patrick Crowley
PhD, University of Washington
Computer and network systems, network security

Ron K. Cytron
PhD, University of Illinois at Urbana-Champaign
Programming languages, middleware, real-time systems

Christopher D. Gill
DSc, Washington University
Parallel and distributed real-time embedded systems, cyber-physical systems, concurrency platforms and middleware, formal models and analysis of concurrency and timing

Nathan Jacobs
PhD, Washington University in St. Louis
Develops learning-based computer vision algorithms, with a focus on geospatial and medical applications

Raj Jain
Barbara J. & Jerome R. Cox Jr. Professor of Computer Science
PhD, Harvard University
Network security, blockchains, medical systems security, industrial systems security, wireless networks, unmanned aircraft systems, internet of things, telecommunications networks, traffic management

Caitlin Kelleher
Hugo F. & Ina Champ Urbauer
Career Development Associate Professor
PhD, Carnegie Mellon University
Human-computer interaction, programming environments, and learning environments

Tao Ju
PhD, Rice University
Computer graphics, visualization, mesh processing, medical imaging and modeling

Chenyang Lu
Fullgraf Professor in the Department of Computer Science & Engineering
PhD, University of Virginia
Internet of things, real-time, embedded, and cyber-physical systems, cloud and edge computing, wireless sensor networks

Yevgeniy Vorobeychik
PhD, University of Michigan
Artificial intelligence, machine learning, computational economics, security and privacy, multi-agent systems

Associate Professors

Roman Garnett
PhD, University of Oxford
Active learning (especially with atypical objectives), Bayesian optimization, and Bayesian nonparametric analysis

Brendan Juba
PhD, Massachusetts Institute of Technology
Theoretical approaches to artificial intelligence founded on computational complexity theory and theoretical computer science more broadly construed

Ulugbek Kamilov
PhD, École Polytechnique Fédérale de Lausanne, Switzerland
Computational imaging, image and signal processing, machine learning and optimization

I-Ting Angelina Lee
PhD, Massachusetts Institute of Technology
Designing linguistics for parallel programming, developing runtime system support for multi-threaded software, and building novel mechanisms in operating systems and hardware to efficiently support parallel abstractions

Fuhai Li
Associate Professor of Pediatrics, School of Medicine
Integration and interpretation of diverse and heterogeneous pharmacogenomics data using statistical and machine learning

Alvitta Ottley
PhD, Tufts University
Designing personalized and adaptive visualization systems, including information visualization, human-computer interaction, visual analytics, individual differences, personality, user modeling and adaptive interfaces

William Yeoh
PhD, University of Southern California
Artificial intelligence, multi-agent systems, distributed constraint optimization, planning and scheduling

Ning Zhang
PhD, Virginia Polytechnic Institute and State University
System security, software security

Assistant Professors

Chien-Ju Ho
PhD, University of California, Los Angeles
Design and analysis of human-in-the-loop systems, with techniques from machine learning, algorithmic economics, and online behavioral social science

Jiaxin Huang
PhD, University of Illinois at Urbana-Champaign
Leverages large language models to enable label-efficient knowledge acquisition and utilization

Umar Iqbal
PhD, University of Iowa
Computer security and privacy

Gregory Kehne
PhD, Harvard University
Works on online and approximation algorithms and using computer science to study and improve collective decision-making.

Qinghua Liu
PhD, Princeton University
Machine learning for decision-making

Netanel Raviv
PhD, Technion, Haifa, Israel
Mathematical tools for computation, privacy and machine learning

Hussein Sibai
PhD, University of Illinois, Urbana-Champaign
Trustworthy autonomy, spanning the areas of cyber-physical systems (CPS), formal methods, control theory and machine learning

Chenguang Wang
PhD, Peking University, China
Natural language processing and machine learning

Chongjie Zhang
PhD, University of Massachusetts Amherst
Deep reinforcement learning, multi-agent systems, human-AI interaction

Teaching Professors

Marion Neumann
PhD, University of Bonn, Germany
Machine learning with graphs; solving problems in agriculture and robotics

Bill Siever
PhD, Missouri University of Science and Technology
Computer architecture, organization, and embedded systems

Todd Sproull
PhD, Washington University
Computer networking and mobile application development

Professor of the Practice

Dennis Cosgrove
BS, University of Virginia
Programming environments and parallel programming

Senior Lecturers

Steve Cole
PhD, Washington University in St. Louis
Parallel computing, accelerating streaming applications on GPUs

David Ferry
PhD, Washington University in St. Louis
Real-time systems, parallel runtime systems, and cyber-physical systems design

Brian Garnett
PhD, Rutgers University
Discrete mathematics and probability, generally motivated by theoretical computer science

James Orr
PhD, Washington University
Real-time systems theory and implementation, cyber-physical systems, and operating systems

Jonathan Shidal
PhD, Washington University
Computer architecture and memory management

Douglas Shook
MS, Washington University
Imaging sensor design, compiler design and optimization

Lecturers

Ilan Goodman
MS, Stanford University
Mathematical computer science, data structures, algorithms, machine learning/AI, and data science/engineering

Michael Hall
PhD, Washington University
Reconfigurable logic, circuit and PCB design, networking, software engineering, parallel programming, optimization, and data science

Cynthia Ma
PhD, Washington University
Data Mining

Athena Tabakhi
PhD, Washington University
AI and multi-agent systems, including constraint-based systems and preference elicitation

Senior and Emeritus Professors

Jonathan S. Turner
PhD, Northwestern University
Design and analysis of internet routers and switching systems, networking and communications, algorithms

Takayuki D. Kimura
PhD, University of Pennsylvania
Communication and computation, visual programming

Majors

Please visit the following pages for information about computer science and engineering majors:

- Bachelor of Science in Computer Engineering (p. 1096)
- Bachelor of Science in Computer Science (p. 1097)
- Bachelor of Science in Computer Science + Economics (p. 1098)
- Bachelor of Science in Computer Science + Mathematics (p. 1099)
- Bachelor of Science in Data Science (p. 1102)
- Bachelor of Science in Business and Computer Science (p. 1104)

- Second Major in Computer Science (p. 1106)
- Second Major in Computer Science + Mathematics
- Second Major in Data Science

Minors

Please visit the following pages for information about computer science and engineering minors:

- Minor in Bioinformatics (p. 1111)
- Minor in Computer Science (p. 1112)
- Minor in Human-Computer Interaction (p. 1112)

Courses

Prerequisites are advisory in our course listings, but students are cautioned against taking a course without the necessary background. Note that if one course mentions another as its prerequisite, the prerequisites of the latter course are implied to be prerequisites of the former course as well. Students in doubt of possessing the necessary background for a course should correspond with the course's instructor.

CSE 1007 Data Science Playground
Data science plays an increasingly important role in research, industry, and government. Researchers seek to understand behavior and mechanisms, companies seek to increase profits, and government agencies make policies intended to improve society. While we are awash in an abundance of data, making sense of data is not always straightforward. At its core, students of data science learn techniques for analyzing, visualizing, and understanding data. However, students must also cultivate curiosity about data, including the data's provenance, ethical considerations such as bias, and skepticism concerning correlation and causality. In the beginning, students investigate a curated collection of data sets, asking questions they find interesting and exploring data using a popular platform for such studies. Thereafter, researchers on campus present their work in the context of data science, challenging students to explore data in the domain of their research areas. Throughout the course, students present their findings in their group and to the class. This course is offered in an active-learning setting in which students work in small teams. The course has no prerequisites, and programming experience is neither expected nor required. All credit for this pass/fail course is based on work performed in the scheduled class time.
Credit 1 unit.
Typical periods offered: Fall

CSE 1301 Introduction to Computer Science
An introduction to software concepts and implementation, emphasizing problem solving through abstraction and decomposition. Introduces processes and algorithms, procedural abstraction, data abstraction, encapsulation, and object-oriented programming. Recursion, iteration, and simple data structures are covered. Concepts and skills are mastered through programming projects, many of which employ graphics to enhance conceptual understanding. Java, an object-oriented programming language, is the vehicle of exploration. Active-learning sessions are conducted in a studio setting in which students interact with each other and the professor to solve problems collaboratively. Prerequisites: Comfort with algebra and geometry at the high school level is assumed. Patience, good planning, and organization will promote success. This course assumes no prior experience with programming. *CSE 1301 has mandatory evening exams; the specific days and times will be listed under assessments on the course section once confirmed.
Credit 3 units. BU: SCI
Typical periods offered: Fall, Spring, Summer

CSE 1302 Introduction to Computer Engineering
This course introduces students to fundamental concepts in the basic operation of computers, ranging from desktops and servers to microcontrollers and handheld devices. Subjects include digital and analog input/output, sensing the physical world, information representation, basic computer architecture and machine language, time-critical computation, machine-to-machine communication and protocol design. Students will use both desktop systems and handheld microcontrollers for laboratory experiments. Active-learning sessions are conducted in a studio setting in which students interact with each other and the professor to solve problems collaboratively. Prerequisite: CSE 131.
Credit 3 units. BU: SCI
Typical periods offered: Fall, Spring, Summer

CSE 1391 Seminar: Computer Science I
A seminar and discussion session that complements the material studied in CSE131. Provides background and breadth for the disciplines of computer science and computer engineering. Features guest lectures and highly interactive discussions of diverse computer science topics. Highly recommended for majors and for any student seeking a broader view of computer science or computer engineering. Pass/Fail only.
Credit 1 unit.
Typical periods offered: Fall, Spring

CSE 1392 Seminar: Computer Science II
This course is a seminar and discussion session that complements the material studied in CSE 132. It provides background and breadth for the disciplines of computer science and computer engineering, and it features guest lectures and highly interactive discussions of diverse computer science topics. Highly recommended for majors and for any student seeking a broader view of computer science or computer engineering.
Credit 1 unit.
Typical periods offered: Spring

CSE 1997 Computer Science Department Seminar
This seminar will host faculty, alumni, and professionals to discuss topics related to the study and practice of computer science. Attendance is mandatory to receive a passing grade.
Credit 0 units.
Typical periods offered: Fall, Spring

CSE 2000 Engineering and Scientific Computing
This course provides an introduction to numerical methods for scientific computation which are relevant to engineering problems. Topics addressed include interpolation, integration, linear systems, least-squares fitting, nonlinear equations and optimization and initial value problems. Basic procedural programming concepts (procedural and data abstraction, iteration, recursion) will be covered using MATLAB. C will be briefly covered so the students understand that the algorithms and programming concepts apply in both. Prerequisite: Math 132.
Credit 3 units.

CSE 2004 Web Development
This course explores elementary principles for designing, creating, and publishing effective websites and web application front-ends. Topics include page layout concepts, design principles, HTML, CSS, JavaScript, front-end frameworks like Angular and React, and other development tools. Students apply the topics by creating a series of websites that are judged based on their design and implementation. Prerequisite: CSE 131 or equivalent experience.
Credit 3 units. BU: SCI
Typical periods offered: Fall, Spring

CSE 2107 Introduction to Data Science
This course provides an introduction to data science and machine learning, and it focuses on the practical application of models to real-world supervised and unsupervised learning problems. We will discuss methods for linear regression, classification, and clustering and apply them to perform sentiment analysis, implement a recommendation system, and perform image classification or gesture recognition. One of the main objectives of the course is to become familiar with the data science workflow, from posing a problem to understanding and preparing the data, training and evaluating a model, and then presenting and interpreting the results. We will also touch on concepts such as similarity-based learning, feature engineering, data manipulation, and visualization. The course uses Python, which is currently the most popular programming language for data science. This course does not teach programming in Python. Prerequisites: CSE 131, MATH 233, and CSE 247 (can be taken concurrently).
Credit 3 units.
Typical periods offered: Fall, Spring

CSE 2201 Internet of Things
With the advent of the Internet of Things, we can address, control, and interconnect formerly isolated objects to create new and interesting applications. In this course we study fundamental technologies behind Internet-of-Things devices, and Appcessories, which include smart watches, health monitors, toys, and appliances. In addition to learning about IoT, students gain hands-on experience developing multi-platform solutions that control and communicate with Things using via mobile device friendly interfaces. Students apply their knowledge and skill to develop a project of their choosing using topics from the course. Prerequisite: CSE 132.
Credit 3 units.
Typical periods offered: Fall, Spring

CSE 2301 Introduction to Parallel and Concurrent Programming
This course explores concepts, techniques, and design approaches for parallel and concurrent programming. We study how to write programs that make use of multiple processors for responsiveness and that share resources reliably and fairly. Parallel programming concepts include task-level, functional, and loop-level parallelism. Concurrent programming concepts include threads, synchronization, and locks. We cover how to adapt algorithms to achieve determinism and avoid data races and deadlock. Concepts and skills are acquired through the design and implementation of software projects. Prerequisite: CSE 131.
Credit 3 units.
Typical periods offered: Fall, Spring

CSE 2302 Programming Skills Workshop
This course provides an overview of practical implementation skills. Topics include compilation and linking, memory management, pointers and references, using code libraries, testing and debugging. Prerequisite: CSE 247.
Credit 1 unit.
Typical periods offered: Fall

CSE 2307 Programming Tools and Techniques
This course offers an introduction to the tools and techniques that allow programmers to write code effectively. Tools covered include version control, the command line, debuggers, compilers, unit testing, IDEs, bug trackers, and more. The course also places a heavy emphasis on code quality: how can we write code that is functional and that also meets quality standards? Peer review exercises will be used to show the importance of code craftsmanship. Prerequisite: CSE 131.
Credit 3 units.
Typical periods offered: Spring

CSE 2400 Logic and Discrete Mathematics
Introduces elements of logic and discrete mathematics that allow reasoning about computational structures and processes. Generally, the areas of discrete structures, proof techniques, probability and computational models are covered. Topics typically include propositional and predicate logic; sets, relations, functions and graphs; direct and indirect proof methods, induction and recursion; finite state machines and regular languages. Prerequisite: CSE 131 Note that this course will be held in-person. *CSE 2400 has mandatory evening exams; the specific days and times will be listed under assessments on the course section once confirmed.
Credit 3 units.
Typical periods offered: Fall, Spring

CSE 2402 Discrete Math Seminar
This semester, this course will focus on clear, compelling, and concise proofs. Students will read, critique, and write proofs throughout the semester, with the goal of becoming more proficient in understanding, authoring, and evaluating proofs. Admission is by permission of the instructor, and this course carries elective credit for all computer science programs. Students will be admitted to this course based on their performance in other math and computer science courses, and with the understanding that they will serve as TAs for our proof-based classes next semester.
Credit 3 units.
Typical periods offered: Fall

CSE 2407 Data Structures and Algorithms
Study of fundamental algorithms, data structures, and their effective use in a variety of applications. Emphasizes importance of data structure choice and implementation for obtaining the most efficient algorithm for solving a given problem. A key component of this course is worst-case asymptotic analysis, which provides a quick and simple method for determining the scalability and effectiveness of an algorithm. Online textbook purchase required. Prerequisite: CSE 131/501N, and fluency with summations, derivatives, and proofs by induction. *CSE 2407 has mandatory evening exams; the specific days and times will be listed under assessments on the course section once confirmed.
Credit 3 units.
Typical periods offered: Fall, Spring, Summer

CSE 2497 Seminar: Data Structures and Algorithms
The content of this seminar will vary by semester, but it will generally complement the material taught in CSE 247 Data Structures and Algorithms. Corequisite: CSE 247.
Credit 1 unit.
Typical periods offered: Fall, Spring

CSE 2506 Introduction to Human-Centered Design
This course provides an introduction to human-centered design through a series of small user interface development projects covering information foraging, learnability, and problem solving. Projects will begin with reviewing a relevant model of human behavior. Each project will then provide an opportunity to explore how to apply that model in the design of a new user interface. Prerequisite: CSE 131.
Credit 3 units.
Typical periods offered: Fall, Spring

CSE 2600 Introduction to Digital Logic and Computer Design
Introduction to design methods for digital logic and fundamentals of computer architecture. Boolean algebra and logic minimization techniques; sources of delay in combinational circuits and effect on circuit performance; survey of common combinational circuit components; sequential circuit design and analysis; timing analysis of sequential circuits; use of computer-aided design tools for digital logic design (schematic capture, hardware description languages, simulation); design of simple processors and memory subsystems; program execution in simple processors; basic techniques for enhancing processor performance; configurable logic devices. Prerequisites: CSE 131
Credit 3 units.
Typical periods offered: Fall, Spring

CSE 3050 Responsible Data Science
In today's data-driven world, understanding the ethical and responsible use of data is critical. This course provides a comprehensive overview of the key principles and challenges in responsible data science. The first wave of data science focuses on accuracy and efficiency-what we can do with data. The second wave focuses on responsibility-what we should or should not do. This technical course addresses ethical and responsible data science, including legal compliance, data quality, algorithmic fairness and diversity, transparency, privacy, and data protection.Through case studies, hands-on activities, and discussions, students will learn how to apply ethical frameworks and data governance principles to real-world data science problems. By the end of the course, participants will be equipped with the tools to make informed, ethical decisions in data science practices.
Credit 3 units.
Typical periods offered: Spring

CSE 3058 Programming Usable Interfaces
In this course, students develop the skills necessary to program and prototype novel user interfaces. The course will introduce common software architecture patterns, including model-view-controller, view trees, and event handling. Students will create projects that build interactivity and logic, introduce dynamic content handling through document model object (DOM) modification in various ways, parse and filter data in standard formats, using data to generate UI elements and visualization, and query web-based APIs.
Credit 3 units.
Typical periods offered: Fall, Spring

CSE 3101 Introduction to Intelligent Agents Using Science Fiction
The course uses science-fiction short stories, TV episodes, and movies to motivate and introduce fundamental principles and techniques in intelligent agent systems. Topics covered may include game theory, decision theory, machine learning, distributed algorithms, and ethics. Prerequisite: CSE 247.
Credit 3 units.
Typical periods offered: Fall, Spring

CSE 3103 Artificial Intelligence Lab
Project course in artificial intelligence. Students are required to solve AI problems for which there are not existing canonical approaches. Standard approaches are discussed, but the objective is to be creative and to produce working software rather than to master concepts. Projects usually contain elements of computer vision, natural language processing, game playing, heuristic search and heuristic optimization, the application and representation of knowledge and automatic inference. Prerequisites: CSE 132 and 240, familiarity with UNIX.
Credit 3 units.
Typical periods offered: Fall

CSE 3104 Data Manipulation and Management
As the base of data science, data needs to be acquired, integrated and preprocessed. This important step in the data science workflow ensures both quantity and quality of data and improves the effectiveness of the following steps of data processing. Students will gain an understanding of concepts and approaches of data acquisition and governance including data shaping, information extraction, information integration, data reduction and compression, data transformation as well as data cleaning. The course will further highlight the ethical responsibility of protecting the integrity of data and proper use of data. Prerequisites: CSE 131, CSE 217A; Corequisite: CSE 247
Credit 3 units.
Typical periods offered: Fall, Spring

CSE 3106 Social Network Analysis
This course looks at social networks and markets through the eyes of a computer scientist. We will look at questions including, Why are acquaintances rather than friends more likely to get us job opportunities? and, Why do the rich get richer? We begin by studying graph theory (allowing us to study the structure) and game theory (allowing us to study the interactions) of social networks and market behavior at the introductory level. Among other topics, we will study auctions, epidemics, and the structure of the Internet (including web searches). This course examines the intersection of computer science, economics, sociology, and applied mathematics. Prerequisites: CSE 240 and CSE 247
Credit 3 units.
Typical periods offered: Fall

CSE 3300 Rapid Prototype Development and Creative Programming
This course uses web development as a vehicle for developing skills in rapid prototyping. Students acquire the skills to build a Linux web server in Apache, to write a web site from scratch in PHP, to run an SQL database, to perform scripting in Python, to employ various web frameworks, and to develop modern web applications in client-side and server-side JavaScript. The course culminates with a creative project in which students are able to synthesize the course material into a project of their own interest. The course implements an interactive studio format: after a formal presentation of a topic, students develop a related project under the supervision of the instructor. Prerequisite: CSE 131 Revised: 2019-02-21
Credit 3 units.
Typical periods offered: Fall, Spring, Summer

CSE 3302 Object-Oriented Software Development Laboratory
Intensive focus on practical aspects of designing, implementing and debugging software, using object-oriented, procedural, and generic programming techniques. The course emphasizes familiarity and proficiency with a wide range of C++ language features through hands-on practice completing studio exercises and lab assignments,

supplemented with readings and summary presentations for each session. Prerequisites: CSE 131 and CSE 247 *CSE 3302 has mandatory evening exams; the specific days and times will be listed under assessments on the course section once confirmed.
Credit 3 units.
Typical periods offered: Fall, Spring, Summer

CSE 3401 Parallel and Sequential Algorithms
The course aims to teach students how to design, analyze and implement parallel algorithms. The emphasis is on teaching fundamental principles and design techniques that easily transfer over to parallel programming. These techniques include divide and conquer, contraction, the greedy method, and so on. Prerequisites: CSE 240, CSE 247, and Math 310.
Credit 3 units.

CSE 3407 Analysis of Algorithms
This course introduces techniques for the mathematical analysis of algorithms, including randomized algorithms and non-worst-case analyses such as amortized and competitive analysis. It also introduces the standard paradigms of divide-and-conquer, greedy, and dynamic programming algorithms, as well as reductions, and it provides an introduction to the study of intractability and techniques to determine when good algorithms cannot be designed. Prerequisites: (CSE 240 or Math 310) and CSE 247 *CSE 3407 has mandatory evening exams; the specific days and times will be listed under assessments on the course section once confirmed.
Credit 3 units.
Typical periods offered: Fall, Spring

CSE 3487 Analysis of Algorithms Recitation
This course is the recitation component of CSE 347. Registration and attendance for 347R is mandatory for students enrolled in 347.
Credit 0 units.
Typical periods offered: Fall

CSE 3601 Introduction to Systems Software
This course is an introduction to the hardware and software foundations of computer processing systems. The course provides a programmer's perspective of how computer systems execute programs and store information. The course material aims to enable students to become more effective programmers, especially when dealing with issues of performance, portability and robustness. It also serves as a foundation for other system courses (e.g., those involving compilers, networks, and operating systems), where a deeper understanding of systems-level issues is required. Topics covered include machine-level code and its generation by optimizing compilers, performance evaluation and optimization, computer arithmetic, memory organization and management, and supporting concurrent computation. Prerequisites: CSE 131 and CSE 132.
Credit 3 units.
Typical periods offered: Fall, Spring, Summer

CSE 3602 Computer Architecture
This course explores the interaction and design philosophy of hardware and software for digital computer systems. Topics include: Processor architecture, Instruction Set Architecture, Assembly Language, memory hierarchy design, I/O considerations, and a comparison of computer architectures. Prerequisite: CSE 260M.
Credit 3 units.
Typical periods offered: Fall

CSE 3605 Elements of Computing Systems
All computers are made up of 0s and 1s. However, the conceptual gap between the 0s and 1s and the day to day operation of modern computers is enormously wide. This fast-paced course aims to bridge the divide by starting with simple logic gates and building up the levels of abstraction until one can create games like Tetris. There is no specific programming language requirement, but some experience with programming is needed. Prerequisite: CSE 247
Credit 3 units.
Typical periods offered: Fall, Spring

CSE 4000 Independent Study
This course allows the student to investigate a topic in computer science and engineering of mutual interest to the student and a mentor. Interested students are encouraged to approach and engage faculty to develop a topic of interest. A form (https://wustl.box.com/s/gp2mffz8r7ql9rgsil5zfyz5pz05b8tb) declaring the agreement must be filed in the departmental office. This course carries university credit, but it does not count toward a CSE major or minor. To arrange for CSE major or minor credit for independent study, a student must enroll in CSE 400E instead of CSE 400. Consult also CSE 400E.
Credit 6 units.
Typical periods offered: Fall, Spring, Summer

CSE 4001 Independent Study
Investigation of a topic in computer science and engineering of mutual interest to the student and a mentor. Interested students are encouraged to approach and engage faculty to develop a topic of interest. A form (https://wustl.box.com/s/gp2mffz8r7ql9rgsil5zfyz5pz05b8tb) declaring the agreement must be filed in the departmental office. Credit earned for CSE400E can be counted toward a student's major or minor program, with the consent of the student's advisor. See also: CSE400
Credit 6 units.
Typical periods offered: Fall, Spring, Summer

CSE 4027 Introduction to Natural Language Processing
This course provides an introduction to Natural Language Processing (NLP), a core area of Artificial Intelligence (AI) focused on enabling computers to understand, interpret, and generate human language. Students will explore both foundational concepts and recent advances in NLP, gaining hands-on experience with techniques and applications such as language modeling, machine translation, conversational agents, and question answering systems. The course emphasizes both theoretical understanding and practical implementation.
Credit 3 units.
Typical periods offered: Fall, Spring

CSE 4059 Applied Parallel Programming: Gpus for High-Performance Computing On Manycore Architectures
This course teaches parallel programming for manycore processor architectures, with an emphasis on Graphics Processing Units(GPUs) as the target architecture. Students learn fundamentals of a GPU architecture and its development platform, practicetechniques for efficiently mapping parallel computation onto a GPU, study common parallel computation patterns and theirapplication to real-world data processing tasks, and explore performance measurement and optimization. Hands-on studios andprogramming assignments are an integral part of the course. Prerequisite: CSE 361S
Credit 3 units.
Typical periods offered: Fall, Spring

CSE 4061 Text Mining
Text mining extracts valuable insights and actionable information from vast amounts of unstructured textual data. It is a rapidlyevolving field at the intersection of natural language processing and machine learning, and is applied in various domains includinghealthcare, social media analysis, financial prediction and beyond. This undergraduate course covers a wide range of text miningapproaches, from traditional statistical methods to cutting-edge techniques. Students will gain both in-depth knowledge offundamental concepts and hands-on experience in practical applications. Topics of the course include text representation learning,text classification, named entity recognition, relation extraction, taxonomy and knowledge graph construction, and retrieval-augmented generation. Through programming assignments and a semester-long project, students will develop hands-on textmining skills necessary for real-world scenarios. Prerequisite: CSE 417T
Credit 3 units.
Typical periods offered: Fall, Spring

CSE 4101 AI and Society
AI has made increasing inroads in a broad array of applications, many that have socially significant implications. This course will study a number of such applications, focusing on issues such as AI used for social good, fairness and accountability of AI, and potential security implications of AI systems. Prerequisite: CSE 247.
Credit 3 units.
Typical periods offered: Fall

CSE 4102 Introduction to Artificial Intelligence
The discipline of artificial intelligence (AI) is concerned with building systems that think and act like humans or rationally on some absolute scale. This course is an introduction to the field, with special emphasis on sound modern methods. The topics include knowledge representation, problem solving via search, game playing, logical and probabilistic reasoning, planning, dynamic programming, and reinforcement learning. Programming exercises concretize the key methods. The course targets graduate students and advanced undergraduates. Evaluation is based on written and programming assignments, a midterm exam and a final exam. Prerequisites: CSE 247, ESE 326 (or Math 3200 or Math 3211 or Engr 328), and Math 233. This course will be taught using Zoom and will be recorded. *CSE 4102 has mandatory evening exams; the specific days and times will be listed under assessments on the course section once confirmed.
Credit 3 units.
Typical periods offered: Fall, Spring

CSE 4103 Web Privacy and Security
This course introduces the fundamental concepts of web privacy and security. It explores the challenges and techniques related to protecting personal privacy online and securing web applications from threats and vulnerabilities. Why take this course: Given that the vast majority of user-facing software is consumed through the web platform, developing an understanding of the web ecosystem is crucial in improving user privacy and security, overall. Topics include: Webpage execution (e.g., JavaScript execution), Browser security model (e.g., site isolation), Online tracking (e.g., cookies, fingerprinting), Privacy enhancing technologies (e.g., tracker blocking), Technology policy (privacy laws, policies). Prereqs: CSE 247
Credit 3 units.
Typical periods offered: Fall, Spring

CSE 4106 Data Science for Complex Networks
This course examines complex systems through the eyes of a computer scientist. We will use the representative power of graphs to model networks of social, technological, or biological interactions. Network analysis provides many computational, algorithmic, and modeling challenges. We begin by studying graph theory, allowing us to quantify the structure and interactions of social and other networks. We will then explore how to practically analyze network data and how to reason about it through mathematical models of network structure and evolution. We will also investigate algorithms that extract basic properties of networks in order to find communities and infer node properties. Finally, we will study a range of applications including robustness and fragility of networks such as the internet, spreading processes used to study epidemiology or viral marketing, and the ranking of webpages based on the structure of the webgraph. This course combines concepts from computer science and applied mathematics to study networked systems using data mining. Prerequisites: CSE 247, ESE 326, MATH 309, and programming experience (note: we will parse data and analyze networks using Python)
Credit 3 units.
Typical periods offered: Fall, Spring

CSE 4107 Introduction to Machine Learning
The field of machine learning is concerned with the question of how to construct computer programs that automatically improve with experience. This course is a broad introduction to machine learning, covering the foundations of supervised learning and important supervised learning algorithms. Topics to be covered are the theory of generalization (including VC-dimension, the bias-variance tradeoff, validation, and regularization) and linear and non-linear learning models (including linear and logistic regression, decision trees, ensemble methods, neural networks, nearest-neighbor methods, and support vector machines). Prerequisites: CSE 247, ESE 326 (or Engr 328) , Math 233, and Math 309 (can be taken concurrently).
Credit 3 units.
Typical periods offered: Fall, Spring

CSE 4109 Introduction to AI for Health
Artificial Intelligence (AI) has emerged as a powerful tool for solving complex health problems using advanced data-driven techniques. AI for health is fueled by both the advancement in AI methods and the increasing availability of health data. This course will introduce the interdisciplinary field of AI for health including applications of AI in various healthcare domains. Students will read and critique research papers and perform projects to develop AI models and solutions for health care.
Credit 3 units.
Typical periods offered: Fall, Spring

CSE 4202 Operating Systems Organization
This course involves a hands-on exploration of core OS abstractions, mechanisms and policies in the context of the Linux kernel. Readings, lecture material, studio exercises, and lab assignments are closely integrated in an active-learning environment in which students gain experience and proficiency writing OS code, as well as tracing and evaluating OS operations via user-level programs and kernel-level monitoring tools. Topics include: system calls, interrupt handling, kernel modules, concurrency and synchronization, proportional and priority-based scheduling of processes and threads, I/O facilities, memory management, virtual memory, device management, and file system organization. Prerequisite: CSE 361S
Credit 3 units.
Typical periods offered: Fall, Spring, Summer

CSE 4205 Programming Systems and Languages
A systematic study of the principles, concepts and mechanisms of computer programming languages: their syntax, semantics and pragmatics; the processing and interpretation of computer programs; programming paradigms; and language design. Illustrative examples are selected from a variety of programming language paradigms. Prerequisites: CSE 332S
Credit 3 units.
Typical periods offered: Fall, Spring, Summer

CSE 4207 Cloud Computing With Big Data Applications
This course provides an overview of the tools necessary to harness big data on the cloud for real world analytic applications. Each lecture will cover an important cloud computing concept or framework, and will be accompanied by a lab. There will be an emphasis on hands-on experience through using each of the tools taught in this course in a small project. Topics include Cloud based security and storage, Linux, Docker and Kubernetes, Data modeling through JSON and SQL, Database concepts and storage architectures, distributed systems, and finally real-world applications. Labs will build on each other and require the completion of the previous week's lab. The course will end with a multi-week, open-ended final project. Prerequisites: CSE 131,CSE 247, and CSE 330.
Credit 3 units.
Typical periods offered: Fall, Spring

CSE 4208 Multi-Paradigm Programming in C++
Intensive focus on how modern C++ language features support procedural, functional, generic, and object-oriented programming paradigms and allow those paradigms to be applied both separately and in combination. Topics covered will include various C++ language features and semantics, especially from the C++11 standard onward, with studio exercises and lab assignments designed to build proficiency in using them effectively within and across the different programming paradigms. Prerequisite: CSE 332S or CSE 504N; or graduate standing and basic proficiency in C++.
Credit 3 units.
Typical periods offered: Fall

CSE 4301 Translation of Computer Languages
The theory of language recognition and translation is introduced in support of compiler construction for modern programming languages. Topics include syntactic and semantic analysis, symbol table management, code generation, and runtime libraries. A variety of parsing methods is covered, including top-down and bottom-up. Machine problems culminate in the course project, for which students construct a working compiler.
Credit 3 units.
Typical periods offered: Fall, Spring

CSE 4303 Introduction to Computer Security
Secure computing requires the secure design, implementation, and use of systems and algorithms across many areas of computer science. Fundamentals of secure computing such as trust models and cryptography will lay the groundwork for studying key topics in the security of systems, networking, web design, machine learning algorithms, mobile applications, and physical devices. Human factors, privacy, and the law will also be considered. Hands-on practice exploring vulnerabilities and defenses using Linux, C, and Python in studios and lab assignments is a key component of the course. Prerequisites: CSE 247 and either CSE 361 or CSE 332.
Credit 3 units.
Typical periods offered: Fall, Spring, Summer

CSE 4304 Reverse Engineering and Malware Analysis
This course will focus on reverse engineering and malware analysis techniques. Reverse engineering -- the process of deconstructing an object to reveal its design and architecture -- is an essential skill in the information security community. Although hackers often use reverse engineering tools to discover and exploit vulnerabilities, security analysts and researchers must use reverse engineering techniques to find what a specific malware does, how it does it, and how it got into the system. In this course, we will explore reverse engineering techniques and tools, focusing on malware analysis. Students will use and write software during in-class studios and homework assignments to illustrate mastery of the material. Prerequisite: CSE 361S.
Credit 3 units.
Typical periods offered: Fall, Spring

CSE 4305 Database Management Systems
A study of data models and the database management systems that support these data models. The design theory for databases is developed and various tools are utilized to apply the theory. General query languages are studied and techniques for query optimization are investigated. Integrity and security requirements are studied in the context of concurrent operations on a database, where the database may be distributed over one or more locations. The unique requirements for engineering design databases, image databases, and long transaction systems are analyzed. Prerequisite: CSE 247.
Credit 3 units.
Typical periods offered: Fall, Spring

CSE 4307 Software Engineering Workshop
An introduction and exploration of concepts and issues related to large-scale software systems development. Areas of exploration include technical complexities, organization issues, and communication techniques for large-scale development. Students participate through teams emulating industrial development. The projects cover the principal system development life-cycle phases from requirements analysis, to software design, and to final implementation. Issues relating to real-time control systems, human factors, reliability, performance, operating costs, maintainability and others are addressed and resolved in a reasonable manner. Book Requirement: https://www.oreilly.com/library/view/kubernetes-up-and/9781492046523/. Prerequisite: Junior or Senior standing, and CSE 330S.
Credit 3 units.
Typical periods offered: Fall, Spring, Summer

CSE 4308 Mobile Application Development
Learn how to create iOS apps in the Swift programming language. This course covers a variety of topics in the development of modern mobile applications, with a focus on hands-on projects. Students will create multiple fully-functional apps from scratch. The course emphasizes object-oriented design patterns and real-world development techniques. Time is provided at the end of the course for students to work on a project of their own interest. Prerequisite: CSE 247.
Credit 3 units.
Typical periods offered: Fall, Spring, Summer

CSE 4309 Mobile Application Development II
In this course, students will work in groups to design, develop, test, publish, and market an iOS mobile application. Throughout the semester, students will operate in different roles on a team, serving as lead developer, tester, and project manager. Topics include how to publish a mobile application on an app store, APIs and tools for testing and debugging, and popular cloud-based SDKs used by developers. This course requires completion of the iOS version of CSE 438 Mobile Application Development or the appropriate background knowledge of the iOS platform.

Credit 3 units.

Typical periods offered: Spring

CSE 4393 Seminar: Capture the Flag (CTF) Studio

This course provides a collaborative studio space for hands-on practice solving security-relevant puzzles in Capture The Flag (CTF) format. Students will engage CTF challenges individually and in teams, and online CTF resources requiring (free) account signup may be used. Students will be encouraged to attempt challenges commensurate with their ability, but no prior CTF experience or security knowledge is assumed. The goal of the course is to build skills in the fundamentals of security analysis, including usage of the Linux command line and console-based security tools, creativity in applying theoretical knowledge to practical challenges, and confidence in approaching under-specified problems. Prerequisite/corequisite: CSE 433S or equivalent.

Credit 1 unit.

Typical periods offered: Fall, Spring

CSE 4397 Technical Interviewing

Students will study, give, and receive technical interviews in this seminar course. The focus will be on improving student performance in a technical interview setting, with the goal of making our students as comfortable and agile as possible with technical interviews. Professionals from the local and extended Washington University community will mentor our students in this seminar.

Credit 2 units.

Typical periods offered: Spring

CSE 4402 Introduction to Cryptography

This course is an introduction to modern cryptography, with an emphasis on its theoretical foundations. Topics will include one-way functions, pseudorandom generators, public key encryption, digital signatures, and zero-knowledge proofs. Prerequisites: CSE 240 and CSE 247.

Credit 3 units.

Typical periods offered: Fall, Spring

CSE 4470 Introduction to Formal Languages and Automata

An introduction to the theory of computation, with emphasis on the relationship between formal models of computation and the computational problems solvable by those models. Specifically, this course covers finite automata and regular languages; Turing machines and computability; and basic measures of computational complexity and the corresponding complexity classes. Prerequisites: CSE 240 and CSE 247

Credit 3 units.

Typical periods offered: Spring

CSE 4500 Video Game Programming

This course teaches the core aspects of a video game developer's toolkit. Students work in groups and with a large game software engine to create and playtest a full-featured video game. Students will explore topics around the design of games through analysis of current games. Students have the opportunity to explore additional topics including graphics, artificial intelligence, networking, physics, and user interface design through their game project. Prerequisite: CSE247.

Credit 3 units.

Typical periods offered: Fall, Spring, Summer

CSE 4501 Video Game Programming II

This course is a continuation of CSE 450A Video Game Programming I. Students will work in groups and with a large game software engine to make a full-featured video game. Students will have the opportunity to work on topics in graphics, artificial intelligence, networking, physics, user interface design, and other topics. Prerequisites: CSE 450A and permission of instructor.

Credit 3 units.

Typical periods offered: Fall, Spring

CSE 4502 Computer Graphics

Introduction to computer graphics. The course covers fundamental concepts, data structures, and algorithms related to the construction, display, and manipulation of three-dimensional objects. Topics include scan-conversion, basic image processing, transformations, scene graphs, camera projections, local and global rendering, fractals, and parametric curves and surfaces. Students develop interactive graphics programs using C++ language.Prerequisite: CSE 332S and Math 309

Credit 3 units.

CSE 4504 Software Engineering for External Clients

Teams of students will design and develop a solution to a challenging problem posed by a real-world client. Students will gain experience with a variety of facets of software development, such as gathering and interpreting requirements, software design/architecture, UI/UX, testing, documentation, and developer/client interactions. Prerequisite: E81 CSE 330S or E81 CSE 332S and at least junior standing

Credit 3 units.

Typical periods offered: Fall

CSE 4507 Introduction to Visualization

Disciplines such as medicine, business, science, and government are producing enormous amounts of data with increasing volume and complexity. In this course, students will study the principles for transforming abstract data into useful information visualizations. They will learn about the state of the art in visualization research and development and gain hands-on experience with designing and developing interactive visualization tools for the web. They will also also learn how to critique existing visualizations and how to evaluate the systems they build. Topics include design, data mapping, visual perception, and interaction. Prerequisite: CSE 330S.

Credit 3 units.

Typical periods offered: Fall

CSE 4600 Switching Theory

Advanced topics in switching theory as employed in the synthesis, analysis, and design of information processing systems. Combinational techniques: minimization, multiple output networks, state identification and fault detection, hazards, testability and design for test are examined. Sequential techniques: synchronous circuits, machine minimization, optimal state assignment, asynchronous circuits, and built-in self-test techniques. Prerequisite: CSE 260M

Credit 3 units.

CSE 4602 Computer Systems Design

Introduction to modern design practices, including FPGA and PCB design methodologies. Student teams use Xilinx Vivado for HDL-based FPGA design and simulation and do schematic capture, PCB layout, fabrication, and testing of the hardware portion of a selected computation system. The software portion of the project uses Microsoft Visual Studio to develop a user interface and any additional support

software required to demonstrate final projects to the faculty during finals week. Prerequisites: CSE 361S and 362M from Washington University in St. Louis or permission of the instructor. Revised: 2019-02-22

Credit 3 units.

Typical periods offered: Spring

CSE 4603 Digital Integrated Circuit Design and Architecture

This is a project-oriented course on digital VLSI design. The course material focuses on bottom-up design of digital integrated circuits, starting from CMOS transistors, CMOS inverters, combinational circuits and sequential logic designs. Important design aspects of digital integrated circuits such as propagation delay, noise margins and power dissipation are covered in the class, and design challenges in sub-micron technology are addressed. The students design combinational and sequential circuits at various levels of abstraction using a state-of-the-art CAD environment provided by Cadence Design Systems. The goal of the course is to design a microprocessor in 0.5 micron technology that will be fabricated by a semiconductor foundry. Prerequisites: CSE 260M and ESE 232.

Credit 3 units.

Typical periods offered: Spring

CSE 4607 Embedded Computing Systems

This course introduces the issues, challenges, and methods for designing embedded computing systems -- systems designed to serve a particular application and which incorporate the use of digital processing devices. Examples of embedded systems include cellular phones, appliances, game consoles, automobiles, and drones. Emphasis is given to aspects of design that are distinct to embedded systems. The course examines hardware, software, and system-level design. Hardware topics include microcontrollers, digital signal processors, memory hierarchy, and I/O. Software issues include languages, run-time environments, and program analysis. System-level topics include real-time operating systems, scheduling, power management, and wireless sensor networks. Students will perform a course project on a real embedded system testbed. Prerequisites: CSE 260M (and either CSE 132 or ESE 205).

Credit 3 units.

Typical periods offered: Fall

CSE 4608 Introduction to Quantum Computing

This course introduces students to quantum computing, which leverages the effects of quantum-mechanical phenomena to solve problems. The course begins with material from physics that demonstrates the presence of quantum effects. Mathematical abstractions of quantum gates are studied with the goal of developing the skill to reason about existing quantum circuits and to develop new quantum circuits as required to solve problems. Students will develop a quantum-computer simulator and make use of open simulators as well as actual devices that can realize quantum circuits on the Internet. Prerequisites: CSE247, Math 309 and Math 3200 (or ESE 326 or Engr 328).

Credit 3 units.

Typical periods offered: Fall, Spring

CSE 4690 Security of the Internet of Things and Embedded System Security

This course presents a deep dive into the emerging world of the Internet of Things from a cybersecurity perspective. With billions of internet-enabled devices projected to impact every nook and cranny of modern existence, the concomitant security challenge portends to become dazzlingly complex. Students will learn the fundamentals of IoT architecture and operations from a layered perspective and focus on identifying, assessing, and mitigating the threats and vulnerabilities therein. Through a blend of lecture and hands-on studios, students will gain proficiency in the range of approaches, methods, and techniques required to address embedded systems security and secure the internet of things using actual devices from both hardware and software perspectives and across a range of applications.

Credit 3 units.

CSE 4703 Introduction to Computer Networks

A broad overview of computer networking. Topics include history, protocols, Hyper Text Transfer Protocol (HTTP), File Transfer Protocol (FTP), Simple Mail Transfer Protocol (SMTP), Domain Name System (DNS), peer-to-peer (P2P), transport layer design issues, transport layer protocols, Transmission Control Protocol (TCP), User Datagram Protocol (UDP), TCP congestion control, network layer, Internet Protocol version 4 (IPv4), Internet Control Message Protocol (ICMP), Internet Protocol version 6 (IPv6), routing algorithms, routing protocols, Open Shortest Path First (OSPF), Routing Information Protocol (RIP), Border Gateway Protocol (BGP), datalink layer and local area networks carrier sense multiple access with collision detection (CSMA/CD), Ethernet, virtual local area networks (VLANs), Point-to-Point Protocol (PPP), Multi-Protocol Label Switching, wireless and mobile networks, multimedia networking, security in computer networks, cryptography, and network management. Prerequisite: CSE 247; CSE 132 is suggested, but not required. Revised: 2019-02-22

Credit 3 units.

Typical periods offered: Fall, Spring

CSE 4970 Senior Project I

Implementation of a substantive project on an individual basis, involving one or more major areas in computer science. Problems pursued under this framework may be predominantly analytical, involving exploration and extension of theoretical structures, or may pivot around the design/development of solutions for particular applications drawn from areas throughout the University and/or community. In either case, the project serves as a focal point for crystallizing the concepts, techniques, and methodologies encountered throughout the curriculum. Students intending to take CSE 497-498 must submit a project proposal form (https://cse.wustl.edu/undergraduate/PublishingImages/Pages/undergraduate-research/Independent%20Study%20Form%20400.pdf) for approval by the department during the spring semester of the junior year. Prerequisite: senior standing.

Credit 3 units.

Typical periods offered: Fall, Spring

CSE 4971 Senior Project II

Implementation of a substantive project on an individual basis, involving one or more major areas in computer science. Problems pursued under this framework may be predominantly analytical, involving exploration and extension of theoretical structures, or may pivot around the design/development of solutions for particular applications drawn from areas throughout the University and/or community. In either case, the project serves as a focal point for crystallizing the concepts, techniques, and methodologies encountered throughout the curriculum. Students intending to take CSE 497-498 must submit a project proposal form (https://cse.wustl.edu/undergraduate/PublishingImages/Pages/undergraduate-research/Independent%20Study%20Form%20400.pdf) for approval by the department during the spring semester of the junior year. Prerequisite: senior standing.

Credit 3 units.

Typical periods offered: Fall, Spring

CSE 4975 Undergraduate Honors Thesis
Working closely with a faculty member, the student investigates an original idea (algorithm, model technique, etc.), including a study of its possible implications, its potential application, and its relationship to previous related work reported in the literature. Contributions and results from this investigation are synthesized and compiled into a publication-quality research paper presenting the new idea. Prerequisites: a strong academic record and permission of instructor. Credit 3 units.
Typical periods offered: Fall, Spring

Bachelor of Science in Computer Engineering (CSE)

Computer engineering encompasses studies of hardware, software, and systems issues that arise in the design, development, and application of computer systems. Computer engineers are particularly well suited to address the particular challenges that exist as computing systems interact with the real, physical world. This includes sensing, actuation, timing, security, and computing systems with widely varying form factors, ranging from servers to mobile devices to the "internet of things." The degree requires 120 units including core courses, technical electives, a capstone course, and common studies.

The Bachelor of Science in Computer Engineering degree is jointly administered by the Department of Computer Science and Engineering and the Department of Electrical and Systems Engineering.

Students working toward a Bachelor of Science in Computer Engineering degree must meet all requirements for an engineering degree from the McKelvey School of Engineering. Required courses and technical electives cannot be taken on a Pass/No Pass basis.

- **Core Requirements*:**

The following courses are required of all computer engineering students:

Code	Title	Units
CSE 1301	Introduction to Computer Science	3
CSE 1302	Introduction to Computer Engineering	3
CSE 2407	Data Structures and Algorithms	3
CSE 2600	Introduction to Digital Logic and Computer Design	3
CSE 3601	Introduction to Systems Software	3
CSE 3602	Computer Architecture	3
ESE 1050	Introduction to Electrical and Systems Engineering	4
ESE 2300	Introduction to Electrical and Electronic Circuits	4
ESE 2320	Introduction to Electronic Circuits	3
ESE 3260	Probability and Statistics for Engineering	3
Total Units		**32**

* Each of these core courses must be passed with a grade of C- or better.

- **Technical Elective Requirements:**

21 units of technical electives that fulfill the following requirements:

1. At least two courses from the following list (the "hardware" list):

Code	Title	Units
ESE 3300	Electromagnetic Theory	3
ESE 3301	Electromagnetics Lab	3
ESE 3310	Electronics Lab	3
ESE 3510	Signals and Systems	3
ESE 4301	Quantum Mechanics for Engineers	3
ESE 4310	Introduction to Quantum Electronics	3
ESE 4330	Radio Frequency and Microwave Technology for Wireless Systems	3
ESE 4360	Semiconductor Devices	3
ESE 4410	Control Systems	3
ESE 4440	Sensors and Actuators	3
ESE 4460	Robotics: Dynamics and Control	3
CSE 4603	Digital Integrated Circuit Design and Architecture	3
ESE 4650	Digital Systems Laboratory	3
ESE 4710	Communications Theory and Systems	3
ESE 4820	Digital Signal Processing	3

2. At least two courses from the following list (the "software" list):

Code	Title	Units
CSE 2301	Introduction to Parallel and Concurrent Programming	3
CSE 3302	Object-Oriented Software Development Laboratory	3
CSE 3605	Elements of Computing Systems	3
CSE 4202	Operating Systems Organization	3
CSE 4205	Programming Systems and Languages	3
CSE 4301	Translation of Computer Languages	3
CSE 4303	Introduction to Computer Security	3
CSE 4304	Reverse Engineering and Malware Analysis	3
CSE 4607	Embedded Computing Systems	3
CSE 4608	Introduction to Quantum Computing	3
CSE 4703	Introduction to Computer Networks	3

3. The remaining three courses can be any CSE course with an S, M, T, or A suffix; or CSE 3407; or any ESE course at the 3000 level or higher; or ESE 2050, ESE 2180, or ESE 2190. Additional courses (beyond the two required) in the above lists count toward this requirement.

The above can include courses at the graduate level; however, they must still meet one of the two criteria above. Up to 6 units of independent study (CSE 4001, CSE 4970-CSE 4975, ESE 4999, ESE 4991) can count toward technical electives. There is no limit as to how many independent study courses can count toward the general 120 units.

- **Capstone Requirement:**

The capstone requirement can be met by taking either CSE 4602 or ESE 4970.

- **Common Studies Requirements:**

Code	Title	Units
CWP 1500	College Writing	3
ENGR 3100	Technical Writing	3
Humanities and Social Sciences electives		18
MATH 1510	Calculus I	3
MATH 1520	Calculus II	3
MATH 2130	Calculus III	3
MATH 2500	Differential Equations	3
Natural Sciences elective		3
PHYSICS 1740	Physics I	3
PHYSICS 1551	Physics I - First Years Only	3
PHYSICS 1553	Physics I - Sophomores, Juniors, and Seniors Only	3
PHYSICS 1741	Physics I Laboratory	1
PHYSICS 1742	Physics II	3
PHYSICS 1743	Physics II Laboratory	1
Total Units		**53**

Upon completing a course in the calculus sequence (MATH 1510-MATH 1520-MATH 2130) with a grade of C+ or better, the student may apply to receive credit for the preceding courses in the calculus sequence by following the mathematics department's back credit policy.

The natural sciences requirement is for 3 units designated NSM (Natural Sciences and Mathematics) from any of the following departments: Anthropology, Biology, Chemistry, Earth and Planetary Sciences, Environmental Studies or Physics. These courses must be completed with a grade of C- or better.

The College Writing Program, humanities, and social sciences requirements are those required of all students in the McKelvey School of Engineering.

Bachelor of Science in Computer Science (CSE)

The Bachelor of Science in Computer Science (BSCS) is designed for students planning a career in computing. Students working toward a BSCS degree must meet all requirements for an applied science degree (p. 1160) from the McKelvey School of Engineering. In addition, there are the following departmental course requirements:

- **Computer Science Core Requirements* (21 units total):**

Code	Title	Units
CSE 1301	Introduction to Computer Science	3
CSE 1302	Introduction to Computer Engineering	3
CSE 2400	Logic and Discrete Mathematics	3
or MATH 3010	Foundations for Higher Mathematics	
CSE 2407	Data Structures and Algorithms	3
CSE 3302	Object-Oriented Software Development Laboratory	3
CSE 3407	Analysis of Algorithms	3
CSE 3601	Introduction to Systems Software	3
Total Units		**21**

* Each of these core courses must be passed with a grade of C- or better.

- **Systems Requirement (3 units). Choose one of the following**:**

Code	Title	Units
CSE 4202	Operating Systems Organization	3
CSE 4205	Programming Systems and Languages	3
CSE 4301	Translation of Computer Languages	3
CSE 4303	Introduction to Computer Security	3
CSE 4304	Reverse Engineering and Malware Analysis	3
CSE 4703	Introduction to Computer Networks	3

**The selected course must be passed with a grade of C- or better.

- **Methods Requirement (3 units). Choose one of the following***:**

Code	Title	Units
CSE 2506	Introduction to Human-Centered Design	3
CSE 4101	AI and Society	3
CSE 4102	Introduction to Artificial Intelligence	3
CSE 4106	Data Science for Complex Networks	3
CSE 4107	Introduction to Machine Learning	
or ESE 4170	Introduction to Machine Learning and Pattern Recognition (ESE 4170 would not count toward the required two CSE courses at the 4000+ level and would be counted as an out-of-department course.)	
CSE 4402	Introduction to Cryptography	3
CSE 4507	Introduction to Visualization	3
CSE 4608	Introduction to Quantum Computing	3

***The selected course must be passed with a grade of C- or better.

- **Computer Science Technical Elective Requirements:**

Students must complete 15 additional units (five courses) of CSE Technical Electives, which can come from any CSE classroom course including Systems and Methods Courses.

- **Overall Degree Restrictions:**

Up to 6 units total can come from a combination of approved CSE Independent Study (CSE 4001, CSE 4970, CSE 4971, CSE 4975) or approved courses from other departments (e.g., ESE 4170). Courses taken in other departments must have significant technical computing content, including those outside of the McKelvey School of Engineering. Students must complete the Elective Request form to request review of non-CSE courses. Students with interests in a particular area of computing should refer to the technical elective course sequences for suggestions on which courses are relevant to that area.

At least two courses must be CSE classroom courses at the 4000 level or higher.

All courses must be taken for a grade. Core, Systems, and Methods requirements require a C- or better. All other courses require a passing grade.

- **Math Requirements:**

Code	Title	Units
MATH 1510	Calculus I	3
MATH 1520	Calculus II	3
MATH 2130	Calculus III	3
MATH 3300	Matrix Algebra	3
or ENGR 3180	Engineering Mathematics A	
ESE 3260	Probability and Statistics for Engineering	3
or SDS 3020	Elementary to Intermediate Statistics and Data Analysis	
or SDS 5212	Statistics for Data Science I	
or DAT 120 & DAT 121	Managerial Statistics I & II	
Total Units		**15**

Upon completing a course in the calculus sequence (MATH 1510-MATH 1520-MATH 2130) with a grade of C+ or better, the student may apply to receive credit for the preceding courses in the calculus sequence by following the Department of Mathematics' back credit policy.

- **Additional Departmental Requirements:**

Code	Title	Units
CWP 1500	College Writing	3
ENGR 3100	Technical Writing	3
Natural sciences electives		8
Humanities and social sciences electives		18
Total Units		**32**

The College Writing Program, humanities, and social sciences requirements are required of all students in the McKelvey School of Engineering. For information about how to fulfill the school's English proficiency requirement, please visit the Degree Requirements page of this Bulletin (p. 1162).

The natural sciences requirement is for 8 units designated NSM (Natural Sciences and Mathematics) from any of the following departments: Anthropology; Biology; Chemistry; Earth, Environmental, and Planetary Sciences; Environmental Studies; or Physics. The College Writing Program and natural sciences courses must be completed with a grade of C- or better.

All courses taken to meet any of the above requirements (with the exception of the humanities and social sciences electives) cannot be taken on a Pass/No Pass basis.

Bachelor of Science in Computer Science + Economics (CSE)

The College of Arts & Sciences and the McKelvey School of Engineering have developed a new major that allows students interested in both economics and computer science to combine these two complementary disciplines efficiently, without having to pursue them as two separate majors.

Course Requirements*

Code	Title	Units
MATH 1510	Calculus I	3
MATH 1520	Calculus II	3
SDS 3020	Elementary to Intermediate Statistics and Data Analysis**	3
or ESE 3260	Probability and Statistics for Engineering	
or SDS 3030	Statistics for Data Science I	
MATH 2130	Calculus III	3
CSE 1301	Introduction to Computer Science	3
CSE 2400	Logic and Discrete Mathematics	3
or MATH 3010	Foundations for Higher Mathematics	
CSE 2407	Data Structures and Algorithms	3
CSE 3407	Analysis of Algorithms	3
ECON 1501	Introduction to Microeconomics	3
ECON 1502	Introduction to Macroeconomics	3
ECON 4001	Intermediate Microeconomic Theory	3
ECON 3150	Introduction to Econometrics	3
or ECON 4150	Introduction with Econometrics with Writing	
Total Units		**36**

* Each of these core courses must be passed with a grade of C- or better.

**Of these options, SDS 3020 is the preferred course.

Electives

Six upper-level approved courses from the Department of Economics and Computer Science & Engineering (CSE) are required: three from Economics and three from CSE. Students who have AP credits to satisfy the requirements for ECON 1501 - Introduction to Microeconomics and/or ECON 1502 - Introduction to Macroeconomics can instead take approved electives in either department, and they can add at most one approved course from outside both departments.

Economics Electives

Three 3-unit economics electives drawn from any ECON 4001 Intermediate Microeconomic Theory prerequisite course, including ECON 4002 Intermediate Macroeconomic Theory, are required.

Economics electives of particular relevance include (but are not limited to) ECON 4315 Market Design, ECON 4151 Applied Econometrics, ECON 4335 Industrial Organization, ECON 4710 Game Theory, and ECON 4420 Computational Macroeconomics.

Computer Science Electives

Code	Title	Units
CSE 2107	Introduction to Data Science	3
CSE 3101	Introduction to Intelligent Agents Using Science Fiction	3
CSE 3104	Data Manipulation and Management	3
CSE 3300	Rapid Prototype Development and Creative Programming	3
CSE 3302	Object-Oriented Software Development Laboratory	3
CSE 3401	Parallel and Sequential Algorithms	3
CSE 4000	Independent Study (MUST be approved by CSE CS+Econ Director)	3
CSE 4061	Text Mining	3
CSE 4101	AI and Society	3
CSE 4102	Introduction to Artificial Intelligence	3
CSE 4106	Data Science for Complex Networks	3
CSE 4107	Introduction to Machine Learning	3
or ESE 4170	Introduction to Machine Learning and Pattern Classification	
CSE 4205	Programming Systems and Languages	3
CSE 4207	Cloud Computing With Big Data Applications	3
CSE 4305	Database Management Systems	3
CSE 4507	Introduction to Visualization	3
CSE 5104	Data Mining	3
CSE 5107	Machine Learning	3
CSE 5108	Human-in-the-Loop Computation	3
CSE 5403	Algorithms for Nonlinear Optimization	3
CSE 5507	Advanced Visualization	3

Additional Departmental Requirements

Code	Title	Units
CWP 1500	College Writing	3
ENGR 3100	Technical Writing	3
Natural Sciences electives		8
Humanities and Social Sciences electives		18

The College Writing Program, humanities, and social sciences requirements are those required of all students in the McKelvey School of Engineering. For information about how to fulfill the school's English proficiency requirement, please visit the Degree Requirements page (p. 1162).

The natural sciences requirement is for 8 units designated NSM (Natural Sciences and Mathematics) from any of the following departments: Anthropology; Biology; Chemistry; Earth, Environmental, and Planetary Sciences; Environmental Studies; or Physics. The College Writing Program and natural sciences courses must be completed with a grade of C- or better.

All courses taken to meet any of the above requirements (with the exception of the humanities and social sciences electives) cannot be taken on a Pass/No Pass basis.

Bachelor of Science in Computer Science + Mathematics (CSE)

This major, developed through a collaboration between the McKelvey School of Engineering and the College of Arts & Sciences, efficiently captures the intersection of the complementary studies of computer science and math.

McKelvey Engineering students who declare this major must fulfill the core course requirements listed below and all other requirements for the Applied Science degree in the McKelvey School of Engineering. They must also complete ENGR 3100 Technical Writing and 8 units of courses designated as NSM (Natural Sciences & Math) from Anthropology (ANTHRO), Biology and Biomedical Sciences (BIOL), Chemistry (CHEM), Earth, Environmental, and Planetary Sciences (EEPS), Physics (PHYSICS), or Environmental Studies (ENST).

Arts & Sciences students who declare this major must fulfill the distribution requirements and all other requirements for the Bachelor of Arts (BA) degree in addition to the specific requirements listed below.

Core Course Requirements*

Code	Title	Units
CSE 1301	Introduction to Computer Science	3
CSE 2400	Logic and Discrete Mathematics **	3
CSE 2407	Data Structures and Algorithms	3
CSE 3407	Analysis of Algorithms	3
MATH 1510	Calculus I **	3
MATH 1520	Calculus II **	3
MATH 2130	Calculus III **	3
MATH 3010 Foundations for Higher Mathematics ** **or** MATH 3015 Foundations for Higher Mathematics With Writing **		3
MATH 3300	Matrix Algebra **	3
SDS 3020 Elementary to Intermediate Statistics and Data Analysis **or** SDS 3030 Statistics for Data Science I **or** ESE 3260 Probability and Statistics for Engineering		3
Total Units		**30**

* Each of these core courses must be passed with a C- or better.

** AP credit may be applied in place of MATH 1510 and/or MATH 1520. Students who complete the MATH 2801 Honors Mathematics I and MATH 2802 Honors Mathematics II sequence will be considered to have completed MATH 1510, MATH 1520, MATH 2130, and CSE 2400; these students are also recommended to bypass MATH 3010/MATH 3015 and MATH 3300, for which they may substitute any other upper-level Mathematics courses.

Electives

Seven upper-level courses from Math or Computer Science & Engineering can be chosen from the approved list, with the following caveats:

- At least three courses must be taken from CSE and at least three courses must be taken from Math.
- At most one preapproved course from outside both departments can be selected.
- CSE 4000 or CSE 4001 Independent Study may be taken for a maximum of 3 units and must be approved by a CS+Math review committee.
- For each of the following pairs of electives, students may count one as an elective toward the major but not both:
  - CSE 2107 Introduction to Data Science **or** BME 4400 Biomedical Data Science
  - CSE 4107 Introduction to Machine Learning **or** ESE 4170 Introduction to Machine Learning and Pattern Classification
  - CSE 4109 Introduction to AI for Health **or** CSE 5310 AI for Health
  - MATH 4560 Topics in Financial Mathematics **or** ESE 4270 Financial Mathematics

List of Approved Electives

Computer Science & Engineering

Code	Title	Units
CSE 2107	Introduction to Data Science	3
CSE 3401	Parallel and Sequential Algorithms	3
CSE 4061	Text Mining	3
CSE 4101	AI and Society	3
CSE 4102	Introduction to Artificial Intelligence	3
CSE 4106	Data Science for Complex Networks	3
CSE 4107	Introduction to Machine Learning	3
CSE 4109	Introduction to AI for Health	3
CSE 4207	Cloud Computing with Big Data Applications	3
CSE 4402	Introduction to Cryptography	3
CSE 4470	Introduction to Formal Languages and Automata	3
CSE 4507	Introduction to Visualization	3
CSE 4608	Introduction to Quantum Computing	3
CSE 5100	Deep Reinforcement Learning	3
CSE 5103	Theory of Artificial Intelligence and Machine Learning	3
CSE 5104	Data Mining	3
CSE 5105	Bayesian Methods in Machine Learning	3
CSE 5106	Multi-Agent Systems	3
CSE 5107	Machine Learning	3
CSE 5108	Human-in-the-Loop Computation	3
CSE 5270	Natural Language Processing	3
CSE 5313	Coding and Information Theory for Data Science	3
CSE 5310	AI for Health	3
CSE 5401	Advanced Algorithms	3
CSE 5403	Algorithms for Nonlinear Optimization	3
CSE 5404	Special Topics in Computer Science Theory	3
CSE 5406	Computational Geometry	3
CSE 5504	Geometric Computing for Biomedicine	3
CSE 5505	Adversarial AI	3
CSE 5509	Computer Vision	3
CSE 5519	Advances in Computer Vision	3
CSE 5610	Large Language Models	3
CSE 5801	Approximation Algorithms	3
CSE 5804	Algorithms for Biosequence Comparison	3
CSE 5807	Algorithms for Computational Biology	3
ESE 5130	Large-Scale Optimization for Data Science	3

Mathematics

Code	Title	Units
MATH 3410	Introduction to Combinatorics	3
MATH 3420	Graph Theory	3
MATH 3590	Topics in Applied Mathematics	3
MATH 4101	Introduction to Analysis	3
MATH 4102	Introduction to Lebesgue Integration	3
MATH 4150	Introduction to Fourier Series and Integrals	3
MATH 4201	Topology I	3
MATH 4220	An Introduction to Differential Geometry	3
MATH 4301	Linear Algebra	3
MATH 4302	Modern Algebra	3
MATH 4350	Number Theory and Cryptography	3
MATH 4493	Topics in Graph Theory	3
MATH 4501	Numerical Applied Mathematics	3
MATH 4502	Topics in Applied Mathematics	3
MATH 4560	Topics in Financial Mathematics	3
MATH 4570	The Mathematics of Quantum Theory	3
SDS 4010	Probability	3
SDS 4720	Stochastic Processes	3

Statistics and Data Science

Code	Title	Units
SDS 4010	Probability *	3
SDS 4020	Mathematical Statistics	3
SDS 4110	Experimental Design	3
SDS 4120	Survival Analysis	3
SDS 4130	Linear Statistical Models	3
SDS 4140	Advanced Linear Statistical Models	3
SDS 4155	Time Series Analysis	3
SDS 4210	Statistical Computation	3
SDS 4310	Bayesian Statistics	3
SDS 4430	Statistical Learning	3
SDS 4440	Mathematical Foundations of Data Science	3
SDS 4720	Stochastic Processes *	3

* This course may be counted as a Mathematics elective.

Electrical & Systems Engineering

Code	Title	Units
ESE 4031	Optimization for Engineered Planning, Decisions and Operations	3
ESE 4150	Optimization	3
ESE 4170	Introduction to Machine Learning and Pattern Classification	3
ESE 4270	Financial Mathematics	3
ESE 4290	Basic Principles of Quantum Optics and Quantum Information	3
ESE 5130	Large-Scale Optimization for Data Science *	3
ESE 5200	Probability and Stochastic Processes	3

* This course may be counted as a Computer Science & Engineering elective.

Economics

Code	Title	Units
ECON 4151	Applied Econometrics	3
ECON 4710	Game Theory	3

Linguistics

Code	Title	Units
LING 3250	Introduction to Computational Linguistics	3
LING 4250	Computation and Learnability in Linguistic Theory	3

Biomedical Engineering

Code	Title	Units
BME 4400	Biomedical Data Science	3
BME 4700	Mathematics of Imaging Science	3
BME 5720	Biological Neural Computation	3

Physics

Code	Title	Units
PHYSICS 4027	Introduction to Computational Physics	3

Additional Departmental Requirements

Code	Title	Units
ENGR 3100	Technical Writing	3
One themed writing course from the College Writing Program		3
Humanities and social sciences electives		18
Natural sciences electives		8

The College Writing Program, humanities, and social sciences requirements are those required of all students in the McKelvey School of Engineering. For information about how to fulfill the school's English proficiency requirement, please visit the Degree Requirements page (p. 1162).

The natural sciences requirement is for 8 units designated NSM (Natural Sciences and Mathematics) from any of the following departments: Anthropology, Biology, Chemistry, Earth and Planetary Sciences, Environmental Studies or Physics. The College Writing Program and natural sciences courses must be completed with a grade of C- or better.

All courses taken to meet any of the above requirements (with the exception of the humanities and social sciences electives) cannot be taken on a pass/no pass basis.

Bachelor of Science in Data Science (CSE)

The College of Arts & Sciences and McKelvey School of Engineering developed a new major that efficiently captures the intersection of mathematics and statistics with computer science for data science. The Bachelor of Arts in Data Science (BADS) will give students the formal foundation needed to understand the applicability and consequences of the various approaches to analyzing data with a focus on statistical modeling and machine learning.

Students who declare this major must fulfill the core course requirements and electives listed below. In addition, students need to meet the ethics and professional responsibility requirement as well as the practicum requirement. Arts & Sciences students who declare this major must fulfill all other requirements for a BA degree. McKelvey Engineering students who declare this major must complete all other requirements for the Applied Science degree in the McKelvey School of Engineering. They must also complete ENGR 3100 Technical Writing and 8 units of courses designated as Natural Sciences & Math (NSM) from Anthropology (ANTHRO), Biology and Biomedical Sciences (BIOL), Chemistry (CHEM), Earth, Environmental, and Planetary Sciences (EEPS), Physics (PHYSICS), or Environmental Studies (ENST).

Data Science Core Requirements (CR)

Code	Title	Units
CSE 1301	Introduction to Computer Science	3
CSE 2107	Introduction to Data Science	3
CSE 2407	Data Structures and Algorithms	3
CSE 3104	Data Manipulation and Management	3
CSE 4107 Introduction to Machine Learning **or** SDS 4430 Multivariate Statistical Analysis **or** ESE 4170 Introduction to Machine Learning and Pattern Classification		3
MATH 1510	Calculus I	3
MATH 1520	Calculus II	3
MATH 2130	Calculus III	3
MATH 3300	Matrix Algebra	3
SDS 3030	Statistics for Data Science I	3
SDS 4030	Statistics for Data Science II	3
SDS 4130	Linear Statistical Models	3
Total Units		**36**

Data Science Technical Electives

Four courses can be chosen from the list of approved electives given below, with the following caveats:

- At least one course from Statistics and Data Science (at the 4000 level or above)
- At least one course from Computer Science & Engineering (at the 4000 level or above)
- At most one course at the 2000 level

List of Approved Data Science Technical Electives

Computer Science and Engineering

Code	Title	Units
CSE 2307	Programming Tools and Techniques	3
CSE 2506	Introduction to Human Centered Design	3
CSE 3050*	Responsible Data Science	3
CSE 3101	Introduction to Intelligent Agents Using Science Fiction	3
CSE 3407	Analysis of Algorithms	3
CSE 4061	Text Mining	3
CSE 4101*	AI and Society	3
CSE 4102	Introduction to Artificial Intelligence	3
CSE 4107**	Introduction to Machine Learning	3
CSE 4109***	Introduction to AI for Health	3
CSE 4207	Cloud Computing	3
CSE 4305	Database Management Systems	3
CSE 4507	Introduction to Visualization	3
CSE 5104	Data Mining	3
CSE 5105	Bayesian Methods in Machine Learning	3
CSE 5107	Machine Learning	3
CSE 5108	Human in the Loop Computation	3
CSE 5403	Algorithms for Nonlinear Optimization	3
CSE 5509	Computer Vision	3

* CSE 3050 and CSE 4101 cannot be double counted in EPR.
** CSE 4107 cannot be double counted in CR.
*** CSE 4109 cannot be double counted as Practicum.

Statistics and Data Science

Code	Title	Units
SDS 3110	Biostatistics	3
SDS 4020	Mathematical Statistics	3
SDS 4110	Experimental Design	3
SDS 4120	Survival Analysis	3
SDS 4135	Applied Statistics Practicum*	3
SDS 4140	Advanced Linear Statistical Models	3

SDS 4155	Time Series Analysis	3
SDS 4210	Statistical Computation	3
SDS 4310	Bayesian Statistics	3
SDS 4430	Statistical Learning**	3
SDS 4440	Mathematical Foundations of Data Science	3
SDS 4480	Topics in Statistics, Machine Learning Methods in Biological Sciences	3
SDS 4720	Stochastic Processes	3
SDS 5061	Theory of Statistics I	3
SDS 5062	Theory Statistics II	3
SDS 5071	Advanced Linear Models	3
SDS 5072	Advanced Linear Models II	3
SDS 5531	Advanced Statistical Computing I	3
SDS 5532	Advanced Statistical Computing II	3
SDS 5595	Topics in Statistics, Spatial Statistics	3
SDS 5800	Topics in Statistics	3
SDS 5805	Topics in Statistics	3

* SDS 4135 cannot be double counted as Practicum.
** SDS 4430 cannot be double counted in CR.

Mathematics

Code	Title	Units
Math 4501	Numerical Applied Mathematics	3
Math 4502	Topics in Applied Mathematics	3
Math 4560	Topics in Financial Mathematics	3
Math 5223	Geometry/Topology III	3

Electrical and Systems Engineering

Code	Title	Units
ESE 3590	Signals, Data and Equity	3
ESE 4031	Optimization for Engineered Planning, Decisions and Operations	3
ESE 4150	Optimization	3
ESE 4270	Financial Mathematics	3
ESE 5130	Large Scale Optimization for Data Science	3

Energy, Environmental & Chemical Engineering

Code	Title	Units
EECE 2020	Computational Modeling in Energy, Environmental and Chemical Engineering	3

Linguistics

Code	Title	Units
LING 3250	Introduction to Computational Linguistics	3

Ethics and Professional Responsibility Requirement (EPR)

- 3 units of courses from the following list:

List of EPR Course Options

Code	Title	Units
CSE 3050*	Responsible Data Science	3
CSE 4101*	AI and Society	3
ENGR 4501	Engineering Ethics and Sustainability	1
ENGR 4502	Engineering Leadership and Team Building	1
ENGR 4503	Conflict Management and Negotiation	1
MSB 5560	Ethics in Biostatistics and Data Science	2
PHIL 2070	Business Ethics	3
PHIL 3160	Classical Ethical Theories	3
PHIL 4250	Normative Ethical Theory	3
POLSCI 3313	Theories of Social Justice	3

* CSE 3050 and CSE 4101 cannot be double counted as technical electives.

Practicum Requirement

- Students must complete an approved comprehensive data science project or experience for their practicum requirement. The practicum must be approved by the committee of data science faculty.
- The practicum experience should be completed during the next-to-last semester of study (i.e., the first semester of senior year). It is important that practicum plans be submitted for review *prior to starting the project or coursework* to ensure the proposed work is sufficient for the objectives of the practicum. After-the-fact approvals are possible but not guaranteed.
- Appropriate practicum work is possible via the following pathways:
  - Independent Study (CSE 4001 or SDS 4000)
  - Project-focused courses, including (but not limited to) CSE 4109 Introduction to AI for Health, CSE 4307 Software Engineering Workshop, CSE 4504 Software Engineering for External Clients, and SDS 4135 Applied Statistics Practicum. Students should contact course instructors in advance to identify the degree of agency the student will have over project selection and requirements.
  - Internships related to data science can be used to fulfill the practicum. Internships (paid or unpaid) cannot count for credit, but can satisfy the practicum requirement.

- To initiate the approval process, majors through the McKelvey School of Engineering should contact the CSE undergraduate coordinator (cse.undergrad@wustl.edu) in the CSE department, and majors through Arts & Sciences should contact the Undergraduate Director(s) (sdsundergraddirector@wustl.edu) in the Department of Statistics and Data Science.

Bachelor of Science in Business and Computer Science (CSE)

The Bachelor of Science in Business and Computer Science degree program provides an integrated educational experience that involves both the Olin Business School and the McKelvey School of Engineering. The objectives of this program are to provide students with the fundamental knowledge and perspectives of computer science and business and to expose them to the unique opportunities created by combining these disciplines. As one of the only such joint programs in the country, the Bachelor of Science in Business and Computer Science features unique curricular and cocurricular elements that help to create a distinctive program.

General Degree Requirements

- Complete at least 120 applicable units
- Earn at least a C (2.0 cumulative grade point average) in all applicable courses taken at Washington University
- Earn at least a C (2.0 GPA) in each separate school of study
- Complete a minimum of 60 units at Washington University (at least 30 units must be B courses and at least 30 units must be E courses taken at Washington University)
- Complete the last 30 units at Washington University

Foundation Course Requirements (31 units)

Code	Title	Units
MATH 1510	Calculus I (AP credit may satisfy this requirement)	3
MATH 1520	Calculus II (AP credit may satisfy this requirement)	3
MATH 2130	Calculus III	3
MATH 3300	Matrix Algebra (Prerequisite: Math 1520)	3
DAT 1200	Managerial Statistics I	3
or ESE 3260	Probability and Statistics for Engineering	
or SDS 3020	Elementary to Intermediate Statistics and Data Analysis	
DAT 1201	Managerial Statistics II	3
MGT 2010	Management Communication	4
ENGR 3100	Technical Writing	3
One College Writing Program course (themed writing course)		3
One Natural Sciences course designated NSM (Natural Sciences and Mathematics)		3
Total Units		**31**

Upon completing a course in the calculus sequence (MATH 1510-MATH 1520-MATH 2130) with a grade of C+ or better, the student may apply to receive credit for the preceding courses in the calculus sequence by following the mathematics department's back credit policy.

The Natural Sciences requirement is for 3 units designated NSM (Natural Sciences and Mathematics) from any of the following departments: Anthropology, Biology, Chemistry, Earth and Planetary Sciences, Environmental Studies or Physics. These courses must be completed with a grade of C- or better.

The school's English proficiency requirement is satisfied only by a grade of C- or better in one of the themed college writing courses developed by the College Writing Program.

Breadth/Free Elective Course Requirements (24 units)

- Humanities and Social Sciences (15 units): Any course with A&S attributes of Humanities (HUM), Language and Cultural Diversity (LCD), or Social and Behavioral Sciences (SSC). These courses must be taken with the credit grade option only (not Pass/No Pass). At least one course must be an ethics course from the program's list of approved ethics courses.
- Free Electives (9 units): Any course from any day-school division, including prematriculation credit (e.g., AP credit). The free elective courses may be taken with the Pass/No Pass grade option. A student may take a maximum of one course per semester as Pass/No Pass. If a course is only offered as Pass/No Pass, a student may choose another course to audit or take as Pass/No Pass.

Capstone/Integrated Learning Experience Requirements (6 units)

- 6 units of coursework jointly approved by the faculty curriculum oversight committees of both Business and Engineering
- Junior Year Capstone: MGT 4101 CEL Entrepreneurial Consulting Team
- Senior Year Capstone: CSE 4307 Software Engineering Workshop, CSE 4309 Mobile Application Development II, or CSE 4501 Video Game Programming II

Major Course Requirements (60 units)

- Business Course Requirements (30 units) as listed in the section below
- Computer Science Course Requirements (30 units) as listed in the section below

Business Course Requirements (30 total units)

Choose one of the two following clusters:

Business Analytics Cluster

Business Core Course Requirements (18 units):

Code	Title	Units
ACCT 2610	Principles of Financial Accounting (Prerequisites: Second-semester first-year standing)	3
FIN 3150	Capital Markets and Financial Management (Prerequisites: ACCT 2610, and DAT 1200)	3
MEC 2900	Microeconomics (Prerequisites: MATH 1510 or concurrent enrollment in MATH 1520 or MATH 2130)	3
MKT 3150	Principles of Marketing (Prerequisites: Sophomore standing and MEC 2900 or ECON 1011 or MGT 1000)	3
SCOT 2200	Quantitative Business Decision Making (Prerequisites: DAT 1200 and completion or concurrent enrollment in DAT 1201)	3
SCOT 3150	Operations and Manufacturing Management (Prerequisites: ACCT 2610, MEC 2900 or ECON 1011, and completion or concurrent enrollment in SCOT 2000)	3
Total Units		**18**

Electives (choose 12 units):

Code	Title	Units
DAT 3015	Data Analytics in Python (Prerequisite: Sophomore standing)	3
FIN 4480	Advanced Financial Management (Prerequisites: FIN 3150 and DAT 1201)	3
FIN 4510	Options, Futures and Derivative Securities (Prerequisite: FIN 3150, DAT 1201, and MATH 1520)	3
MEC 4710	Empirical Techniques for Industry Analysis (Prerequisites: MEC 2900, DAT 1200, DAT 1201)	3
MKT 3780	Marketing Research (Prerequisites: MKT 3150, DAT 1200, and DAT 1201 or concurrent enrollment in DAT 1201)	3
MKT 4001	Digital Marketing and Analytics (Prerequisites: MKT 3150 and either DAT 1200, MATH 2200, MATH 3200, or ESE 3260)	3
SCOT 4300	Operations Fun: Data Driven Optimization (Prerequisite: SCOT 2000)	3
SCOT 4580	Operations Analytics (Prerequisite: SCOT 3150)	3

Strategy & Leadership Cluster

Business Core Course Requirements (15 units):

Code	Title	Units
ACCT 2610	Principles of Financial Accounting	3
FIN 3150	Capital Markets and Financial Management	3
MEC 2900	Microeconomics	3
MGT 1000	Individual in a Managerial Environment	3
OB 3150	Organization Behavior Within the Firm (MGT 1000 or Sophomore standing)	3
Total Units		**15**

Electives (choose 15 units):

Code	Title	Units
MEC 3700	Game Theory for Business (MEC 2900 or ECON 4001)	3
MEC 4700	Industrial Economics (MEC 3700)	3
MGT 3800	Business Strategy (MEC 2900 or ECON 4001)	3
MGT 4020	Ethical Issues in Managerial Decision Making (Senior Standing)	1.5
MGT 4210	Introduction to Entrepreneurship	3
or MGT 4603	Introduction to Social Entrepreneurship	
MGT 4290	Management and Corporate Responsibility	1.5
MGT 4601	Corporate and Global Strategy	3
OB 4300	Thinking Creatively and Leading Creative Teams (OB 3150)	1.5
OB 4340	Talent Analytics (OB 3150 and SCOT 2000)	1.5
OB 4350	People Metrics (OB 3150 and SCOT 2000)	1.5
OB 4610	Negotiation (OB 3150)	3
OB 4620	Leadership in Organizations (Sophomore standing)	3
OB 4685	Mindfulness and Performance in the Workplace	1.5
OB 4720	Defining Moments: Lessons in Leadership & Character From the Top (Senior standing or Junior standing with instructor permission)	1.5

Computer Science Course Requirements (30 total units)

Computer Science Core Course Requirements (9 units, C- grade required):

Code	Title	Units
CSE 1301	Introduction to Computer Science	3
CSE 2407	Data Structures and Algorithms	3
CSE 3302	Object-Oriented Software Development Laboratory	3
Total Units		**9**

Electives (choose 21 units):

Code	Title	Units
Choose seven courses from any CSE courses with a Workday course tag of CSE Applications, CSE Machines, CSE Systems, or CSE Theory. CSE 1302, CSE 2400, CSE 3050, and CSE 3407 will count as electives in this category. Note that ESE 4170 will be accepted as a CSE elective as well.		

Notes:

- Students earning this degree will not be eligible to earn a second undergraduate degree or a second major in computer science, computer science + math, computer science + economics, data science, or a minor in computer science.
- Students earning this degree will not be eligible to earn a second undergraduate degree or second major in business. Students are eligible to earn a business minor, but 15 additional units are required, as coursework cannot double count.
- Students earning this degree will not be eligible to earn a second major in financial engineering.

Second Major in Computer Science (CSE)

The second major provides an opportunity to combine computer science with another degree program. A second major in computer science can expand a student's career options and enable interdisciplinary study in areas such as cognitive science, computational biology, chemistry, physics, philosophy and linguistics. The second major is also well suited for students planning careers in medicine, law, business, architecture and fine arts. The requirements are as follows. There are no additional distribution or unit requirements for the second major.

- **Computer Science Core Requirements* (21 Units Total):**

Code	Title	Units
CSE 1301	Introduction to Computer Science	3
CSE 1302	Introduction to Computer Engineering	3
CSE 2400 Logic and Discrete Mathematics **or** MATH 3010 Foundations for Higher Mathematics		3
CSE 2407	Data Structures and Algorithms	3
CSE 3302	Object-Oriented Software Development Laboratory	3
CSE 3407	Analysis of Algorithms	3
CSE 3601	Introduction to Systems Software	3
Total Units		**21**

* Each of these core courses must be passed with a grade of C- or better.

- **Systems Requirement (3 Units). Choose one of the following**:**

Code	Title	Units
CSE 4202	Operating Systems Organization	3
CSE 4205	Programming Systems and Languages	3
CSE 4301	Translation of Computer Languages	3
CSE 4303	Introduction to Computer Security	3
CSE 4304	Reverse Engineering and Malware Analysis	3
CSE 4703	Introduction to Computer Networks	3

** The selected course must be passed with a grade of C- or better.

- **Methods Requirement (3 Units). Choose one of the following***:**

Code	Title	Units
CSE 2506	Introduction to Human-Centered Design	3
CSE 4101	AI and Society	3
CSE 4102	Introduction to Artificial Intelligence	3
CSE 4106	Data Science for Complex Networks	3
CSE 4107 Introduction to Machine Learning **or** ESE 4170 Introduction to Machine Learning and Pattern Recognition (ESE 4170 would not count toward the required two CSE courses at the 4000+ level and would be counted as an out-of-department course.)		3
CSE 4402	Introduction to Cryptography	3
CSE 4507	Introduction to Visualization	3
CSE 4608	Introduction to Quantum Computing	3

*** The selected course must be passed with a grade of C- or better.

- **Computer Science Technical Elective Requirements:**

Students must complete 15 additional units (five courses) of CSE Technical Electives, which can come from any CSE classroom course including Systems and Methods Courses.

- **Overall Degree Restrictions:**

Up to 6 units total can come from a combination of approved CSE Independent Study (CSE 4001, CSE 4970, CSE 4971, CSE 4975) or approved courses from other departments (e.g., ESE 4170). Courses taken in other departments must have significant technical computing content, including those outside of the McKelvey School of Engineering. Students must complete the Elective Request form to request review of non-CSE courses. Students with interests in a particular area of computing should refer to the technical elective course sequences for suggestions on which courses are relevant to that area.

At least two courses must be CSE classroom courses at the 4000 level or higher.

All courses must be taken for a grade. Core, Systems, and Methods requirements require a C- or better. All other courses require a passing grade.

- **Math Requirements:**

Code	Title	Units
MATH 1510	Calculus I	3
MATH 1520	Calculus II	3
MATH 2130	Calculus III	3
MATH 3300 Matrix Algebra **or** ESE 3180 Engineering Mathematics A		3
ESE 3260 Probability and Statistics for Engineering **or** SDS 3020 Elementary to Intermediate Statistics and Data Analysis **or** SDS 5212 Statistics for Data Science I **or** DAT 120 Managerial Statistics I + DAT 121 Managerial Statistics II		3
Total Units		**15**

Upon completing a course in the calculus sequence (MATH 1510-MATH 1520-MATH 2130) with a grade of C+ or better, the student may apply to receive credit for the preceding courses in the calculus sequence by following the Department of Mathematics' back credit policy.

- **Additional Departmental Requirements:**

Code	Title	Units
CWP 1500	College Writing	3
ENGR 3100	Technical Writing	3
Natural sciences electives		8
Humanities and social sciences electives		18
Total Units		**32**

The College Writing Program, humanities, and social sciences requirements are required of all students in the McKelvey School of Engineering. For information about how to fulfill the school's English proficiency requirement, please visit the Degree Requirements page of this Bulletin (p. 1162).

The natural sciences requirement is for 8 units designated NSM (Natural Sciences and Mathematics) from any of the following departments: Anthropology; Biology; Chemistry; Earth, Environmental, and Planetary Sciences; Environmental Studies; or Physics. The College Writing Program and natural sciences courses must be completed with a grade of C- or better.

All courses taken to meet any of the above requirements (with the exception of the humanities and social sciences electives) cannot be taken on a pass/no pass basis.

Second Major in Computer Science + Mathematics (CSE)

This second major, developed through a collaboration between the McKelvey School of Engineering and the College of Arts & Sciences, efficiently captures the intersection of the complementary studies of computer science and math.

McKelvey Engineering students who declare this major must fulfill the core course requirements listed below and all other requirements for the Applied Science degree (p. 1160) in the McKelvey School of Engineering. They must also complete ENGR 3100 Technical Writing and 8 units of courses designated as NSM (Natural Sciences & Math) from Anthropology (ANTHRO), Biology and Biomedical Sciences (BIOL), Chemistry (CHEM), Earth, Environmental, and Planetary Sciences (EEPS), Physics (PHYSICS), or Environmental Studies (ENST).

Arts & Sciences students who declare this major must fulfill the distribution requirements and all other requirements for the Bachelor of Arts (BA) degree (p. 988) in addition to the specific requirements listed below.

Core Course Requirements*

Code	Title	Units
CSE 1301	Introduction to Computer Science	3
CSE 2400	Logic and Discrete Mathematics **	3
CSE 2407	Data Structures and Algorithms	3
CSE 3407	Analysis of Algorithms	3
MATH 1510	Calculus I **	3
MATH 1520	Calculus II **	3
MATH 2130	Calculus III **	3
MATH 3010 Foundations for Higher Mathematics ** **or** MATH 3015 Foundations for Higher Mathematics With Writing **		3
MATH 3300	Matrix Algebra **	3
SDS 3020 Elementary to Intermediate Statistics and Data Analysis **or** SDS 3030 Statistics for Data Science I **or** ESE 3260 Probability and Statistics for Engineering		3
Total Units		**30**

* Each of these core courses must be passed with a C- or better.

** AP credit may be applied in place of MATH 1510 and/or MATH 1520. Students who complete the MATH 2801 Honors Mathematics I and MATH 2802 Honors Mathematics II sequence will be considered to have completed MATH 1510, MATH 1520, MATH 2130, and CSE 2400; these students are also recommended to bypass MATH 3010/MATH 3015 and MATH 3300, for which they may substitute any other upper-level Mathematics courses.

Electives

Seven upper-level courses from Math or Computer Science & Engineering can be chosen from the approved list, with the following caveats:

- At least three courses must be taken from CSE and at least three courses must be taken from Math.
- At most one preapproved course from outside both departments can be selected.
- CSE 4000 or CSE 4001 Independent Study may be taken for a maximum of 3 units and must be approved by a CS+Math review committee.
- For each of the following pairs of electives, students may count one as an elective toward the major but not both:
  - CSE 2107 Introduction to Data Science **or** BME 4400 Biomedical Data Science
  - CSE 4107 Introduction to Machine Learning **or** ESE 4170 Introduction to Machine Learning and Pattern Classification
  - CSE 4109 Introduction to AI for Health **or** CSE 5310 AI for Health
  - MATH 4560 Topics in Financial Mathematics **or** ESE 4270 Financial Mathematics

List of Approved Electives

Computer Science & Engineering

Code	Title	Units
CSE 2107	Introduction to Data Science	3
CSE 3401	Parallel and Sequential Algorithms	3
CSE 4061	Text Mining	3
CSE 4101	AI and Society	3
CSE 4102	Introduction to Artificial Intelligence	3
CSE 4106	Data Science for Complex Networks	3
CSE 4107	Introduction to Machine Learning	3
CSE 4109	Introduction to AI for Health	3
CSE 4207	Cloud Computing with Big Data Applications	3
CSE 4402	Introduction to Cryptography	3
CSE 4470	Introduction to Formal Languages and Automata	3
CSE 4507	Introduction to Visualization	3
CSE 4608	Introduction to Quantum Computing	3
CSE 5100	Deep Reinforcement Learning	3
CSE 5103	Theory of Artificial Intelligence and Machine Learning	3
CSE 5104	Data Mining	3
CSE 5105	Bayesian Methods in Machine Learning	3
CSE 5106	Multi-Agent Systems	3
CSE 5107	Machine Learning	3
CSE 5108	Human-in-the-Loop Computation	3
CSE 5270	Natural Language Processing	3
CSE 5313	Coding and Information Theory for Data Science	3
CSE 5310	AI for Health	3
CSE 5401	Advanced Algorithms	3
CSE 5403	Algorithms for Nonlinear Optimization	3
CSE 5404	Special Topics in Computer Science Theory	3
CSE 5406	Computational Geometry	3
CSE 5504	Geometric Computing for Biomedicine	3
CSE 5505	Adversarial AI	3
CSE 5509	Computer Vision	3
CSE 5519	Advances in Computer Vision	3
CSE 5610	Large Language Models	3
CSE 5801	Approximation Algorithms	3
CSE 5804	Algorithms for Biosequence Comparison	3
CSE 5807	Algorithms for Computational Biology	3
ESE 5130	Large-Scale Optimization for Data Science	3

Mathematics

Code	Title	Units
MATH 3410	Introduction to Combinatorics	3
MATH 3420	Graph Theory	3
MATH 3590	Topics in Applied Mathematics	3
MATH 4101	Introduction to Analysis	3
MATH 4102	Introduction to Lebesgue Integration	3
MATH 4150	Introduction to Fourier Series and Integrals	3
MATH 4201	Topology I	3
MATH 4220	An Introduction to Differential Geometry	3
MATH 4301	Linear Algebra	3
MATH 4302	Modern Algebra	3
MATH 4350	Number Theory and Cryptography	3
MATH 4493	Topics in Graph Theory	3
MATH 4501	Numerical Applied Mathematics	3
MATH 4502	Topics in Applied Mathematics	3
MATH 4560	Topics in Financial Mathematics	3
MATH 4570	The Mathematics of Quantum Theory	3
SDS 4010	Probability	3
SDS 4720	Stochastic Processes	3

Statistics and Data Science

Code	Title	Units
SDS 4010	Probability *	3
SDS 4020	Mathematical Statistics	3
SDS 4110	Experimental Design	3
SDS 4120	Survival Analysis	3

SDS 4130	Linear Statistical Models	3
SDS 4140	Advanced Linear Statistical Models	3
SDS 4155	Time Series Analysis	3
SDS 4210	Statistical Computation	3
SDS 4310	Bayesian Statistics	3
SDS 4430	Statistical Learning	3
SDS 4440	Mathematical Foundations of Data Science	3
SDS 4720	Stochastic Processes *	3

* This course may be counted as a Mathematics elective.

Electrical & Systems Engineering

Code	Title	Units
ESE 4031	Optimization for Engineered Planning, Decisions and Operations	3
ESE 4150	Optimization	3
ESE 4170	Introduction to Machine Learning and Pattern Classification	3
ESE 4270	Financial Mathematics	3
ESE 4290	Basic Principles of Quantum Optics and Quantum Information	3
ESE 5130	Large-Scale Optimization for Data Science *	3
ESE 5200	Probability and Stochastic Processes	3

* This course may be counted as a Computer Science & Engineering elective.

Economics

Code	Title	Units
ECON 4151	Applied Econometrics	3
ECON 4710	Game Theory	3

Linguistics

Code	Title	Units
LING 3250	Introduction to Computational Linguistics	3
LING 4250	Computation and Learnability in Linguistic Theory	3

Biomedical Engineering

Code	Title	Units
BME 4400	Biomedical Data Science	3
BME 4700	Mathematics of Imaging Science	3
BME 5720	Biological Neural Computation	3

Physics

Code	Title	Units
PHYSICS 4027	Introduction to Computational Physics	3

Additional Departmental Requirements

ENGR 3100 Technical Writing	3
One themed writing course from the College Writing Program	3
Humanities and social sciences electives	18
Natural sciences electives	8

The College Writing Program, humanities, and social sciences requirements are those required of all students in the McKelvey School of Engineering. For information about how to fulfill the school's English proficiency requirement, please visit the Degree Requirements page of this Bulletin (p. 1162).

The natural sciences requirement is for 8 units designated NSM (Natural Sciences and Mathematics) from any of the following departments: Anthropology; Biology; Chemistry; Earth, Environmental, and Planetary Sciences; Environmental Studies; or Physics. The College Writing Program and natural sciences courses must be completed with a grade of C- or better.

All courses taken to meet any of the above requirements (with the exception of the humanities and social sciences electives) cannot be taken on a pass/no pass basis.

Second Major in Data Science (CSE)

The College of Arts & Sciences and McKelvey School of Engineering developed a new major that efficiently captures the intersection of mathematics and statistics with computer science for data science. The second major provides an opportunity to combine data science with another degree program.

Data Science Core Requirements (CR)

Code	Title	Units
CSE 1301	Introduction to Computer Science	3
CSE 2107	Introduction to Data Science	3
CSE 2407	Data Structures and Algorithms	3
CSE 3104	Data Manipulation and Management	3
CSE 4107 Introduction to Machine Learning **or** SDS 4430 Statistical Learning **or** ESE 4170 Introduction to Machine Learning and Pattern Classification		3
MATH 1510	Calculus I	3
MATH 1520	Calculus II	3
MATH 2130	Calculus III	3

MATH 3300	Matrix Algebra	3
SDS 3030	Statistics for Data Science I	3
SDS 4030	Statistics for Data Science II	3
SDS 4130	Linear Statistical Models	3
Total Units		**36**

Data Science Technical Electives

Four courses can be chosen from an approved list, with the following caveats:

- At least one course from Statistics and Data Science (at the 4000 level or above)
- At least one course from Computer Science & Engineering (at the 4000 level or above)
- At most one course at the 2000 level

List of Approved Data Science Technical Electives

Computer Science & Engineering

Code	Title	Units
CSE 2307	Programming Tools and Techniques	3
CSE 2506	Introduction to Human-Centered Design	3
CSE 3050	Responsible Data Science (Cannot be double-counted in EPR)	3
CSE 3101	Introduction to Intelligent Agents Using Science Fiction	3
CSE 3407	Analysis of Algorithms	3
CSE 4061	Text Mining	3
CSE 4101	AI and Society (Cannot be double-counted in EPR)	3
CSE 4102	Introduction to Artificial Intelligence	3
CSE 4106	Data Science for Complex Networks	3
CSE 4107	Introduction to Machine Learning (Cannot be double-counted in CR)	3
CSE 4190	Introduction to AI for Health (Cannot be double-counted as Practicum)	3
CSE 4207	Cloud Computing	3
CSE 4305	Database Management Systems	3
CSE 4507	Introduction to Visualization	3
CSE 5104	Data Mining	3
CSE 5105	Bayesian Methods in Machine Learning	3
CSE 5107	Machine Learning	3
CSE 5108	Human-In-The-Loop Computation	3
CSE 5403	Algorithms for Nonlinear Optimization	3
CSE 5509	Computer Vision	3

Statistics and Data Science

Code	Title	Units
SDS 3110	Biostatistics	3
SDS 4020	Mathematical Statistics	3
SDS 4061	Time Series Analysis	3
SDS 4096	Topics in Statistics	3
SDS 4110	Experimental Design	3
SDS 4120	Survival Analysis	3
SDS 4140	Advanced Linear Statistical Models	3
SDS 4210	Statistical Computation	3
SDS 4310	Bayesian Statistics	3
SDS 4430	Statistical Learning (Cannot be double-counted in CR)	3
SDS 4440	Mathematical Foundations of Data Science	3
SDS 4720	Stochastic Processes	3
SDS 5061	Theory of Statistics I	3
SDS 5062	Theory of Statistics II	3
SDS 5071	Advanced Linear Models I	3
SDS 5072	Advanced Linear Models II	3
SDS 5531	Advanced Statistical Computing I	3
SDS 5532	Advanced Statistical Computing II	3
SDS 5595	Topics in Statistics: Spatial Statistics	3
SDS 5800	Topics in Statistics	3
SDS 5805	Topics in Statistics	3

Mathematics

Code	Title	Units
MATH 4501	Numerical Applied Mathematics	3
MATH 4502	Topics in Applied Mathematics	3
MATH 4560	Topics in Financial Mathematics	3
MATH 5223	Geometry/Topology III: Differential Geometry	3

Electrical & Systems Engineering

Code	Title	Units
ESE 3590	Signals, Data and Equity	3
ESE 4031	Optimization for Engineered Planning, Decisions and Operations	3
ESE 4150	Optimization	3
ESE 4270	Financial Mathematics	3
ESE 5130	Large-Scale Optimization for Data Science	3

Energy, Environmental, & Chemical Engineering

Code	Title	Units
EECE 2020	Computational Modeling in Energy, Environmental and Chemical Engineering	3

Linguistics

Code	Title	Units
LING 3250	Introduction to Computational Linguistics	3

Ethics and Professional Responsibility Requirement (EPR)

- 3 units of courses from an approved list

List of Approved Courses

Code	Title	Units
CSE 3050	Responsible Data Science (Cannot be double-counted as Technical Elective)	3
CSE 4101	AI and Society (Cannot be double-counted as Technical Elective)	3
ENGR 4501	Engineering Ethics and Sustainability	1
ENGR 4502	Engineering Leadership and Team Building	1
ENGR 4503	Conflict Management and Negotiation	1
MSB 5560	Ethics in Biostatistics and Data Science	2
PHIL 2070	Business Ethics	3
PHIL 3160	Classical Ethical Theories	3
PHIL 4250	Normative Ethical Theory	3
POLSCI 3313	Theories of Social Justice	3

Practicum Requirement

- Students must complete an approved comprehensive data science project or experience for their practicum requirement. The practicum must be approved by the committee of data science faculty.
- The practicum experience should be completed during the next-to-last semester of study (i.e., the first semester of senior year). It is important that practicum plans be submitted for review *prior to starting the project or coursework* to ensure the proposed work is sufficient for the objectives of the practicum. After-the-fact approvals are possible but not guaranteed.
- Appropriate practicum work is possible via the following pathways:
  - Independent Study (CSE 4001 or SDS 4000)
  - Project-focused classes, including (but not limited to) CSE 4109 Introduction to AI for Health, CSE 4307 Software Engineering Workshop, and CSE 4504 Software Engineering for External Clients. Students should contact course instructors in advance to identify the degree of agency the student will have over project selection and requirements.
  - Internships related to data science can be used to fulfill the practicum. Internships (paid or unpaid) cannot count for credit, but they can satisfy the practicum requirement.
- To initiate the approval process, majors through the McKelvey School of Engineering should contact the CSE undergraduate coordinator (cse.undergrad@email.wustl.edu) in the CSE department, and majors through Arts & Sciences should contact the Undergraduate Director(s) (:sdsundergraduatedirector@wustl.edu) in the Department of Statistics and Data Science.

Minor in Bioinformatics (CSE)

- **Total Units Required:** 23-24 units

Mindful of the emerging opportunities at the interface of biology and computer science, the Department of Biology and the Department of Computer Science & Engineering have fashioned the minor in bioinformatics.

Core Courses

Code	Title	Units
ESE 3260	Probability and Statistics for Engineering	3
BIOL 2960	Principles of Biology I	4
BIOL 2970	Principles of Biology II	4
CSE 1301	Introduction to Computer Science	3
CSE 2407	Data Structures and Algorithms	3
or SDS 2020	Elementary Probability and Statistics	
or SDS 3020	Elementary to Intermediate Statistics and Data Analysis	
or MATH 3211	Statistics for Data Science	
or DAT 1200	Managerial Statistics I **and** DAT 1201: Managerial Statistics II	
Total Units		**17**

Advanced Biology Elective

Choose one of the following:

Code	Title	Units
BIOL 3492	Laboratory Experiments with Eukaryotic Microbes*	3
BIOL 3493	Bacterial Bioprospecting and Biotechnology	3
BIOL 4181	Population Genetics	3

BIOL 4220	Practical Bioinformatics	4
BIOL 4342	Research Explorations in Genomics	4
BIOL 4343	Research Explorations in Genomics*	4
BIOL 4370	DNA Manipulations Lab	3
BIOL 4525	Structural Bioinformatics of Proteins*	4

* These courses also satisfy the Arts & Sciences writing-intensive requirement.

Computer Science & Engineering Elective

Choose one of the following:

Code	Title	Units
CSE 5104	Data Mining	3
CSE 5804	Algorithms for Biosequence Comparison	3
CSE 5807	Algorithms for Computational Biology	3

Additional Information

It is anticipated that, for certain students, some portion of the introductory sequence will overlap with the courses required for the major and that these courses will be applicable to both the major and the minor. Upper-level courses used to fulfill the minor requirements may not be used to fulfill the requirements of another major or minor in Arts & Sciences.

Arts & Sciences students should declare the minor within Arts & Sciences. They will be assigned an advisor in Biology. Per Arts & Sciences policy, students with a major in the Department of Biology are not eligible to declare this minor. Per Arts & Sciences policy, Arts & Sciences students must complete 9 units of upper-level course work toward the minor.

McKelvey, Olin, and Sam Fox students should declare the minor within the McKelvey School of Engineering. They will be assigned an advisor in Computer Science & Engineering.

A minimum grade of C- is required for all courses to count toward the minor. Students may apply no more than one course taken outside of Washington University toward the minor requirements. Courses earned through Washington University–approved study abroad programs are considered to be resident units and may count toward this minor where applicable with no limit.

Minor in Computer Science (CSE)

If a student's goal is a basic foundation in computer science for application to another field but they are not planning a career as a practicing computer scientist, the minor in computer science is a good choice. The minor consists of five CSE courses: four core courses and one elective. The core courses provide an introduction to computer science concepts and problem-solving techniques. The electives offer flexibility to integrate computer science studies with a major area. Students select the courses that are most important to them, whether their interests are in fine arts, linguistics, psychology, philosophy, law, business, medicine, the natural sciences or anything else.

Units required: 15

Required courses (12 units):

Code	Title	Units
CSE 1301	Introduction to Computer Science	3
CSE 1302	Introduction to Computer Engineering	3
CSE 2407	Data Structures and Algorithms	3
CSE 3302	Object-Oriented Software Development Laboratory	3
Total Units		**12**

One elective from the following list (3 units):

Code	Title	Units
CSE 2400	Logic and Discrete Mathematics	3
or MATH 3010	Foundations for Higher Mathematics	
CSE 3300	Rapid Prototype Development and Creative Programming	3
CSE 3601	Introduction to Systems Software	3

Additional Information

All courses used for the computer science minor must be taken for a grade, and the student must earn a C- or better. Should the student decide to go further in the field, all courses in the computer science minor can be used toward a second major in computer science or a degree in computer science or computer engineering.

Minor in Human-Computer Interaction (CSE)

The human-computer interaction (HCI) minor is designed to give any undergraduate student at Washington University a multidisciplinary understanding of the principles and applications of HCI. This minor will introduce students to the techniques necessary to create effective user interfaces: requirements gathering, ideation, prototyping, visual design and evaluation. Students will explore these ideas in a variety of application contexts.

The HCI minor is intended for students who are interested in the design of user-centered interactive technologies and those desiring jobs that include user interface creation, product design, UX/UI design, app development, virtual and augmented realities, and so on. This minor should appeal to students in the College of Art — particularly designers and computationally intrigued artists — who are interested in gaining a more in-depth knowledge of back-end development skills. It will also be of interest to engineering students looking for more experience

with aesthetics and front-end design skills. In addition to being useful for these primary audiences, this minor allows students from other departments on campus to support their studies with a clear track in a hybrid pursuit of design and programming.

Coursework

Students must complete two pillar courses, one integration course and three approved electives. Courses listed below are considered approved elective offerings between the Sam Fox School and the McKelvey School of Engineering.

- **Pillar Courses* (6 units):**

Code	Title	Units
CSE 1301	Introduction to Computer Science	3
DESIGN 1265	Visual Principles for the Screen	3

- **Integration Courses* (3 units):**

Code	Title	Units
CSE 2506	Introduction to Human-Centered Design	3
DESIGN 2258	Interaction Design: Understanding Health and Well-Being	3

* Each of the pillar and integration courses must be completed with a grade of C- or better.

- **Electives (9 units, with at least one course each from CSE and Art/Design):**

Code	Title	Units
CSE 2004	Web Development	3
CSE 3300	Rapid Prototype Development and Creative Programming	3
CSE 4308	Mobile Application Development	3
CSE 4500	Video Game Programming	3
CSE 4507	Introduction to Visualization	3
CSE 5506	Human-Computer Interaction Methods	3
CSE 5507	Advanced Visualization	3
DESIGN 2506	Digital Game Design	3
DESIGN 3250	Interaction Design: User-Centered Applications	3
DESIGN 3253	Advanced Interaction Design	3
DESIGN 3254	Communication Design: Interaction Foundations	3
DESIGN 3620	UX Research Methods for Design	3
DESIGN 3261	Interaction Design: Layout Systems	3
DESIGN 3302	Conditional Design	3
DESIGN 3508	Game Design Principles & Practice	3
DESIGN 4270	Advanced Visual Principles for the Screen	3
DESIGN 4280	Design with Artificial Intelligence	3
PNP 2000	Introduction Cognitive Science	3
PSYCH 3600	Cognitive Psychology	3

Additional approved elective courses can be found by viewing the Google Docs file maintained for this program.

Electrical & Systems Engineering

About Electrical & Systems Engineering

The mission of our undergraduate programs is to instill in students the knowledge and perspective — appropriate for both a professional career and the pursuit of advanced degrees — of fields that rely on key electrical engineering and systems principles and practices. Such principles and practices include rigorous quantitative reasoning and robust engineering design. This mission is accomplished by ensuring that students achieve both depth and breadth of knowledge in their studies and by maintaining a high degree of flexibility in the curriculum. Our programs also seek to provide good preparation for life, including the ability to communicate in written and oral forms and a desire to continue learning throughout life. In addition, these programs aim to provide the opportunity and training necessary for students to acquire the skills and attitudes to become leaders.

The department offers courses of study leading to degrees in both electrical engineering and systems science and engineering. Opportunities for study and research currently available in the department include semiconductor theory and devices, optoelectronics, nanophotonics, communication theory and systems, information theory, signal and image processing, tomographic imaging, linear and nonlinear dynamics and control, robotics, identification and estimation, multisensor fusion and navigation, computational mathematics, optimization, optimal control, autonomous systems, operations research and financial engineering. Students are encouraged to participate in research activities as soon as they have received training in the fundamentals appropriate for a given research area.

Electrical engineering is the profession for those intrigued with electrical phenomena and eager to contribute their skills to a society increasingly dependent on electricity and sophisticated electronic devices. It is a profession of broad scope, with many specialty careers designed for engineers who seek an endless diversity of career paths on the cutting edge of technology. The Institute of Electrical and Electronics Engineers publishes transactions on about 60 different topics, from aerospace and electronic systems to visualization and computer graphics. This is a breadth so great that no single electrical engineering department can hope to span it. Moreover, those fields themselves encompass still more fascinating specialties. We provide the basics; the future is the student's to shape.

Systems science and engineering is based on an approach that views an entire system of components as an entity rather than simply as an assembly of individual parts; each component is designed to fit properly with the other components rather than to function by itself. The engineering and mathematics of systems is a rapidly developing field. It is one of the most modern segments of applied mathematics as well as an engineering discipline. It is concerned with the identification, modeling, analysis, design and control of systems that are potentially as large and complex as the U.S. economy or as precise and vital as a space voyage. Its interests run from fundamental theoretical questions to the implementation of operational systems. It draws on the most modern and advanced areas of mathematics. A very important characteristic of the systems field is that its practitioners must, of necessity, interact within a wide interdisciplinary environment, not only with various engineers and scientists but also with economists, biologists and sociologists. Such interaction is both emphasized and practiced in the programs.

Our Department of Electrical & Systems Engineering offers a challenging basic curriculum, a broadly qualified faculty, and modern facilities so that students can receive a contemporary preparation for a career in electrical or systems engineering.

Undergraduate Degree Programs

The Department of Electrical & Systems Engineering (ESE) offers four undergraduate degree programs: two professional degrees and two applied science degrees. The two professional degrees are the Bachelor of Science in Electrical Engineering (BSEE) and the Bachelor of Science in Systems Science & Engineering (BSSSE). These two programs are accredited by the Engineering Accreditation Commission of ABET. The two applied science degrees are the Bachelor of Science in Applied Science (Electrical Engineering) and the Bachelor of Science in Applied Science (Systems Science & Engineering). All programs have flexible curricula as well as specific requirements, and students may elect programs of study tailored to individual interests and professional goals.

In the professional BSEE curriculum, there are required courses in electrical circuits, signals and systems, digital systems and electromagnetic fields, along with laboratory and design courses, which provide students with a common core of experience. Subsequently, the student may orient the program toward breadth so that many disciplines within the profession are spanned or toward a specialty with more emphasis on depth in one or more disciplines. Areas of specialization include modern electronics, applied physics, telecommunications, control systems, and signal and image processing.

Students in the professional BSSSE degree program take required courses in engineering mathematics, signals and systems, operations research, and automatic control systems, along with laboratory and design courses. This program emphasizes the importance of real-world applications of systems theory; accordingly, students are required to take a concentration of courses in one of the traditional areas of engineering or science. There are numerous elective courses in control theory and systems, signal processing, optimization, robotics, probability and stochastic processes, and applied mathematics.

Students enrolled in any of the ESE undergraduate degree programs have a variety of opportunities to augment their educational experience at Washington University. Students may participate in the Pre-Medical Engineering program or in the Cooperative Education program. Some students pursue double majors, in which two sets of degree requirements — either within or outside the ESE department — are satisfied concurrently.

Students who seek a broad undergraduate education in electrical engineering or systems science and engineering but who plan on careers outside of engineering may pursue the applied science degrees: Bachelor of Science in Applied Science (Electrical Engineering) and Bachelor of Science in Applied Science (Systems Science & Engineering). These programs of study are appropriate for students planning to enter medical, law or business school and who desire a more technical undergraduate experience than what otherwise may be available to them.

The ESE department also offers a variety of educational opportunities for students enrolled in other departments. These include the second major in systems science and engineering and the second major in electrical engineering, which are open to students inside as well as outside of the McKelvey School of Engineering, such as the College of Arts & Sciences and Olin Business School. They also include the minor in quantum engineering, the minor in electrical engineering, the minor in energy engineering, the minor in mechatronics, the minor in robotics, and the minor in systems science & engineering.

Bachelor's/Master's Programs in Electrical & Systems Engineering

Students enrolled in any of the undergraduate degree programs in the McKelvey School of Engineering may choose to extend their educational experience by enrolling in a five-year Bachelor's/Master's program. The Master of Science in Electrical Engineering (MSEE), the Master of Science in Systems Science and Mathematics (MSSSM), and the Master of Science in Engineering Data Analytics and Statistics (MSEDAS) degrees are participating graduate degrees, and these may be combined with any undergraduate degree that provides the appropriate background.

General requirements for the Bachelor's/Master's programs include the residency and other applicable requirements of the university and the McKelvey School of Engineering, which are found elsewhere in this Bulletin (p. 1071). In summary, students must complete all the degree requirements for both the undergraduate and graduate degrees.

Phone:	314-935-5565
Website:	https://ese.wustl.edu/academics/undergraduate-programs/index.html

Faculty

Chair

Bruno Sinopoli
Das Family Distinguished Professor
PhD, University of California, Berkley
Designs safe and secure networked embedded control systems

Endowed Professors

Shantanu Chakrabartty
Clifford W. Murphy Professor
Vice Dean for Research and Graduate Education
PhD, Johns Hopkins University
Explores frontiers in analog and neuromorphic integrated circuits

Jr-Shin Li
Newton R. and Sarah Louisa Glasgow Wilson Professor of Engineering
PhD, Harvard University
Studies complex large-scale systems arising from emerging physical, biological and medical applications

Joseph A. O'Sullivan
Samuel C. Sachs Professor of Electrical Engineering
Dean, UMSL/WashU Joint Undergraduate Engineering Program
PhD, Notre Dame University
Discovers ways to improve CT imaging & optical imaging

Lan Yang
Edward H. & Florence G. Skinner Professor of Engineering
PhD, California Institute of Technology
Focuses on advanced nano/micro photonic devices with outstanding optical properties

Professor

ShiNung Ching
Associate Chair for Research
PhD, University of Michigan
Engineering Neuroscience, Dynamics, Control

Associate Professors

Xudong Chen
PhD, Harvard University
Develops revolutionary methods for analysis and control of large-scale multi-agent systems

Andrew Clark
PhD, University of Washington
Focused on control and security of networked and cyber-physical systems

Ulugbek Kamilov
PhD, École Polytechnique Fédérale de Lausanne, Switzerland
Advances imaging technology through research on computational imaging, computer vision, machine learning and optimization

Matthew Lew
Associate Chair for Academic Programs
PhD, Stanford University
Builds new nanoscale imaging technologies

Jung-Tsung Shen
PhD, Massachusetts Institute of Technology
Exploits the unique properties of quantum nano-photonics for applications in quantum communication, computation and biomedical imaging

Chuan Wang
Director of Graduate Programs
PhD, University of Southern California
Develops large-scale and cost-effective materials for flexible and stretchable electronic systems

Assistant Professors

Hong Hu
PhD, Harvard University
Developing theoretical foundations for high-dimensional information processing

Ioannis (Yiannis) Kantaros
PhD, Duke University
Designs safe and distributed autonomy algorithms for large-scale multi-robot systems

Mark Lawrence
PhD, University of Birmingham
Builds novel systems and devices for applications in telecommunications, computing and quantum information

Janet Sorrells
PhD, University of Illinois at Urbana-Champaign
Developing new technologies in label-free nonlinear optical microscopy to enable new applications in biology and medicine

Shen Zeng
PhD, University of Stuttgart
Develops data-integrated computational approaches for controlling complex dynamic systems

Senior Professors

Paul S. Min
PhD, University of Michigan
Routing and control of telecommunication networks, fault tolerance and reliability, software systems, network management

Robert E. Morley Jr.
DSc, Washington University in St. Louis
Computer engineering, lower-power VLSI design, computer architecture, signal processing, microprocessors systems design

Hiro Mukai
PhD, University of California, Berkeley
Theory and computational methods for optimization, optimal control, systems theory, electric power system operations, differential games

Daniel L. Rode
PhD, Case Western Reserve University
Optoelectronics and fiber optics, semiconductor materials, light-emitting diodes and lasers, semiconductor processing, electronics

Ervin Y. Rodin
PhD, University of Texas at Austin
Optimization, differential games, artificial intelligence, mathematical modeling

Heinz Schaettler
PhD, Rutgers University
Optimal control, nonlinear systems, mathematical models in biomedicine

Barbara A. Shrauner
PhD, Harvard University (Radcliffe)
Plasma processing, semiconductor transport, symmetries of nonlinear differential equations

Barry E. Spielman
PhD, Syracuse University
High-frequency/high-speed devices, radiofrequency and microwave integrated circuits, computational electromagnetics

Tzyh Jong Tarn
DSc, Washington University
Quantum mechanical systems, bilinear and nonlinear systems, robotics and automation, life science automation

Professors of Practice

Dennis Mell
MS, University of Missouri–Rolla
Focuses on cross-disciplinary applications of robotics and automation systems

Ed Richter
MS, Washington University
Designs and develops biomedical signal processing systems including analog instrumentation, digital circuits with microcontrollers and FPGAs, and application programming; teaches electrical and computer engineering lab courses in FPGA design and development and signal processing and communications

Jason Trobaugh
DSc, Washington University
Ultrasound imaging, diffuse optical tomography, image-guided therapy, ultrasonic temperature imaging

Teaching Professor

James Feher
PhD, Missouri University of Science and Technology
Interested in the use and implementation of open source hardware and software as it is applied to engineering education

Vladimir Kurenok
PhD, Belarus State University (Minsk, Belarus)
Focuses on studying and applications of random models under low regularity assumptions

Senior Lecturers

Martha Hasting
PhD, Saint Louis University
Mathematics education

Tsitsi Madziwa-Nussinov
PhD, University of California, Los Angeles
Teaches Introduction to Electrical and Electronic Circuits

Dorothy Wang
PhD, Virginia Tech
Fiber optic sensing, electro-optical sensors

Jinsong Zhang
PhD, University of Miami
Focused on signal, data and information processing with applications to engineering systems

Lecturers

Michael Hall
PhD, Washington University in St Louis
Teaches computer engineering, preparing students with essential skills and knowledge to achieve their professional goals and contribute to technological advancements that benefit society

Ben Wormleighton
PhD, University of California, Berkeley
Seeks to cultivate formative learning spaces and practices that develop creative and communal thinkers

Professors Emeriti

R. Martin Arthur
Newton R. and Sarah Louisa Glasgow Wilson Professor of Engineering
PhD, University of Pennsylvania
Ultrasonic imaging, electrocardiography

Arye Nehorai
The Eugene & Martha Lohman Emeritus Professor of Electrical Engineering
PhD, Stanford University
Statistical signal processing, machine learning, imaging, biomedicine

Majors

Please visit the following pages for more information about our majors:

- Bachelor of Science in Electrical Engineering (p. 1123)
- Bachelor of Science in Systems Science & Engineering (p. 1125)
- Bachelor of Science in Computer Engineering (p. 1126)
- Bachelor of Science in Applied Science (Electrical Engineering) (p. 1128)
- Bachelor of Science in Applied Science (Systems Science & Engineering) (p. 1128)

- Second Major in Electrical Engineering (p. 1129)
- Second Major in Systems Science & Engineering (p. 1129)
- Second Major in Financial Engineering (p. 1130)

Minors

Please visit the following pages for more information about our minors:

- Minor in Electrical Engineering (p. 1130)
- Minor in Energy Engineering (p. 1131)
- Minor in Mechatronics (p. 1131)
- Minor in Robotics (p. 1132)
- Minor in Systems Science & Engineering (p. 1132)
- Minor in Quantum Engineering (p. 1133)

Courses

ESE 1050 Introduction to Electrical and Systems Engineering
This course will offer students a rigorous introduction to fundamental mathematical underpinnings of ESE and their relationship to a number of contemporary application areas. Major emphasis will be placed on linear algebra and associated numerical methods, including the use of MATLAB. Topics covered will include vector spaces, linear transformations, matrix manipulations and eigenvalue decomposition. Students will learn how this mathematical theory is enacted in ESE through the completion of four case studies spanning application areas: (i) Dynamical Systems and Control, (ii) Imaging, (iii) Signal Processing, and (iv) Circuits.
Credit 4 units.
Typical periods offered: Fall

ESE 2050 Introduction to Engineering Design
This is a hands-on course in which students, in groups of two or three, will creatively develop projects and solve problems throughout the semester using tools from electrical and systems engineering. Groups will work under the supervision of an academic team consisting of faculty and higher-level students. Project objectives will be set by the academic team in collaboration with each student group. Evaluation will consider completion of these objectives as well as the originality and innovation of the projects. A weekly 90-minute lab with the academic team is required. Prerequisites: CSE 131, Physics 197, or equivalent. Corequisite Course(s): ESE 105, Phy192
Credit 3 units.
Typical periods offered: Fall, Spring

ESE 2170 Differential Equations and Dynamical Systems Modeling in Engineering
This course will provide students with an introduction to differential equations in the context of electrical and systems engineering. Students will gain a foundation in the use of differential equations to describe, model and engineer systems and devices. The course will cover fundamental mathematical principles of ordinary differential equations including: (i) existence of solutions, (ii) elementary solution strategies, and (iii) the conceptual foundation for frequency domain solution techniques. An introduction to early concepts in dynamical systems theory, such as state-space analysis, equilibria and stability, will also be provided. Finally, students will obtain an initial introduction to partial differential equations in ESE in the context of wave propagation. Mathematical developments will be closely accompanied by computational implementations and numerical simulations. Further, students will engage several case studies, in which students will use the mathematical theory to perform analysis and design within ESE contexts spanning systems, circuits and applied physics.
Credit 3 units.
Typical periods offered: Spring

ESE 2180 Linear Algebra and Component Analysis
Linear algebra is the foundation of scientific computing across many disciplines of engineering. This course will introduce the numerical and computational issues that arise from solving large-scale problems, with motivation from data science, machine learning, and signal processing. Topics to be covered include least-squares problems, eigenvalue/eigenvector analysis, singular value decomposition, component analysis, rotation of bases, and concepts of computational complexity and numerical stability. A focus of the class will be studying concepts from signal processing and machine learning such as K-means, Fourier analysis, wavelet analysis, and sampling within the framework of linear algebra. The course will include case studies touching on a broad range of topics including systems science, signals and imaging, devices and circuits, and quantum science/applied physics.
Credit 3 units.
Typical periods offered: Fall

ESE 2190 Vector Calculus and Dynamics of Physical Systems
This course will explore fundamental concepts in vector calculus and partial differential equations with a focus on their practical applications and conceptual understanding. We will derive the Laplace, diffusion, and wave equations and explore their solutions in different coordinate systems. The course will emphasize computational solutions and data visualization in case studies involving applications to areas such as electrostatics, heat conduction in solids , transmission lines, antennas, and wave propagation, providing hands-on experience in solving partial differential equations in real-world scenarios.
Credit 3 units.
Typical periods offered: Spring

ESE 2300 Introduction to Electrical and Electronic Circuits
Electrical energy, current, voltage, and circuit elements. Resistors, Ohm's Law, power and energy, magnetic fields and DC motors. Circuit analysis and Kirchhoff's voltage and current laws. Thevenin and Norton transformations and the superposition theorem. Measuring current, voltage and power using ammeters and voltmeters. Energy and maximum electrical power transfer. Computer simulations of circuits. Reactive circuits, inductors, capacitors, mutual inductance, electrical transformers, energy storage, and energy conservation. RL, RC and RLC circuit transient responses. AC circuits, complex impedance, RMS current and voltage. Electrical signal amplifiers and basic operational amplifier circuits. Inverting, non-inverting, and difference amplifiers. Voltage gain, current gain, input impedance, and output impedance. Weekly laboratory exercises related to the lectures are an essential part of the course.
Credit 4 units.
Typical periods offered: Fall

ESE 2310 Electrical & Electronic Circuits Laboratory
This course covers the lab portion only of E35 230. It is open only to those students who have completed an approved lecture-only circuits course and who need to fulfill the circuits lab requirement for an ESE degree.
Credit 1 unit.
Typical periods offered: Fall

ESE 2320 Introduction to Electronic Circuits
Analysis and design of linear and nonlinear electronic circuits. Detailed analysis of operational amplifier circuits, including non-ideal characteristics. Terminal characteristics of active semiconductor devices. Incremental and DC models for diodes, metal-oxide-semiconductor field effect transistors (MOSFETs), and bipolar junction transistors (BJTs). Design and analysis of single- and multi-stage amplifiers. Introduction to CMOS logic as well as static and dynamic memory circuits. Students will be required to design, analyze, build and demonstrate several of the circuits studied, including frequency response analysis and use of simulation tools.
Credit 3 units.
Typical periods offered: Spring

ESE 2991 Experience Research in ESE
This course provides students with an initial exposure to research in ESE. This is a mentored experience and requires the agreement of an ESE faculty member to serve in a mentorship role. Students must identify a mentor and obtain their agreement before registering for this course. Activities are to be designed by the student in conjunction with the faculty mentor, and will amount to 2-4 hours of commitment per week. Examples of such activities include, but are not limited to, observation of laboratory experiments, attendance of weekly group meetings, discussions with the mentor, or independent readings. The course is suitable for students at all levels.
Credit 1 unit.
Typical periods offered: Fall, Spring

ESE 2992 Introduction to Research in ESE
This course provides students with an introductory experience with research in ESE. This is a mentored experience and requires the agreement of an ESE faculty member to serve in a mentorship role. Students must identify a mentor and obtain their agreement before registering for this course. Activities are to be designed by the student in conjunction with the faculty mentor, and will amount to 4-6 hours of commitment per week. The research activities will enable the student to gain a deeper understanding of ongoing research related to the mentor's field, or in an area mutually agreed upon by the mentor and the student. The student may also have an opportunity to actively participate in ongoing research activities, such as through assistance of graduate students or postdoctoral associates. Because activities may be unstructured, this course is will require strong time-management skills and self-discipline. The final grade will be determined on the basis of a set of deliverables that are agreed upon by the student and faculty member.
Credit 2 units.
Typical periods offered: Fall, Spring

ESE 3050 Special Topics in Robotics: Practicum in Robotic Systems Design
This is an exciting hands-on course where teams of students (in groups of 4-6) will put a broad range of their engineering skills to use by designing, constructing, and debugging a complex electro-mechanical robotic system. The robotic system will be targeted at some proposed real-world application. Each team will engineer and implement their own solution to the problem. This course is designed to teach students how to apply their theory-based classroom engineering knowledge by exposing students to the design/test/debug/iterate process needed to develop a working integrated system. Some of the topics/skills experienced in the class will include feedback control, real sensor/actuator implementation, circuit design/layout, soldering, asynchronous programming, project management, Design-For-Manufacturability, and more. Students will use the WUSTL Maker Space in this class to learn other valuable hands-on skills (e.g. CAD, CNC machining, 3D printing, laser cutting, etc.).
Credit 3 units.
Typical periods offered: Fall

ESE 3090 Special Topics in Systems Engineering: Modeling and Design of Social Choice Systems
Social choice systems are all around us, from how we decide to split the check to who becomes president. This course introduces many conceptual and computational problems in the study of systems of social choice and offers a variety of tools to understand them. We will consider both micro and macro social choice systems; for the latter drawing on modern statistical techniques to understand (and reframe) questions like what is a fair map of congressional districts? In order to address modeling and design challenges in social choice systems we will explore mathematical and software tools such as game theory, linear optimization, Monte Carlo / MCMC methods, and geographical data representation in Python.
Credit 3 units.
Typical periods offered: Fall

ESE 3260 Probability and Statistics for Engineering
Study of probability and statistics together with engineering applications. Probability and statistics: random variables, distribution functions, density functions, expectations, means, variances, combinatorial probability, geometric probability, normal random variables, joint distribution, independence, correlation, conditional probability, Bayes theorem, the law of large numbers, the central limit theorem. Applications: reliability, quality control, acceptance sampling, linear regression, design and analysis of experiments, estimation, hypothesis testing. Examples are taken from engineering applications.
Credit 3 units.
Typical periods offered: Fall, Spring, Summer

ESE 3300 Engineering Electromagnetics Principles
Electromagnetic theory as applied to electrical engineering: vector calculus; electrostatics and magnetostatics; Maxwell's equations, including Poynting's theorem and boundary conditions; uniform plane-wave propagation; transmission lines, TEM modes, including treatment of general lossless lines, and pulse propagation; introduction to guided waves; introduction to radiation and scattering concepts.
Credit 3 units.
Typical periods offered: Fall

ESE 3301 Electromagnetics Laboratory: Spectrum From Radio to Photonics
Engineering electromagnetics focuses on applying electromagnetic theory to modern technologies including communication, sensing, imaging and medical engineering. This laboratory course provides students with hands-on and practical exposure to the topics covering the electromagnetic spectrum from microwave to optics. Weekly labs will cover topics such as the following: microwave propagation and coupling, transmission line, antenna, RF circuits, basic optoelectronic devices, Fourier optics, light microscopy, holography, light polarization, electro-optics and fiber optics. Students are expected to carry out tests and measurements; analyze, interpret and present experiment data; learn how to perform engineering analysis and design when electromagnetic principles are applied; and gain in-depth understanding of the physics and mathematics underlying the techniques.
Credit 3 units.
Typical periods offered: Fall, Spring

ESE 3310 Electronics Laboratory
Laboratory exercises provide students with a combination of hands-on experience involving electronic circuits. Students will use a variety of real instruments, analysis techniques and circuit simulation tools to summarize measurement results in written reports that clearly communicate laboratory results. A sequence of lab experiments provide hands-on experience in: properties of diodes and transistors, realistic operational amplifier characteristics, grounding and shielding techniques, signal analysis, and op amp based active filter design and characterization. Students will gain experience working with: sampling oscilloscopes to make measurements in the time and frequency domains, signal generators, digital multimeter and frequency measurements, and in creating circuits and making connections on contemporary circuit boards. The course concludes with a hands-on project to design, demonstrate and document the design of an electronic component.
Credit 3 units.
Typical periods offered: Fall, Spring

ESE 3320 Power, Energy, and Polyphase Circuits
Fundamental concepts of power and energy; electrical measurements; physical and electrical arrangement of electrical power systems; polyphase circuit theory and calculations; principal elements of electrical systems such as transformers, rotating machines, control, and protective devices, their description and characteristics; elements of industrial power system design.
Credit 3 units.
Typical periods offered: Spring

ESE 3510 Signals and Systems
This course presents an introduction to concepts and methodology of linear dynamic systems in relation to discrete- and continuous-time signals. Topics include mathematical modeling; representation of systems and signals; Fourier, Laplace, and Z-transforms and convolution; input-output description of linear systems, including impulse response and transfer function; time-domain and frequency-domain system analysis, including transient and steady-state responses, system modes, stability, frequency spectra, and frequency responses; and system design, including filter, modulation, and sampling theorem. Continuity is emphasized from analysis to synthesis. MATLAB will be used.
Credit 3 units.
Typical periods offered: Spring

ESE 3590 Signals, Data and Equity
This course introduces the design of classification and estimation systems for equity -- that is, with the goal of reducing the inequities of racism, sexism, xenophobia, ableism, and other systems of oppression. Systems that change the allocation of resources among people can increase inequity due to their inputs, the systems themselves, or how the systems interact in the context in which they are deployed. This course presents background in power and oppression to help predict how new technological and societal systems might interact and when they might confront or reinforce existing power systems. Measurement theory -- the study of the mismatch between a system's intended measure and the data it actually uses -- is covered. Multiple examples of sensing and classification systems that operate on people (e.g., optical, audio, and text sensors) are covered by implementing algorithms and quantifying inequitable outputs.
Credit 3 units.
Typical periods offered: Fall

ESE 4031 Optimization for Engineered Planning, Decisions and Operations
This course will introduce students to the philosophy and skillset of applied optimization with an emphasis on its utility in context. Students will engage with both exact, analytical methods and iterative, numerical methods in a variety of settings, all heavily drawing on MatLab or Python. We will explore linear and integer programming, dynamic programming, the simplex method, network optimization, critical point theory, gradient methods, line search methods, and least squares. Applications include: scheduling, signal denoising, urban planning, portfolio optimization, regression, machine learning.
Credit 3 units.
Typical periods offered: Fall

ESE 4150 Optimization
Optimization problems with and without constraints. The projection theorem. Notions of convexity. Lagrange multipliers and Kuhn-Tucker-type conditions. Duality. Computational methods. Applications of optimization in engineering.
Credit 3 units.
Typical periods offered: Fall, Spring

ESE 4170 Introduction to Machine Learning and Pattern Classification
This course provides a broad introduction to machine learning and statistical pattern classification. Students will study theoretical foundations of learning and several important supervised and unsupervised machine learning methods and algorithms, including linear model of regression and classification, logistic regression, Bayesian learning methods, neural networks, nearest neighbor method, support vector machines methods, clustering methods and principal component analysis. Students will also learn to use Python programming language to implement learned models and methods to solve pattern classification problems.
Credit 3 units.
Typical periods offered: Fall, Spring

ESE 4210 Decision and Estimation Theory for Discrete Stochastic Processes
This course is designed for senior students and first-year graduate students. The primary goal is to teach early-stage decision theory and estimation theory, two pivotal topics in system theory. The curriculum covers the fundamentals of discrete-time finite-state Markov processes (including asymptotic behavior, convergence analysis, and ergodicity), the Hidden Markov model along with associated filtering and smoothing problems, and the Markov decision process (including the principle of optimality and dynamic programming). Additionally, a few advanced topics, such as partially observable Markov decision processes (MDPs), Markov games, andreinforcement learning, will be discussed.
Credit 3 units.
Typical periods offered: Fall

ESE 4250 Random Processes and Kalman Filtering
Probability and random variables; random processes, autocorrelation, power spectral density; transient and steady-state analysis of linear dynamic systems and random inputs, filters, state-space, discretization; optimal estimation; the discrete Kalman filter; linearization and the extended Kalman filter for nonlinear dynamic systems; related MATLAB exercises.
Credit 3 units.
Typical periods offered: Spring

ESE 4261 Statistical Methods for Data Analysis With Applications to Financial Engineering

Introduction to modern methods of statistical data analysis. Data will be used primarily from the financial industry. The course is both computational and mathematical in nature. Most facts will be stated in a rigorous manner, motivated by applications and justified at an intuitive level, but usually not proven rigorously. Emphasis will be on the relevance of concepts and the practical use of tools. A broad range of topics will be covered, including some standard techniques of univariate and multivariate data analysis (histograms, kernel density estimators, Q-Q plots), Monte Carlo simulations and calculations, analysis of heavy tailed data, use of copulas, various parametric and non-parametric regression models, both local and nonlocal, as well as analysis of time series data and Kalman filtering. Methods will be demonstrated on numerous concrete examples, with extensive use of the programming language R.

Credit 3 units.

Typical periods offered: Spring

ESE 4270 Financial Mathematics

This course is a self-contained introduction to financial mathematics at the undergraduate level. Topics to be covered include pricing of the financial instruments such as options, forwards, futures and their derivatives along with basic hedging techniques and portfolio optimization strategies. The emphasis is put on using of discrete, mostly binary models. The general, continuous case including the concepts of Brownian motion, stochastic integral, and stochastic differential equations, is explained from intuitive and practical point of view. Among major results discussed are the Arbitrage Theorem and Black-Scholes differential equations and their solutions.

Credit 3 units.

Typical periods offered: Fall

ESE 4290 Basic Principles of Quantum Optics and Quantum Information

This course provides an accessible introduction to quantum optics and quantum engineering for undergraduate students. This course covers the following topics: Concept of photons, quantum mechanics for quantum optics, radiative transitions in atoms, lasers, photon statistics (photon counting, Sub-/Super-Poissionian photon statistics, bunching, anti-bunching, theory of photodetection, shot noise), entanglement, squeezed light, atom-photon interactions, cold atoms, atoms in cavities. The course will also provide an overview for quantum information processing: quantum computing, quantum cryptography, and teleportation.

Credit 3 units.

Typical periods offered: Fall, Spring

ESE 4301 Quantum Mechanics for Engineers

This course provides an accessible introduction to quantum mechanics and quantum engineering for undergraduate students. Examples are drawn from practical areas of applications of quantum engineering. This course covers the following topics and examples: quantum mechanics and nano-technology, Schrodinger's equation, electron transport in various potential profiles, quantum dots and defects, harmonic oscillator, nano-mechanical oscillator and quantum LC circuit, Stark effect in semiconductors, Bloch theorem, crystal and band structures, Kronig-Penney and tight-binding models, semiclassical and quantum descriptions of light-atom interactions, spontaneous and stimulated emissions, quantum flip-flops, approximate methods in quantum mechanics, spin, quantum gyroscope, spin transistor, and many-particle quantum mechanics for bosons and fermions. Prerequisites: Simple differential equations and matrix algebra at the level of ESE 318/319 Engineering Mathematics A/B or equivalent and familiarity with a modern scientific computing software package (e.g., MATLAB, Mathematica).

Credit 3 units.

Typical periods offered: Fall

ESE 4310 Introduction to Quantum Electronics

Describing the flow of electrical current in nanodevices involves a lot more than just quantum mechanics; it requires an appreciation of some of the most advanced concepts of non-equilibrium statistical mechanics. In the past decades, electronic devices have been shrinking steadily to nanometer dimensions, and quantum transport has accordingly become increasingly important not only to physicists but also to electrical engineers. Traditionally, these topics are spread out over many physics/chemistry/engineering courses that take many semesters to cover. The main goal of this course is to condense the essential concepts into a one-semester course that is accessible to both senior-level undergraduate and junior-level graduate students. This course will be accessible to students with diverse backgrounds in electrical engineering, physics, chemistry, biomedical engineering, and mathematics.

Credit 3 units. Art: NSM

Typical periods offered: Spring

ESE 4330 Radio Frequency and Microwave Technology for Wireless Systems

Focus is on the components and associated techniques employed to implement analog and digital radio frequency (RF) and microwave (MW) transceivers for wireless applications, including: cell phones; pagers; wireless local area networks; global positioning satellite based devices; and RF identification systems. A brief overview of system-level considerations is provided, including modulation and detection approaches for analog and digital systems; multiple-access techniques and wireless standards; and transceiver architectures. Focus is on RF and MW: transmission lines; filter design; active component modeling; matching and biasing networks; amplifier design; and mixer design.

Credit 3 units.

Typical periods offered: Fall

ESE 4340 Solid-State Power Circuits and Applications

Study of the strategies and applications power control using solid-state semiconductor devices. Survey of generic power electronic converters. Applications to power supplies, motor drives, and consumer electronics. Introduction to power diodes, thyristors, and MOSFETs. Prerequisites: ESE 232, 351.

Credit 3 units.

Typical periods offered: Fall

ESE 4350 Electrical Energy Laboratory

Experimental studies of principles important in modern electrical energy systems. Topics include: AC power measurements, electric lighting, photovoltaic cells and arrays, batteries, DC-DC and DC-AC converters, brushed and brushless DC motors and three-phase circuits. Each experiment requires analysis, simulation with MultiSim, and measurement via LabVIEW and the Elvis II platform. Prerequisites: ESE 230 and 351

Credit 3 units.

Typical periods offered: Fall

ESE 4360 Semiconductor Devices
This course covers the fundamentals of semiconductor physics and operation principles of modern solid-state devices such as homo- or hetero-junction diodes, solar cells, inorganic/organic light-emitting diodes, bipolar junction transistors, and metal-oxide-semiconductor field-effect transistors. These devices form the basis for today's semiconductor and integrated circuit industry. In addition to device physics, semiconductor device fabrication processes, new materials, and novel device structures will also be briefly introduced. At the end of this course, students will be able to understand the characteristics, operation, limitations and challenges faced by state-of-the-art semiconductor devices. This course will be particularly useful for students who wish to develop careers in the semiconductor industry.
Credit 3 units.
Typical periods offered: Fall

ESE 4361 Semiconductor Fabrication Lab
This course provides a comprehensive, hands-on introduction to semiconductor processing, focusing on the design, layout, fabrication, and testing of semiconductor devices from start to finish. Throughout the semester, students will learn key techniques and principles in semiconductor device fabrication, including wafer preparation, thermal oxidation, photolithography, doping (activation and diffusion), deposition (CVD, PVD, and ALD), etching (wet and dry), annealing, passivation, and chemical mechanical polishing (CMP). The course highlights the critical role of plasma physics and chemistry in modern semiconductor manufacturing, covering topics such as reactive ion etching (RIE) and plasma-enhanced chemical vapor deposition (PECVD). In addition, students will gain hands-on experience with industry-standard simulation tools used in semiconductor design and analysis. Through a combination of lectures and weekly lab sessions, students will acquire practical experience in cleanroom environments, mastering the tools and processes required to create functional semiconductor devices. The course culminates in final presentations, where students will share their results and analysis.
Credit 3 units.
Typical periods offered: Spring

ESE 4370 Sustainable Energy Systems
We will survey the field of sustainable energy and explore contributions within electrical and systems engineering. Topics include introductory electric power systems, smart grids, and the roles of heat engines, photovoltaics, wind power, and energy storage, as well as analysis and optimization of energy systems. The course will include review and discussion of literature, problem sets, exams, and student projects. Prerequisites: ESE 318 or 319 and ESE 230 or ESE 351 or permission of instructor.
Credit 3 units.
Typical periods offered: Spring

ESE 4380 Applied Optics
Topics relevant to the engineering and physics of conventional as well as experimental optical systems and applications explored. Items addressed include geometrical optics, Fourier optics such as diffraction and holography, polarization and optical birefringence such as liquid crystals, and nonlinear optical phenomena and devices.
Credit 3 units.
Typical periods offered: Spring

ESE 4390 Introduction to Quantum Communications
This course covers the following topics: quantum optics, single-mode and two-mode quantum systems, nonlinear optics, and quantum systems theory. Specific topics include the following: Dirac notation quantum mechanics; harmonic oscillator quantization; number states, coherent states, and squeezed states; direct, homodyne, and heterodyne detection; linear propagation loss; phase insensitive and phase sensitive amplifiers; entanglement and teleportation; field quantization; quantum photodetection; phase-matched interactions; optical parametric amplifiers; generation of squeezed states, photon-twin beams, non-classical fourth-order interference, and polarization entanglement; optimum binary detection; quantum precision measurements; and quantum cryptography. Prerequisites: ESE 330, or PHY 421; Physics 217 or equivalent.
Credit 3 units.
Typical periods offered: Spring

ESE 4410 Control Systems
Introduction to the theory and practice of automatic control for dynamical systems. Dynamical systems as models for physical and observed phenomena. Mathematical representation of dynamical systems, such as state-space differential and difference equations, transfer functions, and block diagrams. Analysis of the time evolution of a system in response to control inputs, steady-state and transient responses, equilibrium points and their stability. Control via linear state feedback, and estimation using Leunberger observers. Relating the time response of a system to its frequency response, including Bode and Nyquist plots. Input-output stability and its relation to the stability of equilibrium points. Simple frequency-based controllers, such as PID and lead-lag compensators. Exercise involving the use of MATLAB/Simulink (or equivalent) to simulate and analyze systems.
Credit 3 units.
Typical periods offered: Fall

ESE 4440 Sensors and Actuators
The course provide engineering students with basic understanding of two of the main components of any modern electrical or electromechanical system; sensors as inputs and actuators as outputs. The covered topics include transfer functions, frequency responses and feedback control. Component matching and bandwidth issues. Performance specification and analysis, Sensors: analog and digital motion sensors, optical sensors, temperature sensors, magnetic and electromagnetic sensors, acoustic sensors, chemical sensors, radiation sensors, torque, force and tactile sensors. Actuators: stepper motors, DC and AC motors, hydraulic actuators, magnet and electromagnetic actuators, acoustic actuators. Introduction to interfacing methods: bridge circuits, A/D and D/A converters, microcontrollers. This course is useful for those students interested in control engineering, robotics and systems engineering.
Credit 3 units.
Typical periods offered: Fall

ESE 4450 Sensing, Planning, and Control in Robotics
This course introduces planning, control, and sensing algorithms for autonomous robots. Topics include control systems, task and motion planning, and estimation techniques for localization and mapping. If time permits, an introduction to formal methods for task and safety specifications will be provided. Students will be evaluated based on a project that involves designing sensor-based navigation algorithms for robot missions in unknown environments. Throughout the semester, students will complete multiple smaller projects that progressively contribute to the final project. The algorithms developed will be demonstrated using the Robot Operating System (ROS) in simulated and real robot platforms. A brief introduction to ROS will be provided, but students are expected to independently familiarize themselves with it as part of their projects. Familiarity with Python is required.
Credit 3 units.
Typical periods offered: Fall

ESE 4460 Robotics: Dynamics and Control
Homogeneous coordinates and transformation matrices. Kinematic equations and the inverse kinematic solutions for manipulators, the manipulator Jacobian and the inverse Jacobian. General model for robot arm dynamics, complete dynamic coefficients for six-link manipulator. Synthesis of manipulation control, motion trajectories, control of single- and multiple-link manipulators, linear optimal regulator. Model reference adaptive control, feedback control law for the perturbation equations along a desired motion trajectory. Design of the control system for robotics.
Credit 3 units.
Typical periods offered: Spring

ESE 4480 Control Systems Design Laboratory
This course involves the experimental study of real and simulated systems and their control. Topics covered will include modeling; identification; model validation and control of systems, including noise effects, using a two-link robotic manipulator as an experimental testbed; mathematical modeling of robotic systems; nonlinear and linearized models; input-output and state-space techniques; model validation and simulation; and stabilization using linear and nonlinear control techniques.
Credit 3 units.
Typical periods offered: Fall, Spring

ESE 4481 Autonomous Aerial Vehicle Control Laboratory
This course covers the integration of dynamical systems and control engineering principles toward the manipulation of a quadrotor unmanned aerial vehicle (UAV), sometimes referred to as a drone. Students will analytically transform a nonlinear description of the UAV system used for dynamic simulation into a conventional, linear state space system. Students will use key control engineering concepts -- including system identification, state estimation and control synthesis -- to command their UAVs to hover, climb, and orbit. In addition to principles of estimation and identification, students will learn about the theory of guidance and navigation, with projects such as flight planning and execution, collision avoidance, and competitive or cooperative tasks (e.g., formation flight). The overall objective is to expose students to the fusion of control, estimation, and identification techniques that are fundamental to systems theory.
Credit 3 units.
Typical periods offered: Fall, Spring

ESE 4482 Design Challenges in Ese: Modeling and Controlling Human Movement and Choices
The goal of this design-based course is for students to design a system that predicts a human user's motion in a motion capture environment while also influencing their decision-making when presented with multiple choices. The goal is to predict the user's future movement, influence their choice of direction or path, and maximize an objective such as rewards or task completion efficiency. Students will work in teams to complete the task, culminating in a report and presentation. The course is structured as a competition, with a scoring criteria provided as a design specification.
Credit 3 units.
Typical periods offered: Spring

ESE 4590 Special Topics in Cyber-Physical Systems
The industrial internet of things (IIoT) refers to the extension and use of the internet of things (IoT) in industrial sectors and applications. With a strong focus on machine-to-machine (M2M) communication, big data, and machine learning, the IIoT enables industries and enterprises to have better efficiency and reliability in their operations. The IIoT encompasses industrial applications, including robotics, medical devices, and software-defined production processes. This class, through lectures and labs, will cover essentials of IoT hardware and software as well as design thinking as a method of applying empathy and creativity to generate novel solutions to challenging problems in the IIoT space. Students will be presented with a design brief focused on an interactive installation to be placed on campus and will work in groups to develop tiered solutions to the design problem.
Credit 3 units.
Typical periods offered: Fall

ESE 4610 Design Automation for Integrated Circuit Systems
Integrated circuit systems provide the core technology that power today's most advanced devices and electronics: smart phones, wearable devices, autonomous robots, and cars, aerospace or medical electronics. These systems often consist of silicon microchips made up by billions of transistors and contain various components such as microprocessors, DSPs, hardware accelerators, memories, and I/O interfaces, therefore design automation is critical to tackle the design complexity at the system level. The objectives of this course is to 1) introduce transistor-level analysis of basic digital logic circuits; 2) provide a general understanding of hardware description language (HDL) and design automation tools for very large scale integrated (VLSI) systems; 3) expose students to the design automation techniques used in the best-known academic and commercial systems. Topics covered include device and circuits for digital logic circuits, digital IC design flow, logic synthesis, physical design, circuit simulation and optimization, timing analysis, power delivery network analysis. Assignments include homework, mini-projects, term paper and group project.
Credit 3 units.
Typical periods offered: Fall

ESE 4650 Digital Systems Laboratory
Hardware/software co-design; processor interfacing; procedures for reliable digital design, both combinational and sequential; understanding manufacturers' specifications; use of test equipment. Several single-period laboratory exercises, several design projects, and application of microprocessors in digital design.
Credit 3 units.
Typical periods offered: Fall

ESE 4690 Fundamentals of Machine Learning Hardware
This course provides an overview of machine learning algorithms and hardware; inference engines; training engines; emerging hardware architectures; performance analysis; and testing of machine learning accelerators.
Credit 3 units.
Typical periods offered: Fall

ESE 4710 Communications Theory and Systems
Introduction to the concepts of transmission of information via communication channels. Amplitude and angle modulation for the transmission of continuous-time signals. Analog-to-digital conversion and pulse code modulation. Transmission of digital data. Introduction to random signals and noise and their effects on communication. Optimum detection systems in the presence of noise. Elementary information theory. Overview of various communication technologies such as radio, television, telephone networks, data communication, satellites, optical fiber, and cellular radio.
Credit 3 units.
Typical periods offered: Spring

ESE 4740 Introduction to Wireless Sensor Networks
This is an introductory course on wireless sensor networks for senior undergraduate students. The course will use a combination of lecturing and reading and discussion of research papers to help each student to understand the characteristics and operations of various wireless sensor networks. Topics covered include sensor network architecture, communication protocols on Medium Access Control and Routing, sensor network operation systems, sensor data aggregation and dissemination, localization and time synchronization, energy management, and target detection and tracking using acoustic sensor networks.
Credit 3 units.
Typical periods offered: Spring

ESE 4820 Digital Signal Processing
Introduction to analysis and synthesis of discrete-time linear time-invariant (LTI) systems. Discrete-time convolution, discrete-time Fourier transform, z-transform, rational function descriptions of discrete-time LTI systems. Sampling, analog-to-digital conversion, and digital processing of analog signals. Techniques for the design of finite impulse response (FIR) and infinite impulse response (IIR) digital filters. Hardware implementation of digital filters and finite-register effects. The Discrete Fourier Transform and the Fast Fourier Transform (FFT) algorithms.
Credit 3 units.
Typical periods offered: Fall

ESE 4880 Signals and Imaging Laboratory
Hands-on design and analysis that motivates ESE research and courses in signals, communications and imaging. Projects in digital audio signal processing, communication systems, and computational imaging and inverse problems in optics.
Credit 3 units.
Typical periods offered: Fall, Spring

ESE 4970 Electrical Engineering Capstone Design Projects
Capstone design project supervised by the course instructor. The project must use the theory, techniques, and concepts of the student's major: electrical engineering or systems science & engineering. The solution of a real technological or societal problem is carried through completely, starting from the stage of initial specification, proceeding with the application of engineering methods, and terminating with an actual solution. Collaboration with a client, typically either an engineer or supervisor from local industry or a professor or researcher in university laboratories, is encouraged. A proposal, an interim progress update, and a final report are required, each in the forms of a written document and oral presentation, as well as a Web page on the project. Weekly progress reports and meetings with the instructor are also required. Note: this course will meet at the scheduled time only during select weeks. If you cannot attend at that time, you may still register for the course.
Credit 3 units.
Typical periods offered: Fall, Spring

ESE 4971 Systems Science and Engineering Capstone Design Project
Capstone design project supervised by the course instructor. The project must use the theory, techniques, and concepts of the student's major: electrical engineering or systems science & engineering. The solution of a real technological or societal problem is carried through completely, starting from the stage of initial specification, proceeding with the application of engineering methods, and terminating with an actual solution. Collaboration with a client, typically either an engineer or supervisor from local industry or a professor or researcher in university laboratories, is encouraged. A proposal, an interim progress update, and a final report are required, each in the forms of a written document and oral presentation, as well as a Web page on the project. Weekly progress reports and meetings with the instructor are also required. Note: this course will meet at the scheduled time only during select weeks. If you cannot attend at that time, you may still register for the course.
Credit 3 units.
Typical periods offered: Fall, Spring

ESE 4991 Undergraduate Research
Undergraduate research under the supervision of a faculty member. The scope and depth of the research must be approved by the faculty member prior to enrollment. Final deliverables include a poster presentation at a departmental event, submission of the poster in electronic form for archiving, and written documentation at the discretion of the instructor.
Credit 3 units.
Typical periods offered: Fall, Spring

ESE 4992 Honors Thesis Research
This is the premier research experience for students in ESE, offering a challenging but rewarding opportunity for committed students to work at the cutting edge of engineering research. This is a mentored experience and requires the agreement of an ESE faculty member to serve in a mentorship role. To register for this course, students must obtain the nomination of two faculty members, including their proposed mentor. Nomination must reflect strong academic preparation, interest in research and ability to manage time and work independently. During this course, students will work within their mentor's research group or laboratory to pursue one or more specific research aims. Research is expected to result in a podium presentation and a thesis document that will be archived. Students completing honors thesis will participate in a departmental recognition event.
Credit 4 units.
Typical periods offered: Fall, Spring

ESE 4999 Independent Study
Opportunities to acquire experience outside the classroom setting and to work closely with individual members of the faculty. A final report must be submitted to the department. Not open to first-year or graduate students. Consult adviser. Hours and credit to be arranged.
Credit 3 units.
Typical periods offered: Fall, Spring, Summer

Bachelor of Science in Electrical Engineering (ESE)

The Bachelor of Science in Electrical Engineering (BSEE) degree program is accredited by the Engineering Accreditation Commission of ABET under the General Criteria and Electrical Engineering Program Criterion.

Program Educational Objectives

Within a few years of graduation, BSEE degree program recipients are expected to do the following:

- Our graduates will be engaged as practicing professionals in a broad range of careers in industry or government or be pursuing advanced degrees in academic graduate education in engineering or a related field.
- Our graduates will function effectively as members of teams demonstrating sensitivity to professional and societal contexts, integrity and versatility.

Student Outcomes

Graduates of the BSEE program are expected to know or have the following by the time of graduation:

1. An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics
2. An ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors
3. An ability to communicate effectively with a range of audiences
4. An ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental and societal contexts
5. An ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives
6. An ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions
7. An ability to acquire and apply new knowledge as needed, using appropriate learning strategies

BSEE Degree Requirements

To obtain the BSEE degree, students must complete a minimum of 120 units consistent with the residency and other applicable requirements of Washington University and the McKelvey School of Engineering (p. 1160) and subject to the program requirements below. All courses below must be taken for a letter grade unless otherwise specified.

Code	Title	Units
Electrical Engineering Core Courses [1]		**38**
ESE 1050	Introduction to Electrical and Systems Engineering	4
ESE 2050	Introduction to Engineering Design	3
ESE 2170	Differential Equations and Dynamical Systems Modeling in Engineering	3
ESE 2180	Linear Algebra and Component Analysis	3
ESE 2190	Vector Calculus and Dynamics of Physical Systems	3
ESE 2300	Introduction to Electrical and Electronic Circuits	4
ESE 2320	Introduction to Electronic Circuits	3
CSE 2600	Introduction to Digital Logic and Computer Design	3
ESE 3260	Probability and Statistics for Engineering	3
ESE 3300	Engineering Electromagnetics Principles	3
ESE 3510	Signals and Systems	3
ESE 4970	Electrical Engineering Capstone Design Projects	3
Other Electrical Engineering Courses		
Electrical Engineering Electives [2]		15
Electrical Engineering Laboratories [3]		6
Other Engineering Courses		
CSE 1301	Introduction to Computer Science [4]	3
ENGR 3100	Technical Writing	3
ENGR 4501	Engineering Ethics and Sustainability	1
Engineering & Science Breadth [5]		9
Mathematics and Physical Sciences		
MATH 1510	Calculus I	3
MATH 1520	Calculus II	3
MATH 2130	Calculus III	3
PHYSICS 1740	Physics I	3
PHYSICS 1741	Physics I Laboratory	1
PHYSICS 1742	Physics II	3
PHYSICS 1743	Physics II Laboratory	1
CHEM 1701	General Chemistry I [6]	3
CHEM 1751	General Chemistry Laboratory I	2
Humanities and Social Sciences [7]		**18**

1 The BSEE degree requires a minimum of 45 units of engineering topics (typically satisfied by fulfilling EE core and elective requirements). Courses carrying engineering topics units will be noted in workday'. Also add "Courses taken on a pass/no pass basis may be used for engineering topics units.

2 Requirements for the EE electives:

a. 15 units in electrical engineering subjects from the following list: ESE 2992, ESE 3301–3990, ESE 4100-4260, ESE 4290–4999 and ESE 5030–5890. (Electives cannot be used to satisfy other requirements in the degree program.)

b. Students must take at least two courses from ESE 4290, ESE 4301, ESE 4310, ESE 4330, ESE 4360, ESE 4380, ESE 4410, ESE 4610, ESE 4710, and ESE 4820.

c. No more than 6 units of the combined units of ESE 2992, ESE 4991, ESE 4992, and ESE 4999 may be applied.

d. No more than 3 credits of 5000-level courses may be applied.

3 Two upper-level laboratory courses (6 units) from the following list: ESE 3301, ESE 3310, ESE 4480, ESE 4481, ESE 4650, and ESE 4880. The selection must contain at least one course from ESE 3301, ESE 3310, ESE 4650, and ESE 4880.

4 Students are also encouraged to take CSE 2407 Data Structures and Algorithms (3 units).

[5] Engineering and science breadth requirements: 9 units in engineering or science outside of electrical engineering. These units must be taken in the following areas: biomedical engineering, chemical engineering, computer science and engineering, mechanical engineering, systems science and engineering, economics, mathematics, physics, biology, chemistry, earth and planetary sciences, and pre-medicine. These units must be at the 2000 level or higher and cannot be used to satisfy the Common Studies requirements or the computer science requirement. Courses in other fields can be arranged with special departmental approval. Engineering and science breadth courses may be taken on a pass/no pass basis. See the McKelvey common studies page (p. 1160) for reference.

[6] CHEM 1701 is preferred, but CHEM 1601 will be allowed.

[7] Humanities and social sciences courses may be taken on a pass/no pass basis.

For more information about the BS in Electrical Engineering curriculum, please visit the ESE website.

Bachelor of Science in Systems Science & Engineering (ESE)

Systems Engineering broadly covers how to integrate different components in engineering systems. Applications range from operations research and mathematical solutions to business problems to control engineering, the basic theory and practice used to control diverse systems such as jet airplanes, electric power grids, or the nation's economy. The Systems Science and Engineering program is ideal for students interested in math, physics and computing; business, finance or financial engineering; or applied mathematics.

The Bachelor of Science in Systems Science & Engineering (BSSSE) program lays the engineering and mathematical foundations for modeling, analyzing and designing complex systems and highlights their applications in contemporary engineering and scientific application domains. Graduates will be competent in employing a versatile, interdisciplinary systems perspective to translate practical problem formulations into mathematical models, recognizing structural commonalities across diverse systems, and solving analysis and design objectives using suitable methods at the core of systems science and engineering. The basic methodological knowledge at the core of systems science includes mathematical competence and knowledge of systems analysis, control, design methods, numerical methods, differential equations, dynamic systems theory, automatic control theory, system stability, estimation, optimization, modeling, identification, simulation and basic computer programming. Graduates will have an engineering outlook and be able to interact fully with other engineers. They will also possess sufficient proficiency in computer use to design algorithms for simulation, estimation, control and optimization.

The Bachelor of Science in Systems Science and Engineering (BSSSE) degree program is accredited by the Engineering Accreditation Commission of ABET under the General Criteria.

Program Educational Objectives

Within a few years of graduation, BSSSE degree program recipients are expected to do the following:

- Our graduates will be engaged as practicing professionals in a broad range of careers in industry or government or be pursuing advanced degrees in academic graduate education in engineering or a related field.
- Our graduates will function effectively as members of teams demonstrating sensitivity to professional and societal contexts, integrity and versatility.

Student Outcomes

Graduates of the BSSSE program are expected to know or have the following by the time of graduation:

1. An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics
2. An ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors
3. An ability to communicate effectively with a range of audiences
4. An ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental and societal contexts
5. An ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives
6. An ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions
7. An ability to acquire and apply new knowledge as needed, using appropriate learning strategies

BSSSE Degree Requirements

Code	Title	Units
Systems Science and Engineering Core Courses [1]		**35**
ESE 1050	Introduction to Electrical and Systems Engineering	4
ESE 2050	Introduction to Engineering Design	3
ESE 2170	Differential Equations and Dynamical Systems Modeling in Engineering	3
ESE 2180	Linear Algebra and Component Analysis	3
ESE 2190	Vector Calculus and Dynamics of Physical Systems	3

ESE 2300	Introduction to Electrical and Electronic Circuits	4
ESE 3260	Probability and Statistics for Engineering	3
ESE 3510	Signals and Systems	3
ESE 4031	Optimization for Engineered Planning, Decisions and Operations	3
or ESE 4150	Optimization	
ESE 4410	Control Systems	3
ESE 4971	Systems Science and Engineering Capstone Design Project	3
Other Systems Science Courses		
Systems Science & Engineering Electives [2]		12
Systems Science & Engineering Laboratories [3]		6
Outside Concentration Requirement [4]		**12**
Other Engineering Courses		
CSE 1301	Introduction to Computer Science	3
ENGR 4501	Engineering Ethics and Sustainability	3
Mathematics & Physical Sciences		
MATH 1510	Calculus I	3
MATH 1520	Calculus II	3
MATH 2130	Calculus III	
PHYSICS 1740	Physics I	3
PHYSICS 1741	Physics I Laboratory	1
PHYSICS 1742	Physics II	3
PHYSICS 1743	Physics II Laboratory	1
CHEM 1701	General Chemistry I	3
CHEM 1751	General Chemistry Laboratory I	2
Humanities & Social Sciences [7]		

[1] The BSSSE degree requires a minimum of 45 units of engineering. Courses carrying engineering topics units will be noted in workday. Courses taken on a Pass/No Pass basis may be used for engineering topics units.

[2] Requirements for the BSSSE electives:

a. 12 units in elective courses in systems science and engineering are required: ESE 2992, ESE 3590, ESE 4000–4280, ESE 4370, ESE 4400–4590, ESE 4700–4999, ESE 5020–5290 and ESE 5400–5590.

b. No more than 6 units of the combined units of ESE 2992, ESE 4991, ESE 4992, and ESE 4999 may be applied.

[3] Two upper-level laboratory courses (6 units) from the following list: ESE 4480, ESE 4481, ESE 4650 and ESE 4880. The selection must contain at least one course from ESE 4480 and ESE 4481.

[4]

a. 12 units in outside concentration outside of systems science and engineering are required. These units must all be taken in one of the following engineering areas: Biomedical Engineering, Chemical Engineering, Computer Science & Engineering, Electrical Engineering, or Mechanical Engineering & Materials Science.

b. Sequences for concentrations in economics, mathematics, physics, pre-medicine and other fields can be arranged with special departmental approval to meet a student's specific needs. When a non-engineering discipline is chosen as the outside concentration, the student needs to pay special attention to the engineering topics unit requirement and make sure that enough engineering content is obtained from the other courses.

c. Of the 12 units, 9 units must be at the 2000 level or higher. Courses taken on a pass/fail basis may be used for outside concentration units.

d. Courses used for the outside concentration requirements cannot also be used for other BSSSE requirements.

[5] Students are also encouraged to take CSE 2407.

[6] The recommended chemistry sequence is CHEM 1701–CHEM 1751, but CHEM 1601–CHEM 1751 will be allowed.

[7] Humanities and social sciences courses may be taken on a Pass/No Pass basis.

For more information about the BS in Systems Science & Engineering curriculum, please visit the ESE website.

Bachelor of Science in Computer Engineering (ESE)

Computer engineering encompasses studies of hardware, software, and systems issues that arise in the design, development, and application of computer systems. Computer engineers are particularly well suited to address the particular challenges that exist as computing systems interact with the real, physical world. This includes sensing, actuation, timing, security, and computing systems with widely varying form factors, ranging from servers to mobile devices to the "internet of things." The degree requires 120 units including core courses, technical electives, a capstone course, and common studies.

The Bachelor of Science in Computer Engineering degree is jointly administered by the Department of Computer Science and Engineering and the Department of Electrical and Systems Engineering.

Students working toward a Bachelor of Science in Computer Engineering degree must meet all requirements for an engineering degree from the McKelvey School of Engineering. Required courses and technical electives cannot be taken on a Pass/No Pass basis.

- **Core Requirements*:**

The following courses are required of all computer engineering students:

Code	Title	Units
CSE 1301	Introduction to Computer Science	3
CSE 1302	Introduction to Computer Engineering	3
CSE 2407	Data Structures and Algorithms	3
CSE 2600	Introduction to Digital Logic and Computer Design	3

CSE 3601	Introduction to Systems Software	3
CSE 3602	Computer Architecture	3
ESE 1050	Introduction to Electrical and Systems Engineering	4
ESE 2300	Introduction to Electrical and Electronic Circuits	4
ESE 2320	Introduction to Electronic Circuits	3
ESE 3260	Probability and Statistics for Engineering	3
Total Units		**32**

* Each of these core courses must be passed with a grade of C- or better.

- **Technical Elective Requirements:**

21 units of technical electives that fulfill the following requirements:

1. At least two courses from the following list (the "hardware" list):

Code	Title	Units
ESE 3300	Electromagnetic Theory	3
ESE 3301	Electromagnetics Lab	3
ESE 3310	Electronics Lab	3
ESE 3510	Signals and Systems	3
ESE 4301	Quantum Mechanics for Engineers	3
ESE 4310	Introduction to Quantum Electronics	3
ESE 4330	Radio Frequency and Microwave Technology for Wireless Systems	3
ESE 4360	Semiconductor Devices	3
ESE 4410	Control Systems	3
ESE 4440	Sensors and Actuators	3
ESE 4460	Robotics: Dynamics and Control	3
CSE 4603	Digital Integrated Circuit Design and Architecture	3
ESE 4650	Digital Systems Laboratory	3
ESE 4710	Communications Theory and Systems	3
ESE 4820	Digital Signal Processing	3

2. At least two courses from the following list (the "software" list):

Code	Title	Units
CSE 2301	Introduction to Parallel and Concurrent Programming	3
CSE 3302	Object-Oriented Software Development Laboratory	3
CSE 3605	Elements of Computing Systems	3
CSE 4202	Operating Systems Organization	3
CSE 4205	Programming Systems and Languages	3
CSE 4301	Translation of Computer Languages	3
CSE 4303	Introduction to Computer Security	3
CSE 4304	Reverse Engineering and Malware Analysis	3
CSE 4607	Embedded Computing Systems	3
CSE 4608	Introduction to Quantum Computing	3
CSE 4703	Introduction to Computer Networks	3

3. The remaining three courses can be any CSE course with an S, M, T, or A suffix; or CSE 3407; or any ESE course at the 3000 level or higher; or ESE 2050, ESE 2180, or ESE 2190. Additional courses (beyond the two required) in the above lists count toward this requirement.

The above can include courses at the graduate level; however, they must still meet one of the two criteria above. Up to 6 units of independent study (CSE 4001, CSE 4970-CSE 4975, ESE 4999, ESE 4991) can count toward technical electives. There is no limit as to how many independent study courses can count toward the general 120 units.

- **Capstone Requirement:**

The capstone requirement can be met by taking either CSE 4602 or ESE 4970.

- **Common Studies Requirements:**

Code	Title	Units
CWP 1500	College Writing	3
ENGR 3100	Technical Writing	3
Humanities and Social Sciences electives		18
MATH 1510	Calculus I	3
MATH 1520	Calculus II	3
MATH 2130	Calculus III	3
MATH 2500	Differential Equations	3
Natural Sciences elective		3
PHYSICS 1740	Physics I	3
PHYSICS 1551	Physics I - First Years Only	3
PHYSICS 1553	Physics I - Sophomores, Juniors, and Seniors Only	3
PHYSICS 1741	Physics I Laboratory	1
PHYSICS 1742	Physics II	3
PHYSICS 1743	Physics II Laboratory	1
Total Units		**53**

Upon completing a course in the calculus sequence (MATH 1510-MATH 1520-MATH 2130) with a grade of C+ or better, the student may apply to receive credit for the preceding courses in the calculus sequence by following the mathematics department's back credit policy.

The natural sciences requirement is for 3 units designated NSM (Natural Sciences and Mathematics) from any of the following departments: Anthropology, Biology, Chemistry, Earth and Planetary Sciences, Environmental Studies or Physics. These courses must be completed with a grade of C- or better.

The College Writing Program, humanities, and social sciences requirements are those required of all students in the McKelvey School of Engineering.

Bachelor of Science in Applied Science (Electrical Engineering) (ESE)

Students who do not plan to pursue a career in electrical engineering but who seek a strong foundation in the principles of electrical engineering may choose the Bachelor of Science in Applied Science (Electrical Engineering). The program ensures that the student learns the foundations of electrical engineering through breadth requirements. In addition, there is flexibility in selecting upper-level courses to meet the student's individual objectives. This program also may be attractive for students interested in obtaining multiple degrees, because the requirements are less strict than for the BSEE degree. Historically, students have matched a degree in electrical engineering with degrees in other engineering disciplines, in the natural sciences, in music, in history and in business; other combinations are possible. This also may be an attractive option for students planning graduate studies in a variety of disciplines, including medicine, law or business. This applied science degree is not accredited by the Engineering Accreditation Commission of ABET.

The degree requirements include the residency and general requirements of the university and the McKelvey School of Engineering as well as the following:

Code	Title	Units
Required courses in Electrical Engineering		*29*
ESE 1050	Introduction to Electrical and Systems Engineering	4
ESE 2180	Linear Algebra and Component Analysis	3
ESE 2190	Vector Calculus and Dynamics of Physical Systems	3
ESE 2300	Introduction to Electrical and Electronic Circuits	4
ESE 2320	Introduction to Electronic Circuits	3
CSE 2600	Introduction to Digital Logic and Computer Design	3
ESE 3260	Probability and Statistics for Engineering	3
ESE 3300	Engineering Electromagnetics Principles	3
ESE 3510	Signals and Systems	3
Upper-level elective courses in electrical engineering (ESE 2050, ESE 2992, ESE 3300–3990, ESE 4100-4260, ESE 4290–4999, ESE 5030–5890)		18
Free electives		28
Mathematics, science and engineering electives		24
Computer Science requirement (CSE 1301)		3
Humanities and social sciences electives		18
Total		**120**

[1] No more than 6 units of the combined units of ESE 2992, ESE 4991, ESE 4992, and ESE 4999 may be applied.

Bachelor of Science in Applied Science (Systems Science & Engineering) (ESE)

This program provides the student with the opportunity to prepare their academic career with maximum flexibility but also with enough organization to ensure substantive, consistent training in systems science methodology and outlook. This program is recommended if students wish to pursue a program that does not follow conventional lines. It is an especially advantageous degree for a double major in association with mathematics, physics, economics or another engineering discipline. The program can be planned to provide a desirable background for graduate work in biological, medical or management fields. This applied science degree is not accredited by the Engineering Accreditation Commission of ABET.

The degree requirements include the residency and general requirements of the university and the McKelvey School of Engineering as well as the following:

Code	Title	Units
Required courses in Systems Science & Engineering		*26*
ESE 1050	Introduction to Electrical and Systems Engineering	4
ESE 2180	Linear Algebra and Component Analysis	3
ESE 2190	Vector Calculus and Dynamics of Physical Systems	3
ESE 2300	Introduction to Electrical and Electronic Circuits	4
ESE 3260	Probability and Statistics for Engineering	3
ESE 3510	Signals and Systems	3
ESE 4031	Optimization for Engineered Planning, Decisions and Operations	3
or ESE 4150	Optimization	
ESE 4410	Control Systems	3
Elective systems science & engineering electives (ESE 2050, ESE 2992, ESE 3590, ESE 4000–4280, ESE 4370, ESE 4400–4590, ESE 4700–4999, ESE 5020–5290 and ESE 5400–5590.)		18
Free electives		40
Mathematics, science and engineering electives		24
Computer Science requirement (CSE 1301)		3
Humanities and social sciences electives		18
Total		**120**

Second Major in Electrical Engineering (ESE)

A second major in electrical engineering is ideal for students majoring in many areas, such as mathematics, physics, chemistry and biology. Students in the McKelvey School of Engineering as well as the other undergraduate divisions at Washington University now have the opportunity to pursue a second major in electrical engineering. Students are not allowed to add this second major to either the BS in Electrical Engineering or the BS in Applied Science (Electrical Engineering).

The requirements for a second major in electrical engineering are as follows:

Code	Title	Units
CSE 1301	Introduction to Computer Science	3
CSE 2600	Introduction to Digital Logic and Computer Design	3
ESE 1050	Introduction to Electrical and Systems Engineering	4
ESE 2180	Linear Algebra and Component Analysis	3
ESE 2190	Vector Calculus and Dynamics of Physical Systems	3
ESE 2300	Introduction to Electrical and Electronic Circuits	4
ESE 2320	Introduction to Electronic Circuits	3
ESE 3260	Probability and Statistics for Engineering	3
ESE 3300	Engineering Electromagnetics Principles	3
ESE 3510	Signals and Systems	3
Total Units		**32**

In addition, students must select 18 units of ESE electives from the following list: ESE 2050, ESE 2992, ESE 3300–3990, ESE 4100–4260, ESE 4290–4999, and ESE 5030–5890.

Students may petition to substitute electrical-science–oriented courses from other disciplines in Arts & Sciences (e.g., certain courses in physics or applied mathematics) for up to two of the above required courses. Within this second major in electrical engineering, areas of concentration are possible in devices and circuits, applied physics, signals and imaging, and control systems.

For more information, please contact the director of the program, Chuan Wang.

Second Major in Systems Science & Engineering (ESE)

A second major in systems science and engineering is ideal for study in many areas, including physics, chemistry, economics, finance, supply chain management and computational biology. Students in the McKelvey School of Engineering as well as the other undergraduate divisions at Washington University have the opportunity to pursue a second major in systems science and engineering in the Preston M. Green Department of Electrical & Systems Engineering in the McKelvey School of Engineering. Students are not allowed to add this second major to either the BS in SSE or the BS in Applied Science (SSE).

The requirements for a second major in systems science and engineering are as follows:

Code	Title	Units
CSE 1301	Introduction to Computer Science	3
ESE 1050	Introduction to Electrical and Systems Engineering	4
ESE 2180	Linear Algebra and Component Analysis	3
ESE 2190	Vector Calculus and Dynamics of Physical Systems	3
ESE 2300	Introduction to Electrical and Electronic Circuits	4
ESE 3260	Probability and Statistics for Engineering	3
ESE 3510	Signals and Systems	3
ESE 4031	Optimization for Engineered Planning, Decisions and Operations	3
or ESE 4150	Optimization	
ESE 4410	Control Systems	3
Total Units		**29**

In addition, 18 units of ESE courses in the systems area are to be chosen from the following list: ESE 2050, ESE 2992, ESE 3590, ESE 4000–4280, ESE 4370, ESE 4400–4590, ESE 4700–4999, ESE 5020–5290 and ESE 5400–5590.

Students may petition to substitute systems-oriented courses from other disciplines in Arts & Sciences for two of these six courses (for example, courses in computational physics, econometrics or computational mathematics).

Within this second major in systems science and engineering, areas of concentration are possible in robotics, control systems and operations research.

For more information, contact the director of the program, Shen Zeng.

Second Major in Financial Engineering (ESE)

A second major in financial engineering is ideal for students who are interested in careers or graduate study in financial engineering, quantitative finance, or related fields. This program covers classes in engineering, computer science, and business. Students interested in the second major must have completed the background courses or being in the process of completing them and have a 3.3 or higher grade point average to pursue this second major. The grade point average includes the cumulative GPA, the Business GPA, and the Engineering GPA. Students must complete 30 total units (15 Engineering units and 15 Olin Business units).

Code	Title	Units
Background Coursework		**15**
CSE 1301	Introduction to Computer Science	3
ESE 3260	Probability and Statistics for Engineering	3
or SDS 3200	Elementary to Intermediate Statistics and Data Analysis	
or DAT 1201	Managerial Statistics II	
or ECON 3150	Introduction to Econometrics	
or ECON 4150	Introduction to Econometrics With Writing	
or SDS 4130	Linear Statistical Models	
or SDS 4010	Probability	
MATH 2500	Differential Equations	3
or ESE 2170	Differential Equations and Dynamical Systems Modeling in Engineering	
or MATH 3520	Differential Equations and Dynamical Systems	
MATH 2130	Calculus III	3
MATH 3300	Matrix Algebra	3
or ESE 2180	Linear Algebra and Component Analysis	
or MATH 4301	Linear Algebra	

Students must complete 15 Engineering units. At least 6 of those units must be from the Engineering Core Courses:

Code	Title	Units
Engineering Core Courses		
ESE 4150	Optimization	3
ESE 4170	Introduction to Machine Learning and Pattern Classification	3
or CSE 4107	Introduction to Machine Learning	
ESE 4261	Statistical Methods for Data Analysis With Applications to Financial Engineering	3
ESE 4270	Financial Mathematics	3
Engineering Elective Courses		
CSE 2407	Data Structures and Algorithms	3
ESE 4031	Optimization for Engineered Planning, Decisions and Operations	3
ESE 5130	Large-Scale Optimization for Data Science	3
ESE 5200	Probability and Stochastic Processes	3

Students must complete 15 Olin Business units, including all 9 units of Olin Professional Core Courses and 6 elective units.

Code	Title	Units
Olin Professional Core Courses		**9**
ACCT 2610	Principles of Financial Accounting	3
FIN 3150	Capital Markets and Financial Management	3
FIN 4410	Investments	3
Olin Electives		**6**
FIN 4506	Financial Technology: Methods and Practice	3
FIN 4510	Options, Futures and Derivative Securities	3
FIN 4370	Advanced Derivative Securities	3
FIN 5017	Quantitative Risk Management	3
FIN 5018	Topics in Quantitative Finance	1.5
FIN 5321	Data Analysis for Investments	1.5
FIN 5390	Mathematical Finance	1.5
FIN 5520	Fixed Income Derivatives	1.5

[1] At least one of FIN 4510 or ESE 4270 must be taken to complete the second major. ESE 4270, if taken after FIN 3150, can be used to satisfy the FIN 4510 prerequisite of Olin elective courses.

For more information, contact the director of the program, Vladimir Kurenok.

Minor in Electrical Engineering (ESE)

This minor consists of fundamental courses in core electrical engineering areas of devices and circuits, applied physics, and signals and systems. Elective choices allow further depth in advanced devices, optics, signal processing, and control systems or greater breadth within electrical engineering.

Units required: 16

Code	Title	Units
ESE 2300	Introduction to Electrical and Electronic Circuits	4
ESE 2320 Introduction to Electronic Circuits **or** ESE 3300 Engineering Electromagnetics Principles		3
ESE 3510	Signals and Systems	3

In addition, students must take 6 units from the following list: ESE 1050, ESE 2050, ESE 2180, ESE 2190, ESE 2320, ESE 2992, ESE 3300–3990, ESE 4100–4260, ESE 4290–4999, and ESE 5030–5890.

For more information, contact the director for the minor, Chuan Wang.

Minor in Energy Engineering (ESE)

Objective: The goal of this minor is to provide students with a course work experience that will enhance their background, knowledge and skills in the topical area of energy engineering. The minor encompasses courses in several fields of science and engineering, including the Department of Energy, Environmental & Chemical Engineering; the Department of Electrical & Systems Engineering; and the Department of Mechanical Engineering & Materials Science.

A minor in energy engineering requires the completion of at least 18 units selected from the following lists. It is open to any undergraduate student pursuing an engineering major, a major in the sciences (biology, chemistry, physics) in Arts & Sciences, or the environmental studies major.

Interested departments should expose students to energy and related concepts in their introductory courses.

Basic and Applied Sciences (fundamental content) (two courses):

Code	Title	Units
EECE 2000 Process Analysis and Thermodynamics **or** MEMS 3400 Thermodynamics		4 or 3
EECE 3000 Transport Phenomena I: Basics and Fluid Mechanics **or** MEMS 3410 Fluid Mechanics		3
EECE 3510 Transport Phenomena II: Energy and Mass Transfer **or** MEMS 3420 Heat Transfer		4 or 3
ESE 3320	Power, Energy, and Polyphase Circuits	3

Social Science/Policy/Economics Elective (students choose one course):

Code	Title	Units
ECON 3350	Environmental Policy	3
ENST 3330	Multiparty Environmental Decision Making	3
ENST 3340	Writing Skills for Environmental Professionals	3
ENST 3400	Energy Governance in Israel and the Middle East	3
ENST 3530	Sustainable Cities	3
ENST 4810	Reset - Renewable Energy Policy, Engineering and Business	3
POLSCI 3328	Energy Politics	3

Electives:

Students choose three courses. One of the courses is required to be chosen from outside of the student's major degree department. A partner department may approve the use of a course listed under basic and applied sciences as an elective.

Code	Title	Units
EECE 3110	Green Engineering	3
EECE 4060	Energy Conversion and Storage	3
EECE 4061	Electrochemical Processes	3
EECE 4993	International Experience in EECE	3
EECE 5080	Combustion Phenomena	3
EECE 5180	Biomass Energy Systems and Engineering	3
EECE 5200	Electrochemical Engineering	3
EEPS 3150	Environmental Impacts of Human Energy Use	3
ESE 4340	Solid-State Power Circuits and Applications	3
ESE 4350	Electrical Energy Laboratory	3
MEMS 3430	Design of Thermal Systems	3
MEMS 5422	Solar Thermal Energy Systems	3
MEMS 5423	Sustainable Environmental Building Systems	3
MEMS 5424	Thermo-Fluid Modeling of Renewable Energy	3
MEMS 5427	Fundamentals of Fuel Cells	3
MEMS 5705	Wind Energy Systems	3

Committee to Oversee Energy Engineering Minor

Peng Bai (EECE, Coordinator); Bruno Sinopoli (ESE); Xianglin Li (MEMS)

The committee ensures that any course added to the above lists contains a significant amount of energy topics and that the entire program is cohesive.

Minor in Mechatronics (ESE)

Advancements in power electronics, electronic sensors, and computer hardware and software have led to an expanding role for "smart" systems, which combine electronic and mechanical components. Automotive examples illustrate this point. The replacement of carburetors by fuel injection systems is almost universal, and hybrid/electric cars are replacing traditional automobiles. Not only are auxiliary devices such as fuel pumps, air bags and air-conditioner compressors driven by electric motors controlled by microprocessors, but fundamental components such as intake and outtake valves soon will be driven in this way. The internal combustion engine itself may be replaced by fuel cells and motors. Medical devices, micro-electromechanical systems, robots, fly-by-wire aircraft and wind turbines also all rely on electronic sensing of mechanical parameters and actuation of motion. These examples suggest strongly that engineers who are adept in the design, analysis and simulation of electromechanical systems will be in demand. The minor in mechatronics is created to encourage our students to study this important subject and provide recognition to those who do so.

This program is primarily designed for students in the ESE and MEMS departments and has been approved by the two departments. It is available for others as well.

The proposed minor program consists of four required courses, two electives and one prerequisite:

Four required courses:

Code	Title	Units
ESE 4440	Sensors and Actuators	3
ESE 4460	Robotics: Dynamics and Control	3
or MEMS 5206	Modern Robotics: Mechanics, Planning and Control	
MEMS 2520	Dynamics	3
MEMS 4110	Mechanical Engineering Design Project	3
Total Units		**12**

Two electives chosen from the following:

Code	Title	Units
ESE 4360	Semiconductor Devices	3
ESE 4820	Digital Signal Processing	3
MEMS 4320	Modeling, Simulation and Control	3
or ESE 4410	Control Systems	
MEMS 4310	Vibrations	3

Prerequisite:

Code	Title	Units
CSE 1301	Introduction to Computer Science	3

For more information about the minor, contact Dennis Mell (ESE) or Jackson Potter (MEMS).

Minor in Robotics (ESE)

Robotic systems have a wide range of applications in modern technology and manufacturing. Robots can vary in complexity and use, from the microrobots used for surgical procedures to the moderate-sized robots common in manufacturing and undersea exploration to the macrorobots used for the disposal of nuclear waste and as arms on space-station modules. The program designed for a minor in robotics provides a fundamental understanding of robotic operation and preliminary training in the design and use of robots.

Units required: 18

Prerequisites:

Code	Title	Units
CSE 1301	Introduction to Computer Science	3
MATH 2500	Differential Equations	3
PHYSICS 1740	Physics I	4
and PHYSICS 1741	Physics I Laboratory	
PHYSICS 1742	Physics II	4
and PHYSICS 1743	Physics II Laboratory	
Total Units		**14**

Required courses:

Code	Title	Units
ESE 3510	Signals and Systems	3
or MEMS 4310	Vibrations	
ESE 4460	Robotics: Dynamics and Control	3
or MEMS 5206	Modern Robotics: Mechanics, Planning and Control	
ESE 4480	Control Systems Design Laboratory	3
MEMS 2520	Dynamics	3
Total Units		**12**

Two additional courses must be chosen with the approval of the director of the program for a minor in robotics. Suggested courses include the following:

Code	Title	Units
CSE 5406	Computational Geometry	3
ESE 4170	Introduction to Machine Learning and Pattern Classification	3
or CSE 4107	Introduction to Machine Learning	
ESE 4410	Control Systems	3
or MEMS 4320	Modeling, Simulation and Control	
ESE 4450	Sensing, Planning and Control in Robotics	3
MEMS 3110	Machine Elements	3
MEMS 5207	Robot Design	3
or ESE 4480	Control Systems Design Laboratory	

For more information about the minor, contact Dennis Mell (ESE) or Jackson Potter (MEMS).

Minor in Systems Science & Engineering (ESE)

This minor consists of fundamental courses in control systems and operations research. In the area of control systems, students will be introduced to design techniques for controlling engineering and socioeconomic systems such as airplanes, automobiles, nuclear reactors, ecological systems, communication networks, the nation's economy and biological systems. In the area of operations research, students are introduced to techniques for optimally managing business resources and controlling business networks such as supply chains.

Units required: 15

Code	Title	Units
ESE 2170	Differential Equations and Dynamical Systems Modeling in Engineering	3
ESE 4031	Quantum Mechanics for Engineers	3
or ESE 4150	Optimization	
ESE 4410	Control Systems	3

In addition, students must take 6 units from the following list ESE 1050, ESE 2050, ESE 2180, ESE 2190, ESE 2992, ESE 3590, ESE 4000–4280, ESE 4370, ESE 4400–4590, ESE 4700–4999, ESE 5020–5290, and ESE 5400–5590.

For more information, contact the director for the minor, Shen Zeng.

Minor in Quantum Engineering (ESE)

Quantum engineering is an emerging field that fuses physics, engineering, and computer science. It incorporates radical new ideas for computing, materials, devices and sensors. Advances in quantum sensing, encryption, and computing will transform science and engineering and have a far-reaching impact on the industry, the economy, and other aspects of our society.

The Minor in Quantum Engineering integrates quantum knowledge — quantum physics, quantum information science, and quantum technologies — into the engineering education at Washington University. The curriculum encompasses both fundamental physics and the broad engineering skill set necessary to meet the practical challenges of the future.

Students with background in applied physics or electrical engineering are ideal candidates for this program, but the minor is open to any undergraduate student enrolled in a degree program at Washington University in St. Louis.

Prerequisites

The course ESE 4301 Quantum Mechanics for Engineers is designed to be the entry course for the quantum engineering curriculum, which provides the foundations — that is, the mathematical and physical knowledge — required for all subsequent core courses. By design, this course is made to be accessible to second-year engineering undergraduates with knowledge of linear algebra and calculus at the level of ESE 2180 Linear Algebra and Component Analysis and ESE 2190 Vector Calculus and Dynamics of Physical Systems, or ENGR 3180/ENGR 3190 Engineering Mathematics A/B, or the equivalent.

Required Courses

The Minor in Quantum Engineering requires the completion of 15 units from the courses listed below. At least two courses must be from the Core Courses list.

Core Courses

Students select at least two courses from this list:

Code	Title	Units
CSE 4608	Introduction to Quantum Computing	3
ESE 4290	Basic Principles of Quantum Optics and Quantum Information	3
or ESE 5360	Introduction to Quantum Optics	
ESE 4301	Quantum Mechanics for Engineers	3
ESE 4310	Introduction to Quantum Electronics	3

Program Electives

Code	Title	Units
PHYSICS 3180	Introduction to Quantum Physics II	3
or PHYSICS 4071	Quantum Mechanics	
or PHYSICS 5230	Quantum Mechanics I	
ESE 4360	Semiconductor Devices	3
ESE 4390	Introduction to Quantum Communications	3
ESE 5320	Introduction to Nano-Photonic Devices	3
ESE 5820	Fundamentals and Applications of Modern Optical Imaging	3
CHEM 4010	Physical Chemistry I	3
CHEM 5330	Time-Dependent Quantum Mechanics & Spectroscopy	3
CHEM 5014	Physical Properties of Quantum Nanostructures	3
MATH 4570	The Mathematics of Quantum Theory	3
or 5057	The Mathematics of Quantum Theory	
PHYSICS 4072	Solid State Physics	3
PHYSICS 5890	Selected Topics in Physics I	3

For more information, contact the director for the minor, Jung-Tsung Shen.

Energy, Environmental & Chemical Engineering

About Energy, Environmental & Chemical Engineering

Our department focuses on environmental engineering, energy systems engineering and chemical engineering. We provide integrated and multidisciplinary programs of scientific education. Our mission is accomplished by instilling a tradition of lifelong learning; offering a curriculum of fundamental education coupled with applications in advanced focal areas and strengthened by our breadth in other disciplinary areas; participating in cutting-edge research with faculty and industrial partners; and providing access to state-of-the-art facilities and instrumentation. Most undergraduate students in the department will pursue the BS in Chemical Engineering degree or the BS in Environmental Engineering degree, both accredited by the Engineering Accreditation Commission of ABET. Other students may pursue the BS in Applied Science degree with a major in chemical

engineering. The department offers a minor in environmental engineering science, and, in collaboration with other engineering departments, we co-sponsor a minor in energy engineering and a minor in nanoscale science and engineering. Graduate degrees (Master of Engineering, Master of Science and Doctor of Philosophy) in Energy, Environmental & Chemical Engineering are also offered by the department.

Chemical engineers are involved in the transfer of scientific discoveries to modern technologies and novel products that benefit society and minimize the impact on the environment. They deal with multiscale aspects of generating clean energy, producing novel and superior materials, and utilizing the biological revolution to manufacture new products. They are involved in the development and manufacture of consumer products as well as in the design, operation and control of processes in a variety of industries (e.g., petroleum, petrochemical, chemical, consumer products, food, feed, pharmaceuticals). Their broad training in basic sciences (e.g., chemistry, physics, biology, mathematics) coupled with a strong foundation in chemical engineering principles (e.g., thermodynamics, mass and energy balances, transport phenomena, kinetics, separations, reaction engineering, control, product development, process design) makes them invaluable team members and leaders in any engineering enterprise. It also prepares them well for graduate studies in biochemical, biomedical, chemical, environmental and materials engineering. In addition, the BS in Chemical Engineering is a great starting point for pursuing a degree in business, law or medicine.

Environmental engineers apply scientific and engineering principles to assess, manage and design sustainable systems for the protection of human and ecological health. The designs and technologies that they develop provide safe and sufficient public water supplies, enable effective and efficient treatment and resource recovery from wastewater and other wastes, and control pollutant releases that protect water, soil and air quality. Environmental engineers also seek to understand the effect of technological advances on the environment and to identify opportunities to improve the environmental sustainability of new technologies. Environmental engineers have broad training in basic sciences, mathematics and computational approaches as well as an engineering foundation that includes mass and energy balances, thermodynamics, transport phenomena, and chemical, physical and biological treatment processes. The training of environmental engineers also includes natural science and environmental social science and the humanities. This training prepares environmental engineers to apply technological solutions within specific environmental and societal contexts. Environmental engineering graduates are prepared to enter professional practice and to pursue graduate study in environmental engineering and allied fields.

The curricula are planned to provide students with a strong background in basic engineering concepts while allowing students individual latitude to emphasize study in a specialized area or to obtain added breadth both within and outside of chemical or environmental engineering.

Mission Statement

The mission of the department is to teach energy, environmental and chemical engineering principles and their application in an inspiring learning environment; to prepare students for engineering careers by developing the skills of critical thinking, analysis and communication proficiency; and to instill a sense of professional ethics and societal responsibility.

Advising

The department takes pride in its mentoring of undergraduate students. Each student who declares chemical or environmental engineering as a (potential) major is assigned an academic advisor from the full-time department faculty. Typically, the same advisor follows the student's academic progress and serves as a mentor from the first year through graduation.

Phone:	314-935-5545
Website:	https://eece.wustl.edu/academics/undergraduate-programs/index.html

Faculty

Department Chair and Professor

Joshua Yuan
Lucy & Stanley Lopata Professor
PhD, University of Tennessee
Design-based engineering to address challenges in energy, the environment and health

Endowed Professors

Richard L. Axelbaum
The Stifel & Quinette Jens Professor of Environmental Engineering Science
PhD, University of California, Davis
Combustion, advanced energy systems, clean coal, aerosols, nanoparticle synthesis, rechargeable battery materials, thermal science

Daniel E. Giammar
Walter E. Browne Professor of Environmental Engineering
Director, Center for the Environment
PhD, California Institute of Technology
Aquatic chemistry, environmental engineering, water quality, water treatment

Zhen (Jason) He
Laura and William Jens Professor of Energy, Environmental & Chemical Engineering
Director of Graduate Studies
PhD, Washington University
Environmental biotechnology, bioenergy production, biological wastewater treatment, resource recovery, bioelectrochemical systems, sustainable desalination technology, anaerobic digestion, forward osmosis, membrane bioreactors

Randall Martin
Raymond R. Tucker Distinguished Professor
PhD, Harvard University
Characterizing atmospheric composition to inform effective policies surrounding major environmental and public health challenges ranging from air quality to climate change

Vijay Ramani
Vice Provost for Graduate Education and International Affairs
Roma B. and Raymond H. Wittcoff Distinguished University Professor
PhD, University of Connecticut
Electrochemical engineering, energy conversion

Jay R. Turner
Head of the Division of Engineering Education
Vice Dean for Education
James McKelvey Professor of Engineering Education
DSc, Washington University
Air quality planning and management, aerosol science and engineering, green engineering

Fuzhong Zhang
Francis F. Ahmann Professor
PhD, University of Toronto
Metabolic engineering, protein engineering, synthetic and chemical biology

Professors

Rajan Chakrabarty
PhD, University of Nevada, Reno
Characterizing the radiative properties of carbonaceous aerosols in the atmosphere, researching gas-phase aggregation of aerosols in cluster-dense conditions

Feng Jiao
PhD, University of St. Andrews
Electrocatalysis, carbon dioxide utilization, electrochemical devices, energy storage

Young-Shin Jun
PhD, Harvard University
Aquatic processes, molecular issues in chemical kinetics, environmental chemistry, surface/physical chemistry, environmental engineering, biogeochemistry, nanotechnology

Xinhua Liang
PhD, University of Colorado Boulder
Gas-phase synthesis, surface science and catalysis, nanostructured films and devices, energy and environmental applications

Yinjie Tang
PhD, University of Washington
Metabolic modeling, fermentation engineering, algal bioprocesses

Jian Wang
Director of the Center for Aerosol Science and Engineering (CASE)
PhD, California Institute of Technology
Aerosol properties and processes, nucleation and new particle formation, aerosols in the marine environment, effects of aerosols on cloud microphysical properties and macrophysical structure

Gang Wu
PhD, Harbin Institute of Technology
Advanced materials, catalysis, electrochemical engineering, sustainability

Associate Professors

Peng Bai
PhD, Tsinghua University, China
Develop next-generation batteries; probe the in situ electrochemical dynamics of miniature electrodes down to nanoscales; capture the heterogeneous and stochastic nature of advanced electrodes; identify the theoretical pathways and boundaries for the rational design of materials, electrodes, and batteries through physics-based mathematical modeling and simulation

Marcus Foston
Director of Diversity Initiatives
PhD, Georgia Institute of Technology
Utilization of biomass resources for fuel and chemical production, renewable synthetic polymers, development of advanced aerosol instruments

Kimberly M. Parker
PhD, Stanford University
Investigation of environmental organic chemistry in natural and engineered systems

Elijah Thimsen
PhD, Washington University in St. Louis
Gas-phase synthesis of inorganic nanomaterials for energy applications, novel plasma synthesis approaches

Assistant Professors

Christopher Cooper
PhD, Stanford University
Responsive, soft materials for applications in energy storage, environmental sustainability and human health

Jenna Ditto
PhD, Yale University
Chemical composition of indoor and outdoor air, indoor air chemistry, health impacts of air pollution exposure

Fangqiong Ling
PhD, University of Illinois at Urbana-Champaign
Microbial ecosystem analysis and modelling, process modelling, machine learning, NextGen sequencing bioinformatics, environmental microbiology, bioreactor design

Lu Xu
PhD, Georgia Institute of Technology
Air quality, climate change, atmospheric chemistry

Research Assistant Professor & Senior Lecturer

Benjamin Kumfer
DSc, Washington University
Advanced coal technologies, biomass combustion, aerosol processes and health effects of combustion-generated particles

Teaching Professor

Janie Brennan
Associate Chair for Undergraduate Education
PhD, Purdue University
Chemical engineering education, biomaterials

Senior Lecturers

Raymond Ehrhard
BS, Missouri University of Science and Technology
Water and wastewater treatment technologies, process energy management

Trent Silbaugh
PhD, University of Washington
Chemical engineering education, catalysis, carbon capture and conversion

Kristen Wyckoff
PhD, University of Tennessee
Environmental engineering education, stormwater runoff, environmental microbiology

Lecturer

Kurt Russell
PhD, Purdue University
Chemical engineering education, catalysis

Affiliated Faculty

Gary Moore
Senior Lecturer for the Joint Engineering Program
MS, Missouri University of Science and Technology
Environmental management

Adjunct Faculty

Grigoriy Yablonsky
PhD, Boreskov Institute of Catalysis
Chemical reaction engineering and heterogeneous catalysis

Emeritus Professor

Milorad P. Dudukovic
Laura and William Jens Emeritus Professor
PhD, Illinois Institute of Technology
Chemical reaction engineering, multiphase reactors, visualization of multiphase flows, tracer methods, environmentally benign processing

Majors

Please visit the following pages for information about the energy, environmental and chemical engineering majors:

- Bachelor of Science in Chemical Engineering (p. 1140)
- Bachelor of Science in Environmental Engineering (p. 1141)
- Bachelor of Science in Applied Science (Chemical Engineering) (p. 1142)
- Double Majors and the Pre-Medical Program (p. 1142)

Minors

Please visit the following pages for information about the energy, environmental and chemical engineering minors:

- Minor in Energy Engineering (p. 1143)
- Minor in Environmental Engineering Science (p. 1144)
- Minor in Nanoscale Science & Engineering (p. 1144)

Courses

EECE 1000 Introduction to Energy, Environmental and Chemical Engineering
Key technical issues that face our society and some of the emerging technologies that hold promise for the future are examined and discussed. Relationship to chemical engineering principles is emphasized.
Credit 3 units.
Typical periods offered: Fall

EECE 1010 Topics in Energy, Environmental and Chemical Engineering
Key technical issues that face our society and some of the emerging technologies that hold promise for the future are examined and discussed. Emphasizes providing a broader context for content delivered in concurrent core chemical and environmental engineering courses.
Credit 1 unit.
Typical periods offered: Fall

EECE 1999 Independent Study
Independent investigation on topic of special interest. Interested students are encouraged to approach and engage faculty to develop a topic of interest. A form declaring the agreement must be filed in the departmental office. Petitions are generally considered in the semester preceding the independent study experience.
Credit 3 units.
Typical periods offered: Fall, Spring

EECE 2000 Process Analysis and Thermodynamics
This course is an introduction to the use of mathematics and methods of engineering in the analysis of chemical and physical processes. It will address the use of balances (e.g., mass, energy, entropy) to describe processes with and without chemical reactions in both transient and steady-state conditions as well as classical thermodynamics focused on processes, first and second laws, and properties of pure substances.
Credit 4 units.

Typical periods offered: Fall

EECE 2020 Computational Modeling in Energy, Environmental and Chemical Engineering
Computational tools to solve engineering, design and scientific problems encountered in thermodynamics, transport phenomena, separation processes and reaction kinetics. Introduction to programming skills in MATLAB and use of various MATLAB toolboxes. Theory and application of numerical methods for solution of common problems, including methods for root-finding/optimization, curve fitting (regression, interpolation, and spline), integration, differentiation, and ordinary differential equations and boundary value problems. Illustrative application examples.
Credit 3 units.
Typical periods offered: Spring

EECE 2100 Introduction to Environmental Engineering
The objective of this course is to introduce students to the field of environmental engineering. The course will emphasize basic principles of mass and energy conservation which govern physical, chemical and biological processes. Applications include the estimation of contaminant concentrations and the design of environmental controls.
Credit 3 units.
Typical periods offered: Spring

EECE 2510 Thermodynamics II in EECE
Molecular motions, kinetic theory of gases, kinetic theory of dense phases, chemical kinetics.
Credit 3 units.
Typical periods offered: Spring

EECE 2999 Independent Study
Independent investigation on topic of special interest. Interested students are encouraged to approach and engage faculty to develop a topic of interest. A form declaring the agreement must be filed in the departmental office. Petitions are generally considered in the semester preceding the independent study experience.
Credit 3 units.
Typical periods offered: Fall, Spring

EECE 3000 Transport Phenomena I: Basics and Fluid Mechanics
Engineering principles involved in the exchange of heat and matter in chemical processes. Laws governing the flow of liquids and gases in laboratory and plant equipment.
Credit 3 units.
Typical periods offered: Spring

EECE 3100 Water Resources Engineering
This course further develops student knowledge of water resources engineering specific to the movement of water through natural and built environments. Combines existing fluid mechanics knowledge with hydrology and hydrogeology to introduce students to the design and analysis of surface water, open channel flow, pipe flow, and groundwater systems. Students will have an opportunity to describe, model, and calculate surface water and stormwater runoff hydrology; design and analyze open channel flow; quantify flow in partially full pipes; predict and analyze groundwater flow conditions for confined and unconfined aquifers using hydrogeology; and calculate groundwater flow and well drawdown.
Credit 3 units.
Typical periods offered: Fall

EECE 3110 Green Engineering
Strategies and methods for waste minimization and pollutant emission reduction. Principles of green engineering. Environmental transport and fate modeling. Design of heat and mass exchange networks for energy and waste reduction.
Credit 3 units.
Typical periods offered: Fall

EECE 3120 Air Quality Engineering With Lab
Introduction to air quality and pollution control. Pollutant emissions, atmospheric chemistry, and fate. Air pollution meteorology and atmospheric dispersion. Application of chemistry, thermodynamics, and fluid mechanics in the selection and design of air pollution control equipment. Labs to measure air quality and demonstrate control principles.
Credit 4 units.
Typical periods offered: Fall

EECE 3130 Environmental Engineering Fate and Transport
The objective of this course is to introduce students to the fundamental processes that control contaminant fate and transport in the natural and built environment. The course will highlight mass transport and transformation in surface water, soil and groundwater, and atmosphere. Students will be introduced to environmental transport modeling software to solve applied problems.
Credit 3 units.
Typical periods offered: Spring

EECE 3510 Transport Phenomena II: Energy and Mass Transfer
This course covers introductory treatment of the principles of heat transfer by conduction, convection, and radiation; mathematical analysis of steady and unsteady conduction along with numerical methods; analytical and semi-empirical methods of forced and natural convection systems; boiling and condensation heat transfer; and principles of mass transfer (diffusion and convection) introduced by analogy to heat transfer.
Credit 4 units.
Typical periods offered: Fall

EECE 3520 Materials Science
Introduces the chemistry and physics of engineering materials. Emphasis on atomic and molecular interpretation of physical and chemical properties, the relationships between physical and chemical properties, and performance of an engineering material.
Credit 3 units.
Typical periods offered: Fall

EECE 3530 Chemical Reaction Engineering
Introduction to chemical reaction engineering principles and applications in process and product development. Evaluation of reaction rates from mechanisms and experimental data, quantification of pertinent transport effects and application to reactor and product design.
Credit 3 units.
Typical periods offered: Fall

EECE 3540 Mass Transfer Operations
Stagewise and continuous mass transfer operations, including distillation, gas absorption, humidification, leaching, liquid extraction, and membrane separations.
Credit 3 units.
Typical periods offered: Spring

EECE 3550 Biology in EECE
The course provides an introduction to molecular biology, biochemistry, microbiology, and biotechnology. The course focuses on an engineering approach to microbiology and molecular biology. Topics include basics of molecular biology, mathematical analysis of biological systems, genetic engineering, and biotechnological applications.
Credit 3 units.
Typical periods offered: Spring

EECE 3999 Independent Study
Independent investigation on topic of special interest. Interested students are encouraged to approach and engage faculty to develop a topic of interest. A form declaring the agreement must be filed in the departmental office. Petitions are generally considered in the semester preceding the independent study experience.
Credit 3 units.
Typical periods offered: Fall, Spring, Summer

EECE 4000 Process Design, Economics and Simulation
This is a lecture and computer lab-based course covering engineering science and design, fundamentals of process and product development, process safety and sustainability, computational techniques, and economic principles used for the design of chemical, biological, and environmental processes and procedures. A guided design project is included.
Credit 2 units.
Typical periods offered: Fall

EECE 4001 Bridging Academia and Industry in Chemical & Environmental Engineering
This course bridges the gap between academic learning and professional practice in chemical and environmental engineering by connecting students with industry professionals. Through weekly meetings, students will gain insights into these fields, understand current trends, and build valuable networks. A comprehensive career development component is included to assist students in effectively searching for jobs and positioning themselves for industry roles.
Credit 1 unit.
Typical periods offered: Fall, Spring

EECE 4010 Advanced Energy Lab
Laboratory experiments to illustrate the application of engineering fundamentals to the study of advanced energy generation, storage, distribution, and delivery systems. Modules include both lecture and laboratory components and explore topics such as fossil fuel combustion, solar PV and solar thermal systems, wind-derived energy, biofuels production, electrochemical energy storage. Extensive metering of energy use in Brauer Hall will be used to study systems performance including energy efficiency.
Credit 3 units.
Typical periods offered: Fall

EECE 4020 Aerosol Science and Engineering Summer School
Aerosol science and engineering encompasses the basic principles that describe the formation, growth, and evolution of a system of particles suspended in a gaseous medium, and the measurement, characterization, and modeling of their properties. Advances in this cross-disciplinary area of research are pivotal for improving our understanding and estimation of climate change; ensuring air quality protection; assessment of health impacts; and enablement of advanced material synthesis. This course will review the current knowledge on measurement, modeling, and characterization techniques for aerosols. It is team-taught and will involve participation by leading scholars across the country with expertise in aerosol science and engineering. This is a broad, introductory course for beginning graduate students and junior and senior undergraduates.
Credit 3 units.
Typical periods offered: Summer

EECE 4030 Instrumental Analysis
This course bridges the gap between academic learning and professional practice in chemical and environmental engineering by connecting students with industry professionals. Through weekly meetings, students will gain insights into these fields, understand current trends, and build valuable networks. A comprehensive career development component is included to assist students in effectively searching for jobs and positioning themselves for industry roles.
Credit 1 unit.
Typical periods offered: Spring

EECE 4060 Energy Conversion and Storage
Renewable electricity from solar and wind will be the primary energy source for our future distributed energy and mobility system. At the foundation of that energy system are the electrochemical energy devices including fuel cells, electrolyzers and batteries. The objectives of this course are to introduce basic concepts and principles of electrochemistry as well as their potential applications. The chemical engineering fundamentals (e.g., mass & energy balances, thermodynamics, and mass & heat transport) will be applied to describe in mathematical terms the catalytic and mass transport processes.
Credit 3 units.
Typical periods offered: Fall

EECE 4061 Electrochemical Processes
Renewable electricity from solar and wind will be the primary energy source for our future distributed energy and mobility system. At the foundation of that energy system are the electrochemical energy devices including fuel cells, electrolyzers and batteries. The objectives of this course are to introduce basic concepts and principles of electrochemistry as well as their potential applications. The chemical engineering fundamentals from previous EECE courses (e.g., mass & energy balances, thermodynamics, and mass & heat transport) will be applied to describe in mathematical terms the catalytic and mass transport processes. A particular emphasis of the course is electrocatalysis at the electrochemical interfaces.
Credit 3 units.
Typical periods offered: Fall

EECE 4070 Industrial Process Safety
This course covers the analysis and management of fire and explosion hazards; control of human exposure to toxic materials; codes, standards, and regulations; transportation and disposal of noxious substances; analysis of drift from clouds, flares, and stacks; venting of pressure vessels; hazard evaluation and safety review of processes; and emergency plans for accidents and disasters.
Credit 3 units.
Typical periods offered: Spring

EECE 4080 Introduction Into Zymurgy
Students will be introduced to the engineering principles and key chemical and physical processes of beer brewing. This course combines lectures with hands-on brewing, laboratory testing, and tours of breweries across multiple scales. Topics include fermentation, mash kinetics, water chemistry, heat transfer, and measurement of off-

flavor compounds. By the conclusion of the course, students will be able to independently design and craft their own beers. Students are expected to have completed prior coursework in chemistry and heat/mass transfer. Students will be required to schedule brewing times with instructors which may fall outside of listed lab hours. Must be 21 or older or receive instructor approval. Due to space limitations, the following application must completed to be considered for enrollment: https://wustl.az1.qualtrics.com/jfe/form/SV_0rEzAlBjOGYGVX8
Credit 3 units.
Typical periods offered: Spring

EECE 4090 Entrepreneurial Engineering
Quality education with a background in engineering and science can lead engineers to create innovations with high potential value. Nevertheless, unlocking value from innovation is not an entirely intuitive enterprise, and success is not guaranteed. This course is created to better prepare students for a future of innovation and entrepreneurial success. The course outline comprises three phases of entrepreneurship: the creative phase, the critical phase, and the crusader phase. It endeavors to provide students with useful skills and practical experiences that are relevant to each phase. Each week will include a brief presentation to set the direction, followed by short discussions of the assigned case studies and a review of fundamental principles from the core text. Student teams will regularly present work to the group, create success metrics, and chart progress. The Creative Phase: The class will work in small groups to create a new business concept. Students will learn brainstorming techniques, leadership, teamwork, and business model innovation. With core values set as a foundation, teams will present their proposed business models and rational basis for income forecasting. The Critical Phase: The class will identify and challenge assumptions to assess commercial viability. Students will find third-party market research to size up the opportunity and gather real customer feedback to refine their strategy. Skills gaps will be appreciated and negotiated solutions sought. Financial and growth metrics will be established to measure success, and threats will be faced. Students will present their SWOT analysis (strengths, weaknesses, opportunities, and threats) and link this to their revised strategy (business model). The Crusader Phase: Students will learn what is acceptable risk and develop a growth mindset (in contrast with fixed mindset), gain power from emotional intelligence, deal with failures (decide to pivot or punt), and learn the difference between ideation and implementation. Students will make progress and get the word out, and they will prepare a short proposal for grant funding or investment with a suitable income stream. By the end of the semester, students will know how to create business model, how to work with teams, how to assess commercial viability, how to establish a rationale for financial forecast, how to assess skills and resource gaps, how to negotiate to fill in gaps, and how to write high-level proposals. Students will demonstrate their knowledge through written submissions and oral presentations.
Credit 3 units.

EECE 4100 Environmental Engineering Laboratory
This course includes laboratory experiments to illustrate the application of engineering fundamentals to environmental systems. Applications of experimental design and data analysis principles are also included, and relevant analytical instrumentation and laboratory techniques are introduced. Laboratory work supported by theoretical analysis and modeling is performed as appropriate.
Credit 3 units.
Typical periods offered: Spring

EECE 4110 Environmental Biotechnology
This course aims to provide students with a background in current environmental biotechnology and to stimulate ideas about future potential new technologies. Students will gain qualitative and quantitative skills related to bioreactor designs in environmental applications (e.g., activated sludge, anaerobic digester, membrane bioreactors). Special focus will be placed on the application of mathematical models that are currently widely used in wastewater engineering, such as the International Water Association models. Hands-on experience with biological water treatment process modeling will be provided. Finally, students will be encouraged to explore links between environmental biotechnologies and a one health approach to public health.
Credit 3 units.
Typical periods offered: Fall

EECE 4510 Chemical Process Dynamics and Control
A state-of-the-art industrial virtual plant is used for the development of dynamic simulations, selection of instrumentation, statistical analysis of variability, and implementation of process control to improve process operation and efficiency.
Credit 3 units.
Typical periods offered: Fall

EECE 4511 Digital Process Control Laboratory
Applications of digital control principles to laboratory experiments supported by a networked distributed control system. Lecture material reviews background of real-time programming, data acquisition, process dynamics, and process control. Exercises in data acquisition and feedback control design using simple and advanced control strategies. Experiments in flow, liquid level, temperature, and pressure control. Term project.
Credit 3 units.
Typical periods offered: Spring

EECE 4520 Unit Operations Laboratory
This course involves laboratory projects focused on the application of chemical engineering principles (e.g., transport, thermodynamics, separations). Student teams design multi-week experiments using unit operations equipment to solve realistic engineering problems, including the analysis of safety and instrumentation. The course has one laboratory period each week, with supplemental lecture sessions. Emphasis is on independent learning, teamwork, and technical communication skills.
Credit 4 units.
Typical periods offered: Fall

EECE 4971 Environmental Engineering Capstone
Methodology for formulating and solving open-ended design problems. The methodology is illustrated through a series of team projects drawn from multiple areas of environmental engineering practice. Topics addressed include the design process, cost estimation, consideration of codes and regulations, sustainability, and reliability. The course also provides content on professional practice, ethics, and professional licensure.
Credit 3 units.
Typical periods offered: Spring

EECE 4975 ChE Capstone
Application of engineering science and design, fundamentals of process and product development, computational techniques and economic principles to design of chemical and biological processes and procedures. A design project and/or an AIChE national design contest is included.

Credit 3 units.
Typical periods offered: Spring

EECE 4979 Senior Thesis
Research project to be selected by the student in senior standing with the permission and recommendation of a faculty supervisor and the approval of the department chair. At conclusion of project, student prepares a report in the form of a senior thesis.
Credit 6 units.
Typical periods offered: Fall, Spring

EECE 4980 ChE Honors Design Project for Aiche Student Contest Problem
Application of engineering science and design, fundamentals of process and product development, computational techniques and economic principles to design of chemical and biological processes and procedures in solving the AIChE national student contest problem. Up to two single and up to two group (2-3 per group) solutions may be chosen for national competition.
Credit 1 unit.
Typical periods offered: Spring

EECE 4993 International Experience in EECE
This course will provide undergraduate students with an international experience related to energy, environmental and/or chemical engineering. The country visited will vary from year to year with one or more EECE faculty members developing the program in collaboration with McDonnell Global Energy and Environment Partnership (MAGEEP) universities. Example activities include conducting field or laboratory research, attending short courses taught by MAGEEP university faculty members, and visiting attractions relevant to the course focus (e.g., industrial facilities). Students will also gain an understanding of the local culture and history of the country visited. Course content will include a seminar series in the spring semester prior to the international experience, a two-to-three week visit to the location of study, and a follow-up student project and presentations during the fall semester which draws upon the experience. Students will enroll in EECE 411 for the fall semester following the trip.
Credit 3 units.
Typical periods offered: Fall

EECE 4999 Independent Study
Independent investigation on topic of special interest. Interested students are encouraged to approach and engage faculty to develop a topic of interest. A form declaring the agreement must be filed in the departmental office. Petitions are generally considered in the semester preceding the independent study experience.
Credit 6 units.
Typical periods offered: Fall, Spring, Summer

Bachelor of Science in Chemical Engineering (EECE)

The Bachelor of Science in Chemical Engineering (BSChE) degree program is designed to provide students with comprehensive training in chemical engineering fundamentals. This degree program is accredited by the Engineering Accreditation Commission of ABET under the General Criteria and the Chemical Engineering Program Criteria.

The BSChE degree requires the satisfactory completion of a minimum of 126 units as indicated in the BSChE Requirements table below. Of the courses listed in that table, the humanities and social sciences courses (except ENGR 450X courses) may be taken Pass/No Pass.

The program of study consists of 25 units of physical and biological sciences (i.e., biology, chemistry and physics); 24 units of mathematics and engineering computing; 38 units of core chemical engineering courses; 21 units of humanities, social sciences and technical writing; and 18 units of chemical engineering electives. The chemical engineering electives permit students to tailor their studies toward specific goals such as obtaining more depth in a chemical engineering subdiscipline (e.g., materials) or increasing breadth by choosing courses from different subdisciplines. Some of these 18 units may be taken in other engineering departments or in the natural sciences or physical sciences. Students, in collaboration with their advisors, design a course of study (subject to certain requirements) for the chemical engineering electives. Consult the EECE department website for more details, including the requirements that must be satisfied by these chemical engineering electives.

BSChE Requirements

Total Units Required: 126

Biological Science	Units
Biology in EECE (EECE 3550) or Principles of Biology I (BIOL 2960)	3 or 4
Unit Subtotal	**3 or 4**

Mathematics & Computing	Units
Calculus II, III (MATH 1520, MATH 2130)	6
Differential Equations (MATH 2500)	3
Engineering Mathematics A, B (ENGR 3180, ENGR 3190)	6
Introduction to Engineering Computing (ENGR 1201)	3
Engineering Statistics with Probability (ENGR 3280) or Probability and Statistics for Engineering (ESE 3260)	3
Computational Modeling in Energy, Environmental and Chemical Engineering (EECE 2020)	3
Unit Subtotal	**24**

Chemical Engineering Core	Units
Introduction to Energy, Environmental and Chemical Engineering (EECE 1000)	3
Process Analysis and Thermodynamics (EECE 2000)	4
Thermodynamics II in EECE (EECE 2510)	3
Transport Phenomena I: Basics and Fluid Mechanics (EECE 3000)	3
Transport Phenomena II: Energy and Mass Transfer (EECE 3510)	4
Mass Transfer Operations (EECE 3540)	3
Materials Science (EECE 3520)	3
Chemical Reaction Engineering (EECE 3530)	3
Chemical Process Dynamics and Control (EECE 4510)	3

Unit Operations Laboratory (EECE 4520)	4
Process Design, Economics and Simulation (EECE 4000)	2
ChE Capstone (EECE 4975)	3
Unit Subtotal	**38**

Other	Units
Chemical Engineering electives (some of these courses can be taken outside the EECE department)	18
Engineering Ethics and Sustainability (ENGR 4501)	1
Engineering Leadership and Team Building (ENGR 4502)	1
Conflict Management and Negotiation (ENGR 4503)	1
Humanities and social sciences electives	15
Technical Writing (ENGR 3100)	3
Unit Subtotal	**39**

Program Educational Objective

The Program Educational Objective for the BSChE degree program is that, within a few years of graduation, graduates will do the following:

1. Thrive in their professional practice or graduate education, leveraging their knowledge and skills to address complex challenges in chemical engineering or their chosen field.
2. Foster a lifelong commitment to learning, growth, and professional development, seeking opportunities to advance their expertise and contribute to their chemical engineering practice or chosen field.
3. Be dedicated to positively advancing society by promoting equity, diversity, sustainability, and ethical practices in their professional endeavors.

Bachelor of Science in Environmental Engineering (EECE)

The Bachelor of Science in Environmental Engineering (BSEnvE) degree program is designed to provide students with comprehensive training in environmental engineering fundamentals. The program is accredited by the Engineering Accreditation Commission of ABET under the General Criteria and the Environmental Engineering Program Criteria. The EnvE degree requires satisfactory completion of a minimum of 126 units as indicated in the BSEnvE Requirements table below. Of the courses listed in that table, the humanities and social sciences courses (except Engr 450X courses) may be taken Pass/No Pass.

The program of study consists of 26 units of physical and biological sciences (i.e., biology, chemistry, and physics); 21 units of mathematics and engineering computing; 43 units of core environmental engineering courses; 21 units of humanities, social sciences and technical writing; and 15 units of environmental engineering and science electives. The environmental engineering electives permit students to tailor their studies toward specific goals. Some of these 15 units may be taken in other engineering departments, and one course is explicitly required to be chosen from a set of natural science options. Students, in collaboration with their advisors, design a course of study (subject to certain requirements) for the environmental engineering and science electives. Consult the EECE department website for more details, including the requirements that must be satisfied by these environmental engineering and science electives.

BSEnvE Requirements

Total Units Required: 126

Physical Sciences	Units
General Chemistry (CHEM 1701 or CHEM 1601, CHEM 1702 or CHEM 1602) (CHEM 1701 and CHEM 1702 Recommended)	6
General Chemistry Laboratory (CHEM 1751, CHEM 1752)	4
General Physics (PHYSICS 1740 or PHYSICS 1760, PHYSICS 1742 or PHYSICS 1680)	6 or 8
Physics Laboratory (PHYSICS 1741, PHYSICS 1743)	2
Organic Chemistry I (CHEM 2561)	4
Unit Subtotal	**22**

Biological Science	Units
Principles of Biology I (BIOL 2960)	4
Unit Subtotal	**4**

Mathematics & Computing	Units
Calculus II, III (MATH 1520, MATH 2130)	6
Differential Equations (MATH 2500)	3
Engineering Mathematics A (ENGR 3180)	3
Introduction to Engineering Computing (ENGR 1201)	3
Engineering Statistics with Probability (ENGR 3280) or Probability and Statistics for Engineering (ESE 3260)	3
Computational Modeling in Energy, Environmental and Chemical Engineering (EECE 2020)	3
Unit Subtotal	**21**

Environmental Engineering Core	Units
Introduction to Energy, Environmental and Chemical Engineering (EECE 1000)	3
Process Analysis and Thermodynamics (EECE 2000)	4
Introduction to Environmental Engineering (EECE 2100)	3
Transport Phenomena I: Basics and Fluid Mechanics (EECE 3000)	3
Water Resources Engineering (EECE 3100)	3
Environmental Engineering Fate and Transport (EECE 3130)	3
Green Engineering (EECE 3110)	3
Air Quality Engineering with Lab (EECE 3120)	4
Environmental Biotechnology (EECE 4110)	3
Environmental Engineering Laboratory (EECE 4100)	3
Environmental Chemistry Selection (EECE 5050 or EECE 5120)	3

Physical and Chemical Processes for Water Treatment (EECE 5130)	3
Process Design, Economics and Simulation (EECE 4000)	2
Environmental Engineering Capstone (EECE 4971)	3
Unit Subtotal	**43**

Other	Units
Environmental Engineering electives (some of these courses can be taken outside the EECE department)	12
Natural science elective	3
Engineering Ethics and Sustainability (ENGR 4501)	1
Engineering Leadership and Team Building (ENGR 4502)	1
Conflict Management and Negotiation (ENGR 4503)	1
Environmental humanities or social sciences elective	3
Other humanities and social sciences electives	12
Technical Writing (ENGR 3100)	3
Unit Subtotal	**36**

Program Educational Objective

The Program Educational Objective for the BSEnvE degree program is that, within a few years of graduation, graduates will do the following:

1. Thrive in their professional practice or graduate education, leveraging their knowledge and skills to address complex challenges in environmental engineering or their chosen field.
2. Foster a lifelong commitment to learning, growth, and professional development, seeking opportunities to advance their expertise and contribute to their environmental engineering practice or chosen field.
3. Be dedicated to positively advancing society by promoting equity, diversity, sustainability, and ethical practices in their professional endeavors.

Bachelor of Science in Applied Science (Chemical Engineering) (EECE)

This degree serves students who wish to be exposed to key chemical engineering principles yet seek a more flexible curriculum. In addition to the general requirements for a McKelvey Applied Science Degree (p. 1161), the Bachelor of Science in Applied Science (Chemical Engineering) requires 25 units of core courses as well as at least 8 units of upper-level chemical engineering courses from the list of options below. The core courses provide a foundation in both chemical engineering and key technical skills, and the electives allow the student to explore chemical engineering areas of interest.

Core Courses

All core courses in this list must be completed for a letter grade.

Code	Title	Units
ENGR 1201	Introduction to Engineering Computing	3
ENGR 3100	Technical Writing	3
ENGR 3280 Engineering Statistics with Probability **or** ESE 3260 Probability and Statistics for Engineering		3
EECE 2000	Process Analysis and Thermodynamics	4
EECE 2020	Computational Modeling in Energy, Environmental and Chemical Engineering	3
EECE 2510	Thermodynamics II in EECE	3
EECE 3000	Transport Phenomena I: Basics and Fluid Mechanics	3
EECE 3540	Mass Transfer Operations	3

Chemical Engineering Electives

At least 8 units of courses from this list must be completed for a letter grade.

Code	Title	Units
EECE 3510	Transport Phenomena II: Energy and Mass Transfer	4
EECE 3520	Materials Science	3
EECE 3530	Chemical Reaction Engineering	3
EECE 4000	Process Design, Economics and Simulation	2
EECE 4510	Chemical Process Dynamics and Control	3
EECE 4511	Digital Process Control Laboratory	3
EECE 4520	Unit Operations Laboratory	4
EECE 4975	ChE Capstone	3

Double Majors and the Pre-Medical Program (EECE)

Double Majoring in the EECE Department

The Applied Science/Chemical Engineering (BSAS-ChE) degree cannot be combined as a double major with either environmental engineering (BSEnvE) or chemical engineering (BSChE). Students may, in principle, double major in both environmental engineering (BSEnvE) and chemical engineering (BSChE), but this is not recommended for logistical and course load reasons. Specifically, in the third and fourth years, each of the two majors will have multiple required courses in the same semester, possibly at conflicting times. For example, both Capstone courses would be required.

For students wishing to combine chemical and environmental interests, it is recommended that they major in chemical engineering (BSChE) and minor in environmental engineering science.

Double Majors & Premedicine

Some students may be able to take more than the 126-unit minimum during a four-year program, especially if they have Advanced Placement units. This permits the choice of additional free electives from such areas as biology, computer science, humanities, social sciences or other engineering courses. It also provides an opportunity to pursue a double major. The rules for combining majors in engineering and multiple majors involving other university divisions are described in the Combined Majors and/or Multiple Degrees (p. 1071) section of the McKelvey School of Engineering *Bulletin.*

Traditionally, the department's undergraduate degrees have been popular with students interested in medicine because the curriculum automatically satisfies many of the premedical requirements. Many of the additional needed courses can be taken as electives.

Minor in Energy Engineering (EECE)

Objective: The goal of this minor is to provide students with a course work experience that will enhance their background, knowledge and skills in the topical area of energy engineering. The minor encompasses courses in several fields of science and engineering, including the Department of Energy, Environmental & Chemical Engineering; the Department of Electrical & Systems Engineering; and the Department of Mechanical Engineering & Materials Science.

A minor in energy engineering requires the completion of at least 18 units selected from the following lists. It is open to any undergraduate student pursuing an engineering major, a major in the sciences (biology, chemistry, physics) in Arts & Sciences, or the environmental studies major.

Interested departments should expose students to energy and related concepts in their introductory courses.

Basic and Applied Sciences (fundamental content) (two courses):

Code	Title	Units
EECE 2000 Process Analysis and Thermodynamics **or** MEMS 3400 Thermodynamics		4 or 3
EECE 3000 Transport Phenomena I: Basics and Fluid Mechanics **or** MEMS 3410 Fluid Mechanics		3
EECE 3510 Transport Phenomena II: Energy and Mass Transfer **or** MEMS 3420 Heat Transfer		4 or 3
ESE 3320	Power, Energy, and Polyphase Circuits	3

Social Science/Policy/Economics Elective (students choose one course):

Code	Title	Units
ECON 3350	Environmental Policy	3
ENST 3330	Multiparty Environmental Decision Making	3
ENST 3340	Writing Skills for Environmental Professionals	3
ENST 3400	Energy Governance in Israel and the Middle East	3
ENST 3530	Sustainable Cities	3
ENST 4810	Reset - Renewable Energy Policy, Engineering and Business	3
POLSCI 3328	Energy Politics	3

Electives:

Students choose three courses. One of the courses is required to be chosen from outside of the student's major degree department. A partner department may approve the use of a course listed under basic and applied sciences as an elective.

Code	Title	Units
EECE 3110	Green Engineering	3
EECE 4060	Energy Conversion and Storage	3
EECE 4061	Electrochemical Processes	3
EECE 4993	International Experience in EECE	3
EECE 5080	Combustion Phenomena	3
EECE 5180	Biomass Energy Systems and Engineering	3
EECE 5200	Electrochemical Engineering	3
EEPS 3150	Environmental Impacts of Human Energy Use	3
ESE 4340	Solid-State Power Circuits and Applications	3
ESE 4350	Electrical Energy Laboratory	3
MEMS 3430	Design of Thermal Systems	3
MEMS 5422	Solar Thermal Energy Systems	3
MEMS 5423	Sustainable Environmental Building Systems	3
MEMS 5424	Thermo-Fluid Modeling of Renewable Energy	3
MEMS 5427	Fundamentals of Fuel Cells	3
MEMS 5705	Wind Energy Systems	3

Committee to Oversee Energy Engineering Minor

Peng Bai (EECE, Coordinator); Bruno Sinopoli (ESE); Xianglin Li (MEMS)

The committee ensures that any course added to the above lists contains a significant amount of energy topics and that the entire program is cohesive.

Minor in Environmental Engineering Science (EECE)

The EECE department sponsors an undergraduate minor in environmental engineering science. This 21-unit program prepares the student to seek an entry-level position as an environmental engineer, scientist or analyst. The minor also provides a solid foundation for undertaking graduate study in environmental engineering. Visit the EECE department website for more information.

Total Units Required: 21

Required Courses

Select from the following menus:

Introduction* (3 units):

Code	Title	Units
EECE 1000	Introduction to Energy, Environmental and Chemical Engineering (fall)	3
EECE 2100	Introduction to Environmental Engineering (spring)	3

Environmental Chemistry (3 units):**

Code	Title	Units
EECE 5050	Aquatic Chemistry (fall)	3
EECE 5120	Environmental Organic Chemistry (fall)	3

Environmental Engineering Electives (9 units):**

Code	Title	Units
EECE 3100	Water Resources Engineering (fall)	3
EECE 3110	Green Engineering (fall)	3
EECE 3120	Air Quality Engineering with Lab (fall)	4
EECE 3130	Environmental Engineering Fate and Transport (spring)	3
EECE 4100	Environmental Engineering Laboratory (spring)	3
EECE 4110	Environmental Biotechnology (fall)	3
EECE 5040	Aerosol Science and Technology (fall)	3
EECE 5090	Atmospheric Science and Climate (spring)	3
EECE 5130	Physical and Chemical Processes for Water Treatment (spring)	3

Additional eligible courses (new courses, special offerings) will be posted on the EECE website as they become available.

Natural Science (3 units):

Code	Title	Units
BIOL 3810	Introduction to Ecology (spring)	3
EEPS 3230	Biogeochemistry (spring)	3
EEPS 3863	The Earth's Climate System	3
EEPS 4134	Introduction to Soil Science	3
EEPS 4284	Hydrology	3
EEPS 4424	Aqueous Geochemistry	3

Environmental Policy and Social Science (3 units):

Code	Title	Units
ECON 3350	Environmental Policy	3
ENST 3330	Multiparty Environmental Decision Making	3
ENST 3520	Ecological Economics	3
ENST 3530	Sustainable Cities	3
ENST 3540	Environmental Justice	3
ENST 4510	Intro to Environmental Law	3
ENST 4820	International Climate Negotiation Seminar	4
ENST 5830	Interdisciplinary Environmental Clinic	var.; max 3
POLSCI 3328	Energy Politics	3

* First-year students potentially interested in majoring in chemical engineering should take EECE 1000; all other students working toward the minor in environmental engineering science should take EECE 2100.

** Students taking both environmental chemistry courses can count one of them toward the environmental engineering electives.

Committee to Oversee Environmental Engineering Science Minor

Daniel Giammar (EECE, Coordinator); Kristen Wyckoff (EECE)

Minor in Nanoscale Science & Engineering (EECE)

Nanotechnology deals with materials, structures and devices with dimensions that are in the 1- to 100-nm length scale. These entities have properties (physical, chemical and biological) that are very different from their bulk counterparts, and they can be tuned to obtain novel and desired functionalities. The goal of this minor is to enhance the student's background, knowledge and skills in the topical area of nanotechnology. The minor includes courses in several fields of science and engineering; it encompasses all of the departments in the McKelvey School of Engineering as well as several departments in Arts & Sciences. It is open to undergraduate students pursuing an engineering degree or a related Arts & Sciences major (e.g., chemistry, physics, biology, environmental studies, pre-med).

The minor in nanoscale science and engineering involves the following components. Starting with courses covering the fundamentals, students gain knowledge in synthesis and applications as well as characterization, structure and modeling. Two additional requirements are a cleanroom lab class (MEMS 5611 or MEMS 5801) and the completion of a faculty-supervised independent study project over the course of at least two semesters. The mix of courses should provide the student with a significant background in nanotechnology, and it should promote independent thinking through the student's work on a research or educational project.

Units required: 18

Required courses: Select from the following menus:

Fundamentals (choose one course):

Code	Title	Units
CHEM 4010	Physical Chemistry I	3
CHEM 4620	Solid-State and Materials Chemistry	3
CHEM 4810	General Biochemistry I	3
EECE 3520	Materials Science	3
MEMS 2610	Materials Science	3
MEMS 5618	Electronic Behavior of Materials	3
PHYSICS 2170	Introduction to Quantum Physics	3
PHYSICS 3352	Physics of Biomolecules	3
PHYSICS 4072	Solid State Physics	3

Synthesis and Applications (choose one course):

Code	Title	Units
EECE 5040	Aerosol Science and Technology	3
EECE 5140	Environmental Nanochemistry	3
ESE 4360	Semiconductor Devices	3
ESE 4380	Applied Optics	3
ESE 5320	Introduction to Nano-Photonic Devices	3
MEMS 5606	Soft Nanomaterials	3
MEMS 5611	Principles and Methods of Micro and Nanofabrication	3
MEMS 5803	Nanotechnology Concepts and Applications	3

Characterization, Structure and Modeling (choose one course):

Code	Title	Units
CHEM 5014	Physical Properties of Quantum	3
CHEM 5843	Mass Spectrometry	3
EECE 5100	Measurement Techniques for Particle Characterization	3
MEMS 5602	Non-Metallics	3
MEMS 5603	Materials Characterization Techniques I	3
MEMS 5604	Materials Characterization Techniques II	3
MEMS 5612	Atomistic Modeling of Materials	3

Cleanroom Laboratory/Theory Class (choose one course):

Code	Title	Units
MEMS 5611	Principles and Methods of Micro and Nanofabrication	3
MEMS 5801	Micro-Electro-Mechanical Systems I	3

Independent Study Project (required):

Students should sign up for at least **two semesters** of independent study and work on a project related to nanotechnology under the supervision of a faculty member. A list of projects with potential faculty mentors will be circulated during the spring semester each year. Before completing the independent study project, students must be registered for the nanoscale science and engineering minor program, and they must have completed at least two of the courses from the above categories. Students can also come up with their own ideas for projects, but these require approval from the Nanoscale Science and Engineering Minor Committee and a faculty mentor. All independent study projects should address one of the following two criteria:

- Connect material processing to structural features on the length scale of 1 to 100 nm
- Connect structural features on the 1- to- 100-nm length scale in a material to its physical or chemical properties

The courses listed above will count for elective credit for all Engineering majors; however, students should check with their major advisors to confirm this.

Committee to Oversee Nanoscale Science and Engineering Minor

Rohan Mishra (MEMS, Coordinator), Elijah Thimsen (EECE)

Visit the EECE website for more information.

Mechanical Engineering & Materials Science

About Mechanical Engineering & Materials Science

The Department of Mechanical Engineering & Materials Science (MEMS) offers the Bachelor of Science in Mechanical Engineering (BSME) and the Bachelor of Science in Applied Science (Mechanical Engineering). In addition, minors in aerospace engineering, energy engineering, environmental engineering science, materials science & engineering, nanoscale science & engineering, robotics, mechatronics, and mechanical engineering as well as in related scientific and engineering fields are available to students.

The MEMS curriculum emphasizes the core principles of mechanics (i.e., the study of forces, materials and motion) that underlie mechanical engineering. The common curriculum during the student's early academic development encourages breadth of understanding, interdisciplinary thinking and creativity. During their first, sophomore and early junior years, students are focused on learning fundamental concepts in statics, dynamics, fluid mechanics and thermodynamics. During the junior and senior years, students choose electives that

emphasize their specific interests and prepare them for a particular professional or academic career. The undergraduate curriculum for the BSME degree provides MEMS students with a strong base in fundamental mathematics, science and engineering. It exposes the students to diverse applications of mechanics and materials, and it provides them with the flexibility to explore creative ideas through undergraduate research and project-based courses.

Mechanical engineering is critical to a variety of important emerging technologies. Mechanical engineers design and develop artificial organs, prosthetic limbs, robotic devices, adaptive materials, efficient propulsion mechanisms, high-performance aerospace structures, and advanced renewable energy systems. The core concepts of mechanics, thermal systems and materials science are at the heart of these technologies.

Mission Statement

The MEMS faculty is committed to providing the best possible undergraduate mechanical engineering education possible. We strive to nurture the intellectual, professional and personal development of the students, to continually improve the curriculum, to be professionally current, and to maintain state-of-the-art facilities for teaching and learning.

We seek to prepare students for professional practice with a scientifically grounded foundation in the major topics of mechanical engineering: solid mechanics, mechanical design, dynamics and vibrations, systems control, fluid mechanics, thermal science and materials science.

Graduate Programs

The department offers programs for graduate study at both the master's and doctoral levels. All programs are designed to direct advanced study into an area of specialization and original research that includes recent scientific and technological advances.

A graduate degree can provide significant advantages and rewards to a mechanical engineer, including increased income and a wider range of career options. Graduate programs include professional, course-option master's degrees (MS and MEng) as well as research-based master's (MS) and doctoral (PhD) degrees. The undergraduate curriculum provides an excellent foundation for graduate study, and a careful selection of electives during the third and fourth years can facilitate the transition to graduate work. The master's degrees can be pursued on a part-time or full-time basis, whereas the PhD degrees are typically pursued by full-time students.

Website:	https://mems.wustl.edu/academics/undergraduate/index.html

Faculty

Interim Chair

Spencer P. Lake
PhD, University of Pennsylvania
Soft-tissue biomechanics

Associate Chair

Emily J. Boyd
PhD, University of Texas at Austin
Thermofluids

Endowed Professors

Ramesh K. Agarwal
William Palm Professor of Engineering
PhD, Stanford University
Computational fluid dynamics, computational physics

Philip V. Bayly
The Lee Hunter Distinguished Professor of Mechanical Engineering
PhD, Duke University
Nonlinear dynamics, vibrations, biomechanics

Katharine M. Flores
Christopher I. Byrnes Professor of Engineering
PhD, Stanford University
Mechanical behavior of structural materials

Guy M. Genin
Harold & Kathleen Faught Professor of Mechanical Engineering
PhD, Harvard University
Solid mechanics, fracture mechanics

Jianjun Guan
Earl E. & Myrtle E. Walker Professor of Engineering
PhD, Zhejiang University
Biomimetic biomaterials synthesis, scaffold fabrication

Mark J. Jakiela
Lee Hunter Professor of Mechanical Design
PhD, University of Michigan
Mechanical design, design for manufacturing, optimization, evolutionary computation

David A. Peters
McDonnell Douglas Professor of Engineering
PhD, Stanford University
Aeroelasticity, vibrations, helicopter dynamics, aerodynamics

Srikanth Singamaneni
Lilyan and E. Lisle Hughes Professor of Mechanical Engineering
PhD, Georgia Institute of Technology
Microstructures of cross-linked polymers

Professors

James Friend
PhD, Missouri University of Science and Technology
Small-scale acoustic phenomena

Spencer P. Lake
PhD, University of Pennsylvania
Soft-tissue biomechanics

Amit Pathak
PhD, University of California, Santa Barbara
Cellular biomechanics

Jessica E. Wagenseil
DSc, Washington University
Arterial biomechanics

Associate Professors

Xianglin Li
PhD, University of Connecticut
Multiphase heat and mass transfer in energy systems; computational fluid dynamics

J. Mark Meacham
PhD, Georgia Institute of Technology
Micro-/nanotechnologies for thermal systems and the life sciences

Rohan Mishra
PhD, The Ohio State University
Computational materials science

Sara Roccabianca
PhD, University of Trento
Biomechanics of the urinary tract and cardiovascular systems

Patricia B. Weisensee
PhD, University of Illinois at Urbana-Champaign
Thermal fluids

Assistant Professors

Sang-Hoon Bae
PhD, University of California, Los Angeles
Materials growth, optoelectronics, renewable energy

Matthew R. Bersi
PhD, Yale University
Biomedical engineering

Christopher Cooper
PhD, Stanford University
Responsive, soft materials for application in energy storage

Fanwei Kong
PhD, University of California, Berkeley
Develop machine learning and computational methods

Francisco Lagunas Vargas
PhD, University of Illinois Chicago
Developing structure-property relationships in functional materials

Professors of the Practice

Swami Karunamoorthy
DSc, Washington University
Helicopter dynamics, engineering education

Ed Whalen
PhD, University of Illinois Urbana-Champaign
Aerospace engineering

Louis G. Woodhams
BS, University of Missouri–St. Louis
Computational biomechanics

Teaching Professors

Emily J. Boyd
PhD, University of Texas at Austin
Thermofluids

Ruth J. Okamoto
DSc, Washington University
Biomechanics, solid mechanics

Research Professor

Anders E. Carlsson
PhD, Harvard University
Biophysical Modeling, Mechanobiology

Joint Faculty

Richard L. Axelbaum (Energy, Environmental & Chemical Engineering)
Stifel & Quinette Jens Professor of Environmental Engineering Science
PhD, University of California, Davis
Combustion, nanomaterials

Christopher Cooper (Energy, Environmental & Chemical Engineering)
PhD, Stanford University
Responsive, soft materials for applications in energy storage, environmental sustainability and human health

Elliot L. Elson (Biochemistry & Molecular Biophysics)
Professor Emeritus of Biochemistry & Molecular Biophysics
PhD, Stanford University
Biochemistry, molecular biophysics

Michael D. Harris (Physical Therapy, Orthopaedic Surgery, and Mechanical Engineering & Materials Science)
PhD, University of Utah
Whole body and joint-level orthopaedic biomechanics

Kenneth F. Kelton (Physics)
Arthur Holly Compton Professor of Arts & Sciences
PhD, Harvard University
Study and production of titanium-based quasicrystals and related phases

Eric C. Leuthardt (Neurological Surgery and Biomedical Engineering)
MD, University of Pennsylvania School of Medicine
Neurological surgery

Lori Setton (Biomedical Engineering)
Lucy and Stanley Lopata Distinguished Professor of Biomedical Engineering
PhD, Columbia University
Biomechanics for local drug delivery, tissue regeneration specific to the knee joints and spine

Matthew J. Silva (Orthopaedic Surgery)
Julia and Walter R. Peterson Orthopaedic Research Professor
PhD, Massachusetts Institute of Technology
Biomechanics of age-related fractures and osteoporosis

Simon Tang (Orthopaedic Surgery and Biomedical Engineering)
PhD, Rensselaer Polytechnic Institute
Biological mechanisms

Senior Professors

Phillip L. Gould
PhD, Northwestern University
Structural analysis and design, shell analysis and design, biomechanical engineering

Kenneth L. Jerina
DSc, Washington University
Materials, design, solid mechanics, fatigue, fracture

Shankar M.L. Sastry
PhD, University of Toronto
Materials science, physical metallurgy

Barna A. Szabo
PhD, State University of New York at Buffalo
Numerical simulation of mechanical systems, finite-element methods

Senior Lecturers

Afaque Manzoor
PhD, Jeju National University
Soft robotics and flexible electronics

J. Jackson Potter
PhD, Georgia Institute of Technology
Senior design

Lecturers

Chiamaka Asinugo
MS, Washington University
Mechanical engineering design

Sharniece Holland
PhD, University of Alabama
Additive manufacturing, mathematics

Jeffery Krampf
MS, Washington University
Fluid mechanics, modeling, design

H. Shaun Sellers
PhD, Johns Hopkins University
Mechanics, materials

Adjunct Instructors

Derek Barkey
MS, University of Southern California
Structures, numerical methods and simulation

Robert G. Becnel
MS, Washington University
FE review

Andrew W. Cary
PhD, University of Michigan
Computational fluid dynamics

Keith Coleman
MS, Missouri University of Science and Technology
Aerospace defense and project management

Joshua Dustin
PhD, Purdue University
Structures and materials

Richard S. Dyer
PhD, Washington University
Propulsion, thermodynamics, fluids

Richard R. Janis
MS, Washington University
Building environmental systems

Krishnan K. Sankaran
PhD, Massachusetts Institute of Technology
Metallic materials

Charles Svboda
PhD, University of Kansas
Aircraft design

Michael C. Wendl
DSc, Washington University
Mathematical theory, computational methods in biology and engineering

Majors

Please visit the following pages for more information about our undergraduate programs:

- Bachelor of Science in Mechanical Engineering (p. 1151)
- Bachelor of Science in Applied Science (Mechanical Engineering) (p. 1153)

Minors

Please visit the following pages for information about our minors:

- Minor in Aerospace Engineering (p. 1154)
- Minor in Energy Engineering (p. 1154)
- Minor in Environmental Engineering Science (p. 1155)
- Minor in Materials Science & Engineering (p. 1156)
- Minor in Mechanical Engineering (p. 1157)
- Minor in Mechatronics (p. 1158)
- Minor in Nanoscale Science & Engineering (p. 1158)
- Minor in Robotics (p. 1159)

Courses

MEMS 1000 Introduction to Mechanical Engineering and Mechanical Design
Mechanical engineers face new challenges in the areas of energy, materials, and systems. This course introduces students to these areas through team-based, hands-on projects that emphasize engineering design, analysis, and measurement skills.
Credit 2 units.
Typical periods offered: Fall, Spring

MEMS 1100 Machine Shop Practicum
Operation of basic machine tools including: lathe, drill press, grinder and mill. Machine tool use and safety are covered. Student shop privilege requires completion of this practicum.
Credit 1 unit.
Typical periods offered: Fall, Spring

MEMS 1110 Advanced Machine Shop Practicum
Students will learn to use the vertical machining centers (LPM and 2op), bed mill, and CNC Lathe. Conversation programming and CAD/CAM programming will be taught. Learning to load and unload tooling, set tooling offset, reconcile tools within a program, satisfy machine operational requirements, and complete safety checks will be part of the learning experience. You will learn to read G-Code and M-Code generated by the CAM program and recognize machining events in real time.
Credit 1 unit.
Typical periods offered: Fall, Spring

MEMS 1150 Computer-Aided Design
An introduction to computer aided engineering design in the context of mechanical and structural engineering. Students learn the fundamentals of spatial reasoning and graphical representation. Freehand sketching skills, including pictorial and orthographic views, are applied to the design process. Computer modeling techniques provide accuracy, analysis, and visualization tools necessary for the design of structures, devices and machines. Topics include: detailing design for production, fasteners, dimensioning, tolerancing, creation of part and assembly drawings, computer aided design, analysis and optimization of parts and assemblies; solid modeling of complex surfaces, assembly modeling, assembly constraints, and interference checking.
Credit 2 units.
Typical periods offered: Fall, Spring

MEMS 1160 Computer Aided Design - AutoCAD
AutoCAD is the most used two-dimensional drawing software for Architectural and Engineering production drawings. Introduction to AutoCAD, title blocks, drawing setup, absolute and relative coordinates, drawing entities, layouts, drafting geometry, dimensioning, plotting drawings to scale, sectional and other special views, isometric pictorial views. Classwork involves typical drawings from industry.
Credit 1 unit.
Typical periods offered: Fall

MEMS 2000 Introduction to Electrical and Electronic Circuits for Mechanical Engineering
The purpose of the course is to introduce and expand student knowledge of the field of electrical circuits. The course will be tailored to better meet the needs of Mechanical Engineering students and should not be a substitution for the traditional ESE students. The course will be a lecture/lab environment and introduce students to various concepts necessary to analyze basic electrical circuits. The main objective is to give each student a comfort level in the subject of electrical circuits, which will serve as both a basis for further study and a valuable life-long asset. Topics to be covered include: electrical energy and power, current, voltage, and circuit elements (resistors, capacitors, inductors, diodes, transistors, and operational amplifiers), Ohm's law, magnetic fields and motors, Kirchhoff's laws, Thevenin/Norton, superposition, circuit analysis, maximum power transfer, RL circuits, RC circuits, RLC circuits, filters, basic operational amplifier circuits, AC/DC power supplies, Arduino microcontroller, level shifters, I2C bus interface, stepper motor drivers, servo motor/encoder system, and PWM. The class format will be a lecture/lab combination where major lab projects will be the basis for lecture material.
Credit 3 units.
Typical periods offered: Fall, Spring

MEMS 2050 Mechanics and Materials Science Laboratory
Laboratory experiments and exercises focusing on mechanical properties of engineering materials; metallography; heat treatment; beam deflection; stress and strain measurement; properties and structure of engineering materials; calibration and use of instrumentation; acquisition, processing, and analysis of data; principles of experimentation and measurement; statistical analysis of data; preparation of laboratory reports; and presentation of data.
Credit 2 units.
Typical periods offered: Spring

MEMS 2150 Advanced Computer-Aided Design
Topics covered will include computer-aided design, analysis, and optimization of parts and assemblies; solid modeling of complex surfaces, creation of detail drawings, and dimensioning and tolerancing; assembly modeling, assembly constraints, and interference checking; motion constraints, force and acceleration analysis, and thermal analysis; and part optimization for weight, strength, and thermal characteristics using SOLIDWORKS software.
Credit 3 units.
Typical periods offered: Spring

MEMS 2210 Numerical Methods and Matrix Algebra
This course provides students with computational tools for solving mechanical, structural, and aerospace engineering problems. An introduction to MATLAB will be presented, including data input/output, program flow control, functions and graphics. Topics covered include matrices, determinants, rank, vector spaces, solutions of linear systems, interpolation and curve fitting, numeric differentiation and integration, eigenvalue and initial-value problems, nonlinear equations, and optimization. Each topic will be treated in the context of a typical engineering application.
Credit 3 units.
Typical periods offered: Spring

MEMS 2510 Statics and Mechanics of Materials
Principles of statics, solid mechanics, force systems and equilibrium. Equivalent systems of forces and distributed forces. Applications to trusses, frames, machines, beams, and cables. Mechanics of deformable solids and indeterminate problems. Stress, strain, deflection, yield and failure in beams, columns, and torsion members. * MEMS 2510 has mandatory evening exams; the specific days and times will be listed under assessments on the course section once confirmed.
Credit 3 units.
Typical periods offered: Fall

MEMS 2520 Dynamics
Review of vector algebra and calculus. Kinematics of a particle. Newton's laws and the kinetics of a particle. Work and energy. Impulse and momentum. Kinematics of rigid bodies. General theorems for systems of particles. Kinetics of rigid bodies. The inertia tensor. Computer problems form a significant part of the class.
Credit 3 units.
Typical periods offered: Fall, Spring

MEMS 2610 Materials Science
Introduction to properties, chemistry and physics of engineering materials; conduction, semiconductors, crystalline structures, imperfections, phase diagrams, kinetics, mechanical properties, ceramics, polymers, corrosion, magnetic materials, and thin films; relationship of atomic and molecular structure to physical and chemical properties; selection of materials for engineering applications; relationships between physical properties, chemical properties and performance of engineering materials.
Credit 3 units.
Typical periods offered: Spring

MEMS 3050 Fluid Mechanics and Heat Transfer Laboratory
Laboratory experiments and exercises focusing on fluid properties, flow phenomena, thermal science and heat transfer phenomena; calibration and use of instrumentation; acquisition, processing, and analysis of data; principles of experimentation and measurement; statistical analysis of data; preparation of laboratory reports; and presentation of data.
Credit 2 units.
Typical periods offered: Spring

MEMS 3110 Machine Elements
This course includes weekly lectures and a bi-weekly lab. Lectures introduce the engineering design process, review stresses and failure theories, and present a variety of machine elements (such as bearings, shafts, gears, belts, springs, etc.) and their governing equations. In lab, students use a commercial CAD package (SolidWorks) to create and constrain models of machine assemblies, analyze stresses in machine components, and create animations to demonstrate machine motion. Course material is presented in the context of a semester-long engineering design problem that culminates in a final group project. Student teams generate their own design concept to embody in CAD and characterize it with engineering and analytical models.
Credit 3 units.
Typical periods offered: Spring

MEMS 3120 Multidisciplinary Design & Prototyping
This hands-on course introduces students to the engineering design process and a variety of prototyping tools and techniques. Skills are developed through weekly studios, individual exercises, and a design project performed in small groups. Lectures focus on design principles and real-world issues for engineered products. The theme for this semester is environmental data collectors, seeking to create accurate, robust, low-cost, and easy-to-use devices that measure and record physical conditions (such as temperature, chemical content, noise, light, wind velocity, etc.) for ecological and environmental research.
Credit 3 units.
Typical periods offered: Fall

MEMS 3400 Thermodynamics
This course of classical thermodynamics is oriented towards mechanical engineering applications. It includes properties and states of a substance, processes, cycles, work, heat, and energy. Steady-state and transient analyses utilize the First and Second Laws of Thermodynamics for closed systems and control volumes, as well as the concept of exergy.
Credit 3 units.
Typical periods offered: Fall

MEMS 3410 Fluid Mechanics
Fundamental concepts of fluids as continua. Topics include: viscosity, flow fields, velocity, vorticity, streamlines, fluid statics, hydrostatic forces, manometers, conservation of mass and momentum, incompressible inviscid flow, dimensional analysis and similitude, flow in pipes and ducts, flow measurement, boundary-layer concepts, flow in open channels.
Credit 3 units.
Typical periods offered: Fall

MEMS 3420 Heat Transfer
This course provides an introductory treatment of the principles of heat transfer by conduction, convection, or radiation; analysis of steady and unsteady conduction with numerical solution methods; analytical and semi-empirical methods of forced and natural convection; boiling and condensation heat transfer; and radiation heat transfer.
Credit 3 units.
Typical periods offered: Spring

MEMS 3430 Design of Thermal Systems
Analysis and design of advanced thermo-fluid systems. Student teams participate in the design process which could involve research, design synthesis, codes, standards, engineering economics, a design project report, and formal presentations. Topics include thermo-fluid systems and components such as: power, heating and refrigeration systems; pumps, fans, compressors, combustors, turbines, nozzles, coils, heat exchangers and piping.
Credit 3 units.
Typical periods offered: Spring

MEMS 3530 Solid Mechanics
A continuation of MEMS 253 containing selected topics in the mechanics of deformable solids, presented at a level intermediate between introductory strength of materials and advanced continuum mechanics. Lectures will discuss elastic and elasto-plastic response, failure criteria, composites, beams, and structural stability, as well as an introduction of the tensorial formulation of stress and strain and the governing equations of 3-D linear elasticity. Mathematical methods from calculus, linear algebra and linear differential equations will be used. Computer problems form a significant part of the class. MEMS 255 not required.
Credit 3 units.
Typical periods offered: Fall, Spring

MEMS 4001 Fundamentals of Engineering Review
A review and preparation of the most recent NCEES Fundamentals of Engineering (FE) Exam specifications is offered in a classroom setting. Exam strategies will be illustrated using examples. The main topics for the review include: engineering mathematics, statics, dynamics, thermodynamics, heat transfer, mechanical design and analysis, material science and engineering economics. A discussion of the importance and responsibilities of professional engineering licensure along with ethics will be included.
Credit 1 unit.
Typical periods offered: Spring

MEMS 4050 Vibrations Lab
Laboratory experiments, data analysis, and simulation, focusing on vibration of mechanical systems; kinematic and dynamic response; and design of mechanisms and machine components; displacements, velocities, and accelerations in mechanical systems and components; response to static and dynamic forces; transient and steady state response; design of mechanical components for power transmission; calibration and use of instrumentation; acquisition, processing, and analysis of data; principles of experimentation and measurement; statistical analysis of data; preparation of laboratory reports and presentation of data. MATLAB will be used for data analysis and simulation.
Credit 1 unit.
Typical periods offered: Fall

MEMS 4110 Mechanical Engineering Design Project
Student groups work on an open-ended mechanical design problem and finish the semester by presenting a physical prototype and a formal report to an external review board. Groups are guided through the engineering design process by completing a set of project deliverables. The quality of these deliverables provides a basis for evaluation of individual and team performance. This course emphasizes the importance of user-centric design, communication and presentation skill, consideration of real-world constraints, sketching and creativity, prototyping, and data-driven decision making using engineering models and analyses.
Credit 3 units.
Typical periods offered: Fall

MEMS 4120 Manufacturing Processes
Manufacturing processes and machinery are explained and described. Topics include: analytical tools of machine science, heat transfer, vibrations and control theory are applied to the solution of manufacturing problems, analytical development and application of engineering theory to manufacturing problems, machine tools and automated production equipment.
Credit 3 units.
Typical periods offered: Fall

MEMS 4240 Introduction to Finite Element Methods in Structural Analysis
Application of finite element methods to beams, frames, trusses and other structural components. Modeling techniques for different types of structural engineering problems. Topics in stress analysis, applied loads, boundary conditions, deflections and internal loads, matrix methods, energy concepts, structural mechanics and the development of finite element modeling methods.
Credit 3 units.
Typical periods offered: Spring

MEMS 4310 Vibrations
Introduction to the analysis of vibrations in single- and multi- degree of freedom systems; free and forced vibration of multi-degree of freedom and distributed parameter mechanical systems and structures; methods of Laplace transform; complex harmonic balance; matrix formulation; Fourier series; and transient response of continuous systems by partial differential equations.
Credit 3 units.
Typical periods offered: Fall

MEMS 4320 Modeling, Simulation and Control
Introduction to simulation and control concepts. Topics include: block diagram representation of single-and multi-loop systems, control system components, transient and steady-state performance, stability analysis, Nyquist, Bode, and root locus diagrams, compensation using lead, lag and lead-lag networks, design synthesis by Bode plots and root-locus diagrams, state-variable techniques, state-transition matrix, state-variable feedback.
Credit 3 units.
Typical periods offered: Spring

MEMS 4999 Independent Study
Independent investigation on topic of special interest. Students must complete the Independent Study Approval Form available in the department office.
Credit 3 units.
Typical periods offered: Fall, Spring, Summer

Bachelor of Science in Mechanical Engineering (MEMS)

The mission of the undergraduate program in mechanical engineering is to prepare students within the broad and evolving field of mechanical engineering. The program instills in students a capacity for creative design through critical and analytical thought. The Bachelor of Science in Mechanical Engineering (BSME) is the first step toward a career in industry, academia or government; it encourages a commitment to independent lifelong learning and professional development. In addition to their technical studies, students learn to communicate their ideas clearly and to conduct themselves in an ethical and socially responsible manner.

Program Educational Objectives

Program educational objectives are broad statements that describe what graduates are expected to attain within a few years of graduation. These objectives are based on the needs of the program's constituencies.

Within a few years of graduation, graduates of the BSME program are expected to do the following:

- Engage in professional practice and/or advanced study
- Further their knowledge and skills through education and/or professional development
- Serve society by using and communicating their knowledge and values

Student Outcomes

The Mechanical Engineering program has the following student outcomes that describe what students are expected to know and be able to do by the time of graduation. These relate to the knowledge, skills and behaviors that students acquire as they progress through the program.

The student outcomes of the BSME program are as follows:

- An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics
- An ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors
- An ability to communicate effectively with a range of audiences
- An ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental and societal contexts
- An ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives
- An ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions
- An ability to acquire and apply new knowledge as needed, using appropriate learning strategies

Curriculum

The curriculum is a four-year program leading to the first professional degree, the BSME, and it is accredited by the Engineering Accreditation Commission of ABET under the Commission's General Criteria and Program Criteria for Mechanical Engineering. The curriculum prepares the student for professional practice or postgraduate education in a broad spectrum of mechanical and other engineering or professional fields. It provides critical knowledge in solid mechanics, fluid mechanics, thermodynamics and heat transfer, materials science, dynamics and control, and design. It includes 34 units of mathematics and basic sciences, 58 units of engineering topics, and 28 units of general education for a total degree requirement of 120 units. The general education requirement includes 18 units of social science and humanities.

Core courses must be taken for credit (i.e., for a grade). The social science and humanities courses may be taken on a pass/no pass basis. The undergraduate program provides the necessary foundations in these areas and the opportunity to specialize in topics of particular interest. Specialization is accomplished via the judicious choice of engineering electives taken as 3000-, 4000-, or 5000-level courses approved by the student's advisor. At the end of the four-year program, the student is ready to go on to graduate education or into research or professional practice.

Basic Core Courses

Computing Requirements

Code	Title	Units
Students should take one of the following:		
ENGR 1201	Introduction to Engineering Computing **or**	
CSE 1301	Introduction to Computer Science	
Total Units		**3**

Humanities, Social Sciences, and Writing

Code	Title	Units
Humanities and social sciences (refer to McKelvey School of Engineering degree requirements for details)		15
Free elective		3
ENGR 3100	Technical Writing	3
ENGR 4501	Engineering Ethics and Sustainability	1
ENGR 4502	Engineering Leadership and Team Building	1
ENGR 4503	Conflict Management and Negotiation	1
Total Units		**24**

Mathematics and Basic Science

Code	Title	Units
MATH 1520	Calculus II	3
MATH 2130	Calculus III	3
MATH 2500	Differential Equations	3
MEMS 2210	Numerical Methods and Matrix Algebra	3
or ENGR 3180	Engineering Mathematics A	
ENGR 3190	Engineering Mathematics B	3
ENGR 3280	Engineering Statistics with Probability	3
or ESE 3260	Probability and Statistics for Engineering	
CHEM 1751	General Chemistry Laboratory I	2
CHEM 1601	Principles of General Chemistry I	3
or CHEM 1701	General Chemistry I	
PHYSICS 1740	Physics I	3
or PHYSICS 1760	Focused Physics I	
PHYSICS 1741	Physics I Laboratory	1
PHYSICS 1742	Physics II	3
or PHYSICS 1680	Focused Physics II	
PHYSICS 1743	Physics II Laboratory	1

Physical or Life Science (2000 level or above natural science course in Biology; Chemistry; Physics; Earth, Environmental, and Planetary Sciences; or Environmental Studies)	3
Total Units	**34**

Mechanical Engineering

Code	Title	Units
MEMS 1000	Introduction to Mechanical Engineering and Mechanical Design	2
MEMS 1100	Machine Shop Practicum	1
MEMS 1150	Computer-Aided Design	2
MEMS 2000	Introduction to Electrical and Electronic Circuits for Mechanical Engineering	3
MEMS 2050	Mechanics and Materials Science Laboratory	2
MEMS 2510	Statics and Mechanics of Materials	3
MEMS 2520	Dynamics	3
MEMS 2610	Materials Science	3
MEMS 3050	Fluid Mechanics and Heat Transfer Laboratory	2
MEMS 3110	Machine Elements	3
MEMS 3400	Thermodynamics	3
MEMS 3410	Fluid Mechanics	3
MEMS 3420	Heat Transfer	3
MEMS 3430	Design of Thermal Systems	3
MEMS 3530	Solid Mechanics	3
MEMS 4050	Vibrations Laboratory	1
MEMS 4110	Mechanical Engineering Design Project	3
MEMS 4310	Vibrations	3
MEMS 4320	Modeling, Simulation and Control	3
MEMS senior electives		9
Total Units		**58**

Bachelor of Science in Applied Science (Mechanical Engineering) (MEMS)

The Bachelor of Science in Applied Science (Mechanical Engineering) program provides substantive and consistent training in mechanical engineering with maximum flexibility. This program is advantageous if a student wishes to pursue a more flexible program than the accredited Bachelor of Science in Mechanical Engineering (BSME) degree program.

Students who do not desire to become licensed engineers but who seek to acquire analytical engineering thinking skills may choose to pursue this program. The added degree flexibility allows these students to pursue additional second majors and/or minors and to increase their ability to participate in programs such as study abroad. It is especially suitable for a double major in combination with mathematics, physics, chemistry, biology, economics or another engineering discipline. The program can be planned to provide a background for graduate work in biological, medical or management fields. The Bachelor of Science in Applied Science is a nonprofessional degree; it is not accredited by the Engineering Accreditation Commission of ABET.

The degree requirements include the residency and general requirements of the university and the school. The Bachelor of Science in Applied Science (Mechanical Engineering) degree requirements are as follows:

- Complete a total of at least 120 applicable units
- Complete a minimum of 60 units at Washington University
- Complete at least 42 units at the 3000 level or higher
- Complete at least 48 units in mathematics, natural science and engineering
- Complete at least 30 units of mechanical engineering (MEMS) courses
- Satisfy the McKelvey School of Engineering English composition requirement
- Satisfy the McKelvey School of Engineering humanities and social sciences requirement
- Satisfy the residency requirement of 30 units of 2000 level or higher engineering courses
- Earn at least a 2.0 cumulative grade-point average in all applicable courses taken at Washington University
- Earn at least a 2.0 cumulative GPA in all engineering courses

Pre-Medical Option

Research and practice in the biological and medical sciences increasingly involves advanced technology, including mechanical engineering. For those interested in a career in medicine, the pre-medical option in MEMS makes it possible to obtain an accredited Bachelor of Science while simultaneously meeting the admission requirements of most medical and dental schools. The program also provides a foundation for graduate study and research in biomedical engineering. The essential requirements of the pre-medical option are two semesters of general biology (BIOL 2960, BIOL 2970); two semesters of general chemistry with a laboratory; two semesters of organic chemistry with a laboratory (CHEM 1701, CHEM 1751, CHEM 1702, CHEM 1752, CHEM 2561, CHEM 2562); and one semester of biochemistry (BIOL 4510). Psychology (PSYCH 1000) and sociology are highly recommended. One semester of organic chemistry may be counted as an upper-level MEMS elective; the student must take 6 units of other upper-level mechanical engineering electives to complete the 9-unit requirement. The pre-medical option is easier for those who have a high school background in biology or who, by reason of advanced placement in math/science, have reduced requirements in the Common Studies portion of the curriculum. For additional information about the pre-medical option, please refer to the Pre-Medical Education (p. 1074) section of this *Bulletin,* which is

located in the introduction to the McKelvey School of Engineering's Undergraduate Programs. Interested individuals may also contact the pre-health advisor, Jessica Allen, at jessicaa@wustl.edu for additional information.

Minor in Aerospace Engineering (MEMS)

Whether students are intent on a career in aviation or simply enthusiastic about space and flight, a minor in aerospace engineering can satisfy their scientific curiosity, prepare them for a job, or uncover opportunities for technical contributions. The minor in aerospace engineering is available to all undergraduates, but it is most attractive to those pursuing a degree in mechanical engineering. The minor in aerospace engineering requires a minimum of 15 units of courses selected from the list below; it is possible to earn the minor without increasing the number of units (120) required for the Bachelor of Science in Mechanical Engineering (BSME).

Aerospace engineering deals with the analysis, design and performance of flight vehicles such as transport and military aircraft, helicopters, missiles and launch vehicles, and spacecraft. Students learn about aerospace engineering by taking courses in aerodynamics, aircraft flight dynamics and control, aerospace propulsion, aerospace structures and aerospace vehicle design. Students may also have the opportunity to gain experience in aerospace engineering design through collaborative programs with local companies such as Boeing. Aerospace engineers from industry teach courses as adjunct instructors at Washington University, and many Washington University faculty members have extensive aerospace industry experience.

Units required: 15

Required courses (6 units):

Code	Title	Units
MEMS 4320	Modeling, Simulation and Control	3
or ESE 4410	Control Systems	
MEMS 5700	Aerodynamics	3
Total Units		**6**

Core courses (3-6 units):

Code	Title	Units
MEMS 5701	Aerospace Propulsion	3
MEMS 5704	Aircraft Structures	3

Electives (3-6 units):

Any course from the aerospace MS concentration list (PDF) can be used as an aerospace minor elective.

To find out more about this minor, contact the department chair or the advisor for the minor in aerospace engineering, or visit the Minors page of the Mechanical Engineering & Materials Science website.

Minor in Energy Engineering (MEMS)

Objective: The goal of this minor is to provide students with a course work experience that will enhance their background, knowledge and skills in the topical area of energy engineering. The minor encompasses courses in several fields of science and engineering, including the Department of Energy, Environmental & Chemical Engineering; the Department of Electrical & Systems Engineering; and the Department of Mechanical Engineering & Materials Science.

A minor in energy engineering requires the completion of at least 18 units selected from the following lists. It is open to any undergraduate student pursuing an engineering major, a major in the sciences (biology, chemistry, physics) in Arts & Sciences, or the environmental studies major.

Interested departments should expose students to energy and related concepts in their introductory courses.

Basic and Applied Sciences (fundamental content) (two courses):

Code	Title	Units
EECE 2000	Process Analysis and Thermodynamics **or** MEMS 3400 Thermodynamics	4 or 3
EECE 3000	Transport Phenomena I: Basics and Fluid Mechanics **or** MEMS 3410 Fluid Mechanics	3
EECE 3510	Transport Phenomena II: Energy and Mass Transfer **or** MEMS 3420 Heat Transfer	4 or 3
ESE 3320	Power, Energy, and Polyphase Circuits	3

Social Science/Policy/Economics Elective (students choose one course):

Code	Title	Units
ECON 3350	Environmental Policy	3
ENST 3330	Multiparty Environmental Decision Making	3
ENST 3340	Writing Skills for Environmental Professionals	3
ENST 3400	Energy Governance in Israel and the Middle East	3
ENST 3530	Sustainable Cities	3
ENST 4810	Reset - Renewable Energy Policy, Engineering and Business	3
POLSCI 3328	Energy Politics	3

Electives:

Students choose three courses. One of the courses is required to be chosen from outside of the student's major degree department. A partner department may approve the use of a course listed under basic and applied sciences as an elective.

Code	Title	Units
EECE 3110	Green Engineering	3
EECE 4060	Energy Conversion and Storage	3
EECE 4061	Electrochemical Processes	3
EECE 4993	International Experience in EECE	3
EECE 5080	Combustion Phenomena	3
EECE 5180	Biomass Energy Systems and Engineering	3
EECE 5200	Electrochemical Engineering	3
EEPS 3150	Environmental Impacts of Human Energy Use	3
ESE 4340	Solid-State Power Circuits and Applications	3
ESE 4350	Electrical Energy Laboratory	3
MEMS 3430	Design of Thermal Systems	3
MEMS 5422	Solar Thermal Energy Systems	3
MEMS 5423	Sustainable Environmental Building Systems	3
MEMS 5424	Thermo-Fluid Modeling of Renewable Energy	3
MEMS 5427	Fundamentals of Fuel Cells	3
MEMS 5705	Wind Energy Systems	3

Committee to Oversee Energy Engineering Minor

Peng Bai (EECE, Coordinator); Bruno Sinopoli (ESE); Xianglin Li (MEMS)

The committee ensures that any course added to the above lists contains a significant amount of energy topics and that the entire program is cohesive.

Minor in Environmental Engineering Science (MEMS)

The EECE department sponsors an undergraduate minor in environmental engineering science. This 21-unit program prepares the student to seek an entry-level position as an environmental engineer, scientist or analyst. The minor also provides a solid foundation for undertaking graduate study in environmental engineering. Visit the EECE department website for more information.

Total Units Required: 21

Required Courses

Select from the following menus:

Introduction* (3 units):

Code	Title	Units
EECE 1000	Introduction to Energy, Environmental and Chemical Engineering (fall)	3
EECE 2100	Introduction to Environmental Engineering (spring)	3

Environmental Chemistry (3 units):**

Code	Title	Units
EECE 5050	Aquatic Chemistry (fall)	3
EECE 5120	Environmental Organic Chemistry (fall)	3

Environmental Engineering Electives (9 units):**

Code	Title	Units
EECE 3100	Water Resources Engineering (fall)	3
EECE 3110	Green Engineering (fall)	3
EECE 3120	Air Quality Engineering with Lab (fall)	4
EECE 3130	Environmental Engineering Fate and Transport (spring)	3
EECE 4100	Environmental Engineering Laboratory (spring)	3
EECE 4110	Environmental Biotechnology (fall)	3
EECE 5040	Aerosol Science and Technology (fall)	3
EECE 5090	Atmospheric Science and Climate (spring)	3
EECE 5130	Physical and Chemical Processes for Water Treatment (spring)	3

Additional eligible courses (new courses, special offerings) will be posted on the EECE website as they become available.

Natural Science (3 units):

Code	Title	Units
BIOL 3810	Introduction to Ecology (spring)	3
EEPS 3230	Biogeochemistry (spring)	3
EEPS 3863	The Earth's Climate System	3
EEPS 4134	Introduction to Soil Science	3
EEPS 4284	Hydrology	3
EEPS 4424	Aqueous Geochemistry	3

Environmental Policy and Social Science (3 units):

Code	Title	Units
ECON 3350	Environmental Policy	3
ENST 3330	Multiparty Environmental Decision Making	3
ENST 3520	Ecological Economics	3
ENST 3530	Sustainable Cities	3
ENST 3540	Environmental Justice	3
ENST 4510	Intro to Environmental Law	3
ENST 4820	International Climate Negotiation Seminar	4
ENST 5830	Interdisciplinary Environmental Clinic	var.; max 3
POLSCI 3328	Energy Politics	3

* First-year students potentially interested in majoring in chemical engineering should take EECE 1000; all other students working toward the minor in environmental engineering science should take EECE 2100.

** Students taking both environmental chemistry courses can count one of them toward the environmental engineering electives.

Committee to Oversee Environmental Engineering Science Minor

Daniel Giammar (EECE, Coordinator); Kristen Wyckoff (EECE)

Minor in Materials Science & Engineering (MEMS)

Materials Science & Engineering (MSE) is an interdisciplinary field that applies the fundamental knowledge of the physical sciences to create engineering innovations. In general, the term *engineering* refers to actively designing a system for a given application; MSE enables the design of systems from the atoms up. MSE focuses on the interrelationship between a material's structure (from the subatomic level to the macro scale) and the properties or behaviors that the material exhibits. Materials synthesis and processing techniques enable engineers to control and change the material structure in order to obtain the desired properties. Understanding the structure–properties–processing relationship requires a fundamental knowledge of the underlying chemistry and physics, and it is key to obtaining materials with the desired performance for engineering applications in a wide variety of fields, from computing to medicine to energy.

The minor in MSE builds upon the fundamental insights into material structure and properties gained through required introductory courses in chemistry and materials science. Students then select at least two courses from specialization "pick lists" to gain depth in a particular application area. A free elective provides the opportunity to gain additional depth in the fundamentals or exposure to another application area.

For more information, students should contact the advisor for the Minor in Materials Science & Engineering: Professor Katharine Flores (floresk@wustl.edu) (MEMS).

Some courses have prerequisites. Students will be approved for the minor after discussing appropriate course selection with the advisor for the minor.

Requirements

Units required: 17

Courses	Units
Three required courses	8
Two courses from specialization "pick lists"	6
One additional coure from any list	3
Total Units	**17**

Required Courses

Code	Title	Units
CHEM 1701	General Chemistry I	3
or CHEM 1601	Principles of General Chemistry I	
CHEM 1751	General Chemistry Laboratory I	2
or MEMS 2050	Mechanics and Materials Science Laboratory	
MEMS 2610	Materials Science	3
or EECE-E44 3520	Materials Science	
Total Units		**8**

Specialization "Pick Lists"

Students should select at least two courses (6 units) from any one of the following categories:

Structural Materials

Code	Title	Units
MEMS 5506	Experimental Methods in Solid Mechanics	3
MEMS 5507	Fatigue and Fracture Analysis	3
MEMS 5601	Mechanical Behavior of Materials	3
MEMS 5605	Mechanical Behavior of Composites	3
MEMS 5615	Metallurgy and Design of Alloys	3
MEMS 5616	Defects in Materials	3

Electronic/Optical Materials

Code	Title	Units
CHEM 5014	Physical Properties of Quantum Nanostructures	3
ESE 4290	Basic Principles of Quantum Optics and Quantum Information	3
ESE 4360	Semiconductor Devices	3
ESE 5310	Nano and Micro Photonics	3
MEMS 5803	Nanotechnology Concepts and Applications	3
MEMS 5611	Principles and Methods of Micro and Nanofabrication	3
MEMS 5801	Micro-Electro-Mechanical Systems I	3

MEMS 5617	Advanced Study of Solid-State Electronics	3
MEMS 5618	Electronic Behavior of Materials	3
PHYSICS 5072	Solid State Physics	3
or PHYSICS 4072	Solid State Physics	

Biomaterials/Soft Materials

Code	Title	Units
BME 4790	Biofabrication & Medical Devices	3
BME 4320	Physics of Biopolymers	3
or BME 5320	Physics of Biopolymers and Bioinspired Polymers	
BME 5230	Biomaterials Science	3
CHEM 4511	Synthetic Polymer Chemistry	3
CHEM 4570	Synthetic Polymer Chemistry Laboratory	3
EECE 5420	Polymers for Energy, Sustainability, and Human Health	3
MEMS 5606	Soft Nanomaterials	3
MEMS 5607	Introduction to Polymer Blends and Composites	3
MEMS 5608	Introduction to Polymer Science and Engineering	3
MEMS 5613	Biomaterials Processing	3
MEMS 5614	Polymeric Materials Synthesis and Modification	3

Materials for Energy and Environmental Technologies

Code	Title	Units
CHEM 4360	Inorganic Electrochemistry and Photochemistry	3
EECE 5040	Aerosol Science and Technology	3
EECE 5050	Aquatic Chemistry	3
EECE 5200	Electrochemical Engineering	3
EECE 5420	Polymers for Energy, Sustainability, and Human Health	3
EEPS 3360	Minerals and Rocks in the Environment	3
EEPS 5670	Planetary Materials	3

Materials Design and Manufacturing

Code	Title	Units
MEMS 4101	Manufacturing Processes	3
MEMS 5611	Principles and Methods of Micro and Nanofabrication	3
MEMS 5612	Atomistic Modeling of Materials	3
MEMS 5621	Materials Selection in Design	3
MEMS 5615	Metallurgy and Design of Alloys	3
MEMS 5801	Micro-Electro-Mechanical Systems	3

Materials Chatacterization

Code	Title	Units
MEMS 5506	Experimental Methods in Solid Mechanics	3
MEMS 5603	Materials Characterization Techniques I	3
MEMS 5604	Materials Characterization Techniques II	3

Fundamentals of MSE

These are core courses for the PhD program in Materials Science and Engineering. Pursue with caution!

Code	Title	Units
PHYSICS 4072	Solid State Physics	3
or PHYSICS 5072	Solid-State Physics	
CHEM 4620	Solid-State and Materials Chemistry	3
or CHEM 5620	Solid-State and Materials Chemistry	
MEMS 5610	Quantitative Materials & Engineering	3
MEMS 5619	Thermodynamics of Materials	3
MEMS 5620	Kinetics of Materials	3

* CHEM 4620 and CHEM 5620 are co-taught covering the same material. CHEM 4620 is intended for undergraduates, while CHEM 5620 is intended for graduate students. Students with credit for one may not be allowed to enroll in the other, and only one version of the course can be counted toward the minor.

Free Electives: To complete the minor, students may select one additional course from any category above. Students may also fulfill the free elective with 3 credits of MEMS 4999 Independent Study for an independent study project on a materials science and engineering topic. The project topic and description must be *preapproved* by the advisor for the minor.

Minor in Mechanical Engineering (MEMS)

The minor in mechanical engineering complements a major in a field related to mechanical engineering, such as biomedical engineering, electrical engineering, physics, chemistry or architecture. The minor is intended to provide students with a credential that could enhance their opportunities for employment or graduate study. Completion of the minor demonstrates that the student has pursued a structured program approved by the faculty of the Department of Mechanical Engineering & Materials Science.

Students pursuing the minor in mechanical engineering must complete a total of 15 units of coursework as described below. Courses selected for the minor program may count toward program requirements of the student's major. The subjects selected for a minor in mechanical engineering are expected to constitute a coherent program within the field of mechanical engineering. Courses taken under the Pass/No Pass grading option cannot be used for a minor program.

Required courses:

Code	Title	Units
MEMS 2510	Statics and Mechanics of Materials	3
or BME 2400	Biomechanics	
MEMS 2520	Dynamics	3
or PHYSICS 5011	Mechanics	
MEMS 3530	Solid Mechanics	3
Total Units		**9**

Two electives from the following list:

Code	Title	Units
MEMS 3400	Thermodynamics	3
MEMS 3110	Machine Elements	3
or BME 3200	Bioengineering Thermodynamics	
MEMS 3410	Fluid Mechanics	3
MEMS 2610	Materials Science	3
MEMS 4310	Vibrations	

To find out more about this minor, contact the department chair or the advisor for the minor in mechanical engineering or visit the Minors webpage.

Minor in Mechatronics (MEMS)

Advancements in power electronics, electronic sensors, and computer hardware and software have led to an expanding role for "smart" systems, which combine electronic and mechanical components. Automotive examples illustrate this point. The replacement of carburetors by fuel injection systems is almost universal, and hybrid/electric cars are replacing traditional automobiles. Not only are auxiliary devices such as fuel pumps, air bags and air-conditioner compressors driven by electric motors controlled by microprocessors, but fundamental components such as intake and outtake valves soon will be driven in this way. The internal combustion engine itself may be replaced by fuel cells and motors. Medical devices, micro-electromechanical systems, robots, fly-by-wire aircraft and wind turbines also all rely on electronic sensing of mechanical parameters and actuation of motion. These examples suggest strongly that engineers who are adept in the design, analysis and simulation of electromechanical systems will be in demand. The minor in mechatronics is created to encourage our students to study this important subject and provide recognition to those who do so.

This program is primarily designed for students in the ESE and MEMS departments and has been approved by the two departments. It is available for others as well.

The proposed minor program consists of four required courses, two electives and one prerequisite:

Four required courses:

Code	Title	Units
ESE 4440	Sensors and Actuators	3
ESE 4460	Robotics: Dynamics and Control	3
or MEMS 5206	Modern Robotics: Mechanics, Planning and Control	
MEMS 2520	Dynamics	3
MEMS 4110	Mechanical Engineering Design Project	3
Total Units		**12**

Two electives chosen from the following:

Code	Title	Units
ESE 4360	Semiconductor Devices	3
ESE 4820	Digital Signal Processing	3
MEMS 4320	Modeling, Simulation and Control	3
or ESE 4410	Control Systems	
MEMS 4310	Vibrations	3

Prerequisite:

Code	Title	Units
CSE 1301	Introduction to Computer Science	3

For more information about the minor, contact Dennis Mell (ESE) or Jackson Potter (MEMS).

Minor in Nanoscale Science & Engineering (MEMS)

Nanotechnology deals with materials, structures and devices with dimensions that are in the 1- to 100-nm length scale. These entities have properties (physical, chemical and biological) that are very different from their bulk counterparts, and they can be tuned to obtain novel and desired functionalities. The goal of this minor is to enhance the student's background, knowledge and skills in the topical area of nanotechnology. The minor includes courses in several fields of science and engineering; it encompasses all of the departments in the McKelvey School of Engineering as well as several departments in Arts & Sciences. It is open to undergraduate students pursuing an engineering degree or a related Arts & Sciences major (e.g., chemistry, physics, biology, environmental studies, pre-med).

The minor in nanoscale science and engineering involves the following components. Starting with courses covering the fundamentals, students gain knowledge in synthesis and applications as well as characterization, structure and modeling. Two additional requirements are a cleanroom lab class (MEMS 5611 or MEMS 5801) and the completion of a faculty-supervised independent study project over the course of at least two semesters. The mix of courses should provide the student with a significant background in nanotechnology, and it should promote independent thinking through the student's work on a research or educational project.

Units required: 18

Required courses: Select from the following menus:

Fundamentals (choose one course):

Code	Title	Units
CHEM 4010	Physical Chemistry I	3
CHEM 4620	Solid-State and Materials Chemistry	3
CHEM 4810	General Biochemistry I	3
EECE 3520	Materials Science	3
MEMS 2610	Materials Science	3
MEMS 5618	Electronic Behavior of Materials	3
PHYSICS 2170	Introduction to Quantum Physics	3
PHYSICS 3352	Physics of Biomolecules	3
PHYSICS 4072	Solid State Physics	3

Synthesis and Applications (choose one course):

Code	Title	Units
EECE 5040	Aerosol Science and Technology	3
EECE 5140	Environmental Nanochemistry	3
ESE 4360	Semiconductor Devices	3
ESE 4380	Applied Optics	3
ESE 5320	Introduction to Nano-Photonic Devices	3
MEMS 5606	Soft Nanomaterials	3
MEMS 5611	Principles and Methods of Micro and Nanofabrication	3
MEMS 5803	Nanotechnology Concepts and Applications	3

Characterization, Structure and Modeling (choose one course):

Code	Title	Units
CHEM 5014	Physical Properties of Quantum	3
CHEM 5843	Mass Spectrometry	3
EECE 5100	Measurement Techniques for Particle Characterization	3
MEMS 5602	Non-Metallics	3
MEMS 5603	Materials Characterization Techniques I	3
MEMS 5604	Materials Characterization Techniques II	3
MEMS 5612	Atomistic Modeling of Materials	3

Cleanroom Laboratory/Theory Class (choose one course):

Code	Title	Units
MEMS 5611	Principles and Methods of Micro and Nanofabrication	3
MEMS 5801	Micro-Electro-Mechanical Systems I	3

Independent Study Project (required):

Students should sign up for at least **two semesters** of independent study and work on a project related to nanotechnology under the supervision of a faculty member. A list of projects with potential faculty mentors will be circulated during the spring semester each year. Before completing the independent study project, students must be registered for the nanoscale science and engineering minor program, and they must have completed at least two of the courses from the above categories. Students can also come up with their own ideas for projects, but these require approval from the Nanoscale Science and Engineering Minor Committee and a faculty mentor. All independent study projects should address one of the following two criteria:

- Connect material processing to structural features on the length scale of 1 to 100 nm
- Connect structural features on the 1- to- 100-nm length scale in a material to its physical or chemical properties

The courses listed above will count for elective credit for all Engineering majors; however, students should check with their major advisors to confirm this.

Committee to Oversee Nanoscale Science and Engineering Minor

Rohan Mishra (MEMS, Coordinator), Elijah Thimsen (EECE)

Visit the EECE website for more information.

Minor in Robotics (MEMS)

Robotic systems have a wide range of applications in modern technology and manufacturing. Robots can vary in complexity and use, from the microrobots used for surgical procedures to the moderate-sized robots common in manufacturing and undersea exploration to the macrorobots used for the disposal of nuclear waste and as arms on space-station modules. The program designed for a minor in robotics provides a fundamental understanding of robotic operation and preliminary training in the design and use of robots.

Units required: 18

Prerequisites:

Code	Title	Units
CSE 1301	Introduction to Computer Science	3
MATH 2500	Differential Equations	3
PHYSICS 1740	Physics I	4
and PHYSICS 1741	Physics I Laboratory	
PHYSICS 1742	Physics II	4
and PHYSICS 1743	Physics II Laboratory	
Total Units		**14**

Required courses:

Code	Title	Units
ESE 3510	Signals and Systems	3
or MEMS 4310	Vibrations	
ESE 4460	Robotics: Dynamics and Control	3
or MEMS 5206	Modern Robotics: Mechanics, Planning and Control	
ESE 4480	Control Systems Design Laboratory	3
MEMS 2520	Dynamics	3
Total Units		**12**

Two additional courses must be chosen with the approval of the director of the program for a minor in robotics. Suggested courses include the following:

Code	Title	Units
CSE 5406	Computational Geometry	3
ESE 4170	Introduction to Machine Learning and Pattern Classification	3
or CSE 4107	Introduction to Machine Learning	
ESE 4410	Control Systems	3
or MEMS 4320	Modeling, Simulation and Control	
ESE 4450	Sensing, Planning and Control in Robotics	3
MEMS 3110	Machine Elements	3
MEMS 5207	Robot Design	3
or ESE 4480	Control Systems Design Laboratory	

For more information about the minor, contact Dennis Mell (ESE) or Jackson Potter (MEMS).

University of Missouri-St. Louis/Washington University Joint Undergraduate Engineering Program

In 1993, Washington University and the University of Missouri–St. Louis held the first classes in the Joint Undergraduate Engineering Program. This partnership — the first of its kind in the United States — offers University of Missouri–St. Louis students the opportunity to benefit from the engineering program at Washington University and its century-long tradition of excellence. Effective in October 1999, the three bachelor's degrees (civil, electrical and mechanical engineering) offered in our joint program were accredited by the Engineering Accreditation Commission of ABET. In addition to being the first undergraduate engineering degrees offered in a public/private partnership, these are also the first such degrees to receive ABET accreditation.

The courses are organized for both full-time students and part-time students with daytime commitments who need to attend classes in the evening. Students who enter the program take about half of their course work — mathematics, physics, chemistry, humanities and social sciences — on the campus of the University of Missouri–St. Louis. The remaining half of the degree program, which consists of upper-level engineering courses and laboratories, is taken on the Washington University campus. Students may choose civil, electrical or mechanical engineering. Students receive their undergraduate engineering degrees from the University of Missouri.

For information about this program, please contact the University of Missouri–St. Louis Joint Undergraduate Engineering Program at 314-516-6800 or the Washington University McKelvey School of Engineering at 314-935-6510.

Website: https://engineering.wustl.edu/about/UMSL-joint-undergraduate-engineering-program.html

Faculty

Faculty Members at the University of Missouri–St. Louis

Dean

Joseph A. O'Sullivan
Samuel C. Sachs Professor of Electrical Engineering
PhD, University of Notre Dame

Associate Dean

Haiyan Cai
PhD, University of Maryland

Associate Director of Advising and Student Services

Mary E. McManus
MEd, University of Missouri–St. Louis

Degree Requirements

Undergraduate Bachelor of Science (BS) degrees awarded by the McKelvey School of Engineering include several categories as listed below.

Engineering degrees include the following:

- BS in Biomedical Engineering
- BS in Chemical Engineering
- BS in Computer Engineering
- BS in Electrical Engineering
- BS in Environmental Engineering
- BS in Mechanical Engineering
- BS in Systems Science & Engineering

Computer science degrees include the following:

- BS in Computer Science
- BS in Computer Science + Mathematics
- BS in Computer Science + Economics
- BS in Data Science

Applied science degrees include the following:

- BS Major in Applied Science (Chemical Engineering)
- BS Major in Applied Science (Electrical Engineering)
- BS Major in Applied Science (Mechanical Engineering)
- BS Major in Applied Science (Systems Science & Engineering)

Joint degrees with other undergraduate divisions on campus include the following:

- BS in Business and Computer Science

Engineering Bachelor of Science Degrees

To earn the BS in Biomedical Engineering, BS in Chemical Engineering, BS in Computer Engineering, BS in Electrical Engineering, BS in Environmental Engineering, BS in Mechanical Engineering, or BS in Systems Science & Engineering, a student must satisfy all of the following general distribution requirements:

1. Complete the engineering Common Studies courses outlined below with passing letter grades:
   a. Calculus (MATH 1510, MATH 1520, MATH 2500, and MATH 2130)
   Note 1: The BS in Electrical Engineering and the BS in Systems Science & Engineering require ESE 2170 instead of MATH 2500.
   b. Physics (PHYSICS 1740, PHYSICS 1741, PHYSICS 1742, and PHYSICS 1743)
   c. Chemistry (CHEM 1701 or CHEM 1601 and CHEM 1751)
   Note 1: Some programs also require CHEM 1702 or CHEM 1602 and CHEM 1752.
   Note 2: The BS in Computer Engineering program permits alternate science courses to satisfy this requirement.
   Note 3: CHEM 1701 is required for Biomedical Engineering students; CHEM 1751 is required with CHEM 1701 and CHEM 1601.
   d. Technical Writing (ENGR 3100)
2. Satisfy the specific degree requirements of one of the engineering degree programs as outlined in other sections of this *Bulletin*.
3. Satisfy the requirements listed under All Undergraduate Degrees below.

Computer Science and Applied Science Bachelor of Science Degrees

To earn the BS in Applied Science (Chemical Engineering), BS in Applied Science (Electrical Engineering), BS in Applied Science (Mechanical Engineering), BS in Applied Science (Systems Science & Engineering), BS in Computer Science, BS in Computer Science + Mathematics, BS in Computer Science + Economics, or the BS in Data Science, a student must satisfy all of the following general distribution requirements:

1. Complete at least 120 applicable units.
2. Complete at least 48 units of the 120 in mathematics, natural sciences, and engineering.
3. Complete at least 42 units of the total 120 units at the 3000 level or higher.
4. Satisfy the specific degree requirements of one of the applied science degree programs, as outlined in other sections of this *Bulletin*.
5. Satisfy the requirements outlined under All Undergraduate Degrees below.

Note: Diplomas for applied science degrees state "Bachelor of Science" and do not indicate the major on the diploma. The major (e.g., Chemical Engineering) is posted on the official transcript.

All Undergraduate Degrees

To earn any undergraduate degree in the McKelvey School of Engineering, a student must accomplish all of the following:

1. Earn at least a C (2.0) cumulative grade-point average in all applicable courses taken at Washington University. All courses must be taken for a letter grade unless otherwise specified. Other course restrictions may apply, and students should closely review the remainder of this *Bulletin* as well as the degree audit system.
2. Earn at least the minimum total number of units specified for the particular degree. All degrees require students to complete at least 120 applicable units.
3. Earn at least a C (2.0) GPA in all engineering courses taken.
4. Satisfy all of the following residency requirements:
   a. Complete a minimum of 30 units of 2000 level or higher courses from the school while matriculated at Washington University in a degree program. An approved engineering course transferring in as 2000 level or higher from an exchange program or a study abroad experience sanctioned by the McKelvey School of Engineering may be counted as a school equivalent course for the purpose of satisfying this requirement.
   b. Complete a minimum of 60 units at Washington University while matriculated at Washington University in a degree program. Exchange program or study abroad courses sanctioned by the school may be counted toward this requirement.

c. For students who pursue multiple engineering BS degrees, for each additional BS degree from the school, students must complete an additional 15 resident units of 2000 level or higher courses from the school, which are in addition to the 30 units of 2000 level or higher engineering courses that are listed in 4a above. No more than two BS degrees from the McKelvey School of Engineering may be earned by the same student.

d. For students enrolled in a Washington University undergraduate joint or combined degree program connected to a McKelvey academic department and an academic department outside of McKelvey, the McKelvey academic department may designate specific Washington University courses (2000 level or higher) taken outside of the McKelvey School of Engineering to satisfy the residency requirement listed in 4a above. Such designated courses must be required for the core or elective portions of the major-specific requirements of the joint or combined degree program.
Note: Some departments may have program-specific residency requirements that require students to complete a minimum number of units at Washington University for their specific degree programs. This is currently true in Computer Science & Engineering.

5. Complete the English proficiency requirement as well as the humanities and social sciences requirement of the McKelvey School of Engineering.

English Proficiency Requirement

All incoming McKelvey students are invited to complete the in-person Writing Placement Exam during Bear Beginnings. *This exam is required for all international students and optional for everyone else.*

Following the Writing Placement Exam, students may be placed into one of the following:

- College Writing
- Preparatory course taken prior to College Writing
- Be exempted from taking College Writing

Students who do not take the Writing Placement Exam will automatically be required to enroll in College Writing, which is typically taken in the spring semester of the first year. The school's English proficiency requirement is satisfied only by a grade of C- or better in one of the themed college writing courses developed by the College Writing Program.

Courses taken at other institutions to satisfy the English proficiency requirement must be approved by the school's English proficiency coordinator. If the course is approved, the student must pass with a grade of C or better.

Humanities and Social Sciences Requirement

To earn any bachelor's degree from the McKelvey School of Engineering, students must complete the school's humanities and social sciences requirement:

1. Minimum units: At least 18 units of humanities and social sciences courses must be completed with passing grades. Humanities and social sciences courses (other than transfer courses) may be taken for Pass/No Pass credit.
2. Breadth: At least 6 units of the 18 must be in the humanities, and at least 6 units must be in the social sciences.
3. Upper-level courses: At least 3 units of the 18 units completed must be from one or more courses numbered 3000 or higher.

Note: Joint degree programs may have different humanities/social science degree requirements.

Washington University courses labeled with the McKelvey School of Engineering::Engineering Humanity or McKelvey School of Engineering::Engineering Social Science course tag in the semester course listings will count, respectively, toward the humanities or social sciences requirement for engineering degrees. In general, most art courses (ART) will count toward the engineering school's humanities requirement, even if they do not have the specific McKelvey School of Engineering::Engineering Humanity designation. Some upper-level art courses are open only to students with an open art program.

Transfer courses must be approved through Engineering Undergraduate Student Services as acceptable transfer credit and as applicable humanities or social sciences courses. All transfer courses must be taken for credit (i.e., not Pass/No Pass), and students must earn a C or better in transfer courses for the credit to transfer to the school. Grades do not transfer.

Advanced Placement (AP) credit and International Baccalaureate (IB) credit approved through Engineering Undergraduate Student Services may be used to satisfy all or part of the breadth requirement (i.e., the humanities 6-unit requirement and/or the social science 6-unit requirement); however, AP and IB credit may not be used to satisfy the 18 minimum units needed to satisfy the school's overall humanities and social sciences requirement. Students may individually petition Engineering Undergraduate Student Services to have their AP or IB credit counted toward the humanities 6-unit requirement and/or the social sciences 6-unit requirement. Petitions will be reviewed to determine if they conform to guidelines established for awarding humanities and social sciences credit. Guidelines are approved by the Engineering Undergraduate Studies Committee.

Engineering Topics Units

Bachelor's degree programs accredited by the Engineering Accreditation Commission of ABET require that the program require a minimum of 45 units of engineering topics. A course carrying engineering topics units will be marked in with a McKelvey School of Engineering::Engineering Topics course tag.

Engineering Topics/Design Component

Engineering design is the process of devising a system, component or process to meet desired needs. It is a decision-making process (often iterative) in which basic sciences, mathematics and engineering sciences are applied to convert resources optimally to meet a stated objective. Among the fundamental elements of the design

process are the establishment of objectives and criteria, synthesis, analysis, construction, testing and evaluation. The engineering design component of a curriculum must include most of the following features: development of student creativity, use of open-ended problems, development and use of modern design theory and methodology, formulation of design problem statements and specifications, consideration of alternative solutions, feasibility considerations, production processes, concurrent engineering design and detailed system descriptions. Further, it is essential to include a variety of realistic constraints, such as economic factors, safety, reliability, aesthetics, ethics and social impact.

Engineering Topics/Science Component

The engineering sciences have their roots in mathematics and basic sciences but carry knowledge further toward creative application. These studies provide a bridge between mathematics and basic sciences on the one hand and engineering practice on the other. Such subjects include mechanics, thermodynamics, electrical and electronic circuits, materials science, transport phenomena and computer science (other than computer programming skills), along with other subjects, depending on the discipline. Although it is recognized that some subject areas may be taught from the standpoint of either basic sciences or engineering sciences, the ultimate determination of the engineering science content is based on the extent to which there is extension of knowledge toward creative application. In order to promote breadth, the curriculum must include at least one engineering course outside of the major disciplinary area.

ABET Mathematics and Basic Science Requirement

Bachelor degree programs accredited by the Engineering Accreditation Commission of ABET require that the program require a minimum of 30 units of college-level mathematics and basic sciences (some with experimental experience) appropriate to the discipline. The basic sciences are defined as biology, chemistry and physics.

Applicable Undergraduate Engineering Degree Requirements

Undergraduate engineering students are required to satisfy the engineering degree requirements that are published in the online undergraduate Bulletin *(p. 12)* in effect at the time they first enroll at the university as degree-seeking undergraduate students.

Undergraduate engineering students must complete all undergraduate degree requirements and graduate within 10 consecutive years of enrolling as degree-seeking undergraduate students at the university.

A student who does not graduate within 10 consecutive years will be required to satisfy the degree requirements that are in the most recently published online undergraduate *Bulletin* and to retake courses identified by the chair of the department in which the student is seeking the degree.

- When a student wishes to return to complete coursework and earn a degree after the 10-year time period has passed, the most recent online undergraduate *Bulletin* is defined as the catalog in effect when the student re-enrolls in the McKelvey School of Engineering as an undergraduate student seeking a degree.
- When a student has left the university and wishes to complete coursework at another university to then transfer back and graduate from the McKelvey School of Engineering and when more than 10 years have elapsed since the student was first enrolled as an undergraduate engineering degree-seeking student, the most recent online undergraduate *Bulletin* is defined as the catalog in effect when the student applies for program completion for an engineering undergraduate degree. The coursework that the student intends to complete and transfer back to the McKelvey School of Engineering must be approved by the school before the student enrolls in the coursework.

Academic Honors & Awards

Dean's List

The Dean's List is composed of first-year, sophomore, junior, and senior engineering students who, for the preceding semester, have achieved a 3.6 or higher grade point average based on a minimum of 12 units of applicable courses taken for letter grades (i.e., not Pass/No Pass or Audit). An appropriate entry is added to these students' official transcripts.

No I (incomplete) or N (no grade reported) grades may be a part of the semester's record. For a student to be eligible for the fall Dean's List, all final grades must be posted by January 15. For the spring semester, all final grades must be posted by June 15 for a student to be considered. There is no Dean's List for summer terms.

Latin Honors

For students graduating with undergraduate engineering degrees, Latin honors from the school will be awarded based on the cumulative Washington University GPA. In June, the GPA cutoffs used to select Latin honors for the upcoming year will be assigned by calculating cumulative averages from the three most recent graduation years. For the upcoming graduating class, the three-year average of the top 10% will determine which students are awarded summa cum laude; the three-year average of the next top 10% will determine which students are awarded magna cum laude; and the three-year average of the next top 10% will determine which students are awarded cum laude. Latin honors will be awarded to students whose cumulative GPAs at the time of graduation meet the predefined three-year average GPA cutoffs, which are determined during June of the prior year.

4.0 Cumulative GPA Recognition at Graduation

Graduating seniors with a 4.0 cumulative GPA who entered as first-year students (i.e., not transfer students) receive special acknowledgement at the annual McKelvey Recognition Ceremony in May. Students must have earned a 4.0 cumulative GPA, which is not due to GPA upward rounding (i.e., only A and A+ grades have been earned), at Washington University with no repeated courses (i.e., students who have not taken advantage of the course retake policy). Grades earned in approved transfer courses do not count in the cumulative GPA.

Academic Policies

Attendance

Each professor in the McKelvey School of Engineering decides how many absences a student may have and still pass the course. Professors are expected to give reasonable consideration to unavoidable absences and to the feasibility of making up work that has been missed. Students are expected to explain to their professors the reasons for any absences and to discuss with them the possibility of making up missed assignments.

Credits and Grades

Credits (often called "units" at WashU) are assigned to courses based on measures of time in class and academic activities, and engagement between instructors and students, defined in university policy (p. 25). Grade points per course are calculated by multiplying the number of units of a course by the grade points earned. The Undergraduate Study page (p. 36) details the grades and grade points in use.

Auditing a Course

A student may register for some courses as an auditor. The criteria for a successful audit are determined by the course instructor, and the student should work with the instructor to ensure that these criteria are understood. Generally speaking, the completion of homework and the taking of exams are not required. The grade L signifies a successful audit, and the grade Z signifies an unsuccessful audit. Neither grade affects a student's grade point average, and the course's units do not contribute to the student's total cumulative degree-seeking units. Audit courses do not count toward any degree, nor do they count toward full-time status determination. They do count toward the 21-unit cap per semester, and audit units are charged at the standard full-time or part-time per-unit rate. Class attendance is normally required to earn a grade of L; unsatisfactory attendance will result in a grade of Z. Computer science courses do not allow students with auditor status.

Incomplete Grades

Incomplete Coursework

Washington University expects students to finish their coursework on time or remove themselves by dropping or withdrawing from the course by published deadlines. When situations outside a student's control arise, preventing timely course completion, a grade of I indicates that work is outstanding. McKelvey students may request an incomplete grade of I only in a course in which they have substantially completed the work, including any requirements of attendance or engagement. Students must also be passing the course based on materials submitted thus far to be eligible for an incomplete I grade.

This policy allows but does not compel I grades in the above circumstances. Grading is the purview of the faculty, as governed by school policies, and they may choose to deny requests for incomplete grades.

Impact of Incomplete Grades

An Incomplete will prevent a student from moving forward in a sequence of courses when the unfinished course is required (prerequisite) to move ahead. An Incomplete is also factored into academic standing reviews and Satisfactory Academic Progress (SAP) reviews.

Finishing Incomplete Coursework

Incomplete grades will change to final failing grades four months (120 days) following the last day of the term in which the course was taken if the student does not submit missing work and the instructor does not submit a final grade. Therefore, students must complete missing work and submit it with enough time to allow the instructor to evaluate the work and submit the grade before the 120-day window ends. For example, a student working with a fall semester Incomplete must submit their work to the instructor in time for them to evaluate the work and assign a final grade by mid-April of the following year. Instructors may establish an earlier deadline than Washington University's deadline in this policy. Students and instructors are strongly encouraged to establish an agreement specifying the work remaining and the deadline for it to be submitted; some schools may require this (see school-specific policies).

Students must not re-enroll in an upcoming section of the unfinished course to make up the incomplete; re-enrollment invokes the course retake policy (p. 1165). Students planning to graduate before the grade change deadline must complete courses and receive grades before graduating. Incompletes remaining at the time of degree conferral will be changed to final grades of failure. Grade changes are not permitted after a degree has been conferred.

N Grades – No Grade Submitted

In the rare event that an instructor is unable to submit a grade by the grade deadline, an N, signifying that the grade has not yet been submitted, may temporarily appear as a transcript notation on the student's record. N grades will change to final failing grades four months (120 days) following the last day of the term in which the course was taken if the instructor does not submit a final grade.

Course Retake Policy

Students whose performance in a course has not met their expectations are permitted to retake courses in which they have earned a B- or lower (grades of Pass, A+, A, A-, B+, B, and Incomplete are not eligible for retakes; audits — whether successful or unsuccessful — are also not eligible for retakes). When a course is repeated, the attempt with the best grade will be used to calculate credit and will factor into the student's GPA. The other attempt(s) will have the letter R (denoting the retake) placed next to the grade. All registrations will show on the transcript; however, only the grade and units of the enrollment with the best grade will be used to calculate the student's GPA.

If an engineering student repeats a course elsewhere (i.e., as a preapproved transfer course from another university), the student must take the course for credit and earn a C or better for the units to transfer to Washington University. After an official transcript showing the final grade for the repeated course is received, the symbol R next to the first enrollment's grade indicates that the course was later retaken. The original grade will no longer figure into the student's GPA, nor will the transfer course grade figure into the GPA. The grade for the transfer course does not display on the student's Washington University record, but the units for the transfer course will count toward the degree program.

Course Descriptions

The McKelvey School of Engineering is subdivided into five academic departments: Biomedical Engineering (BME); Computer Science & Engineering (CSE); Electrical & Systems Engineering (ESE); Energy, Environmental & Chemical Engineering (EECE); and Mechanical Engineering & Materials Science (MEMS). Each department may offer courses leading to one or more bachelor's, master's, or doctoral degrees.

The courses of instruction are numbered according to the following system:

- 1000 to 1999 are primarily for first-year students.
- 2000 to 2999 are primarily for sophomores.
- 3000 to 3999 are primarily for juniors.
- 4000 to 4999 are primarily for juniors and seniors, although certain courses may carry graduate credit.
- 5000 and above are offered to graduate students and to juniors and seniors who have met all stated requirements. If there are no stated requirements, juniors and seniors should obtain permission of the instructor.

One unit of credit is given for each hour of lecture, and one unit is given for each two and one-half hours of laboratory. Each course description shows the course's credit. Courses assigned the course tag "topics" in Workday carry topics units of the same value as the credit of the course.

Definition of Class Levels

For classification purposes, a student's undergraduate class level is defined according to the year in which they intend to graduate.

Pass/No Pass Option

All undergraduate engineering students are eligible to register each semester for up to 6 units with the Pass/No Pass option, for up to a maximum of 18 units attempted. Some departments require students to take certain courses Pass/No Pass; credits in these courses do not count toward either the semester limit of 6 units or the cumulative limit of 18 units. Other than these courses, *only elective courses may be taken with this option,* including courses in other divisions of the university but that are still contingent upon and subject to departmental requirements. Humanities, social sciences and some technical electives specifically allowed by individual engineering programs, as well as some engineering courses (both undergraduate and graduate that are not specifically required for the student's major program), may be taken with the Pass/No Pass option. Some programs do not allow any courses (either required or elective) to be taken with the Pass/No Pass option. Graduate courses taken on a Pass/No Pass basis cannot be transferred later for credit toward a graduate degree.

Changes from the regular grade basis to Pass/No Pass or vice versa may not be made after the last dates specified in the current McKelvey Academic Calendar. The normal regulations for withdrawal or change to auditor status also apply to Pass/No Pass courses.

It is the student's responsibility to discuss with the faculty member what constitutes a pass in a particular course. Although the general pass mark is a C-, instructors have the discretion to set the pass mark higher in their course(s).

A final grade of Pass will earn degree credit where applicable. A final grade of No Pass will not earn degree credit. Neither Pass nor No Pass will affect the GPA.

Academic Standing

This policy applies to all McKelvey undergraduate degree-seeking students. Students who enter as Dual Degree 3-Year Option (3/3) students pursue a McKelvey undergraduate degree for two years and then a McKelvey master's degree during the third year. While pursuing the undergraduate degree during the first two years, this policy is applied to these students. McKelvey graduate academic standing rules are applied during the third year, when these students are primarily pursuing master's degree requirements.

A fundamental requirement for all students is to make sufficient academic progress toward degree completion. In order to make sufficient academic progress, students must earn adequate grades and complete enough units in order to satisfy degree requirements in a timely manner.

The following key performance indicators are used to determine whether a student pursuing an undergraduate degree in McKelvey remains in good academic standing at the end of each fall and spring semester:

- Minimum semester GPA of 2.0
- Minimum cumulative GPA of 2.0
- Completion of 12 units with passing letter grades (D- or higher) or Pass with the Pass/No Pass grade option
  - Course units that will not count as being successfully completed include the following:
    - Courses with an incomplete grade
    - Courses taken for audit credit
    - Courses receiving a failing course grade
    - Courses withdrawn (W)
    - Courses without any final grades posted

An inability to maintain each indicator above will result in a student being placed into one of the three academic standing categories described below, which is a signal that minimum standards for graduating are in danger of not being met. Unless a student demonstrates improvement, thereby indicating their ability to fulfill degree requirements within a reasonable time period, the student may be dismissed from the university.

If a performance indicator contributing to the status of an academic standing category is raised above the threshold (e.g., by the resolution of an incomplete grade or the change of a final grade), then that academic standing may be reconsidered if the student has not yet graduated. However, repeating a course which then results in the first grade earned in the course to no longer count in a GPA will not result in a past academic standing status to be reconsidered.

Academic Concern

Any of the following performance indicators at the end of a semester will cause the student's standing to be reviewed and may cause the student to be placed on Academic Concern:

1. Receiving an incomplete final course grade (first occurrence and all subsequent occurrences)
2. Earning a semester GPA of less than 2.0 (first occurrence)
3. Earning fewer than a total of 12 units in a regular semester (first occurrence)

When a student qualifies for Academic Concern in more than one semester by earning a semester GPA of less than 2.0 (1.b. above) *and/or* by earning fewer than a total of 12 units in a regular semester (1.c. above), then the second (or additional) Academic Concern qualification will immediately convert to Academic Notice or Academic Time Away as described below. Academic Concern is noted only the first time that a student qualifies for an academic action based upon a semester GPA of less than 2.0 *and/or* earning fewer than 12 units.

Example: In semester A, Justin earns less than a 2.0 semester GPA and is placed on Academic Concern. In semester B, Justin earns fewer than 12 units and is placed on Academic Notice.

After an incomplete grade is changed to a grade, the semester GPA and cumulative GPA for that semester may be reevaluated in a future semester to determine if the student has become eligible for a different academic action for the semester the incomplete grade was changed. If a different academic standing category is identified, the student will be notified of the new academic standing category.

Example: In semester A, Bailey earns an incomplete grade and is placed on Academic Concern. The incomplete work was not submitted, so the incomplete grade is converted to a failing F grade, which changed the semester A GPA to less than 2.0. Bailey would be notified that they are placed on an academic action (Academic Concern, Academic Notice, or Time Away, as appropriate) due to semester A GPA being less than 2.0.

While a student placed on Academic Concern remains in good academic standing, this status is a signal to the student that academic performance is below minimum standards and, if continued, will likely cause the student to fall out of good standing. This status is not noted on the official transcript. Because it does not cause the student to fall out of good standing, it will not be incorporated into enrollment verifications requesting confirmation of academic standing.

Academic Notice

Any of the following performance indicators at the end of a semester will cause the student's standing to be reviewed and may cause the student to be placed on Academic Notice:

1. Cumulative GPA of less than 2.0 (first occurrence and all subsequent occurrences)
2. Semester GPA of less than 2.0 (second occurrence and all subsequent occurrences)
3. Earning fewer than a total of 12 units in a regular semester (second occurrence and all subsequent occurrences)
4. First occurrence of 2.b and/or 2.c. above if a student had previously been placed on Academic Concern due to 1.b. and/or 1.c.

Example: At the end of semester A, Rocky is placed on Academic Concern for earning fewer than 12 units. At the end of semester B, Rocky earns a semester GPA of less than 2.0 (their first semester below 2.0), and is then placed on Academic Notice.

Academic Notice status indicates that a student is not in good academic standing. Although this status is not noted on the official transcript, it will be incorporated into enrollment verifications requesting confirmation of a student's standing.

Academic Time Away

Any of the following performance indicators at the end of a semester will cause the student's standing to be reviewed and may cause the student to be placed on Academic Time Away, which is a pause in enrollment at Washington University:

1. Any third time a student becomes eligible for Academic Notice
2. Any second sequential semester a student becomes eligible for Academic Notice
3. Any semester in which a student was enrolled in courses but earns no degree credit that semester (e.g., fails all courses)

Academic Time Away status indicates that a student is not in good academic standing. Because this status is marked by a break in enrollment, this status is noted on the official transcript.

Academic Time Away is not viewed as punitive. Rather, it is an academic pause applied when it is clear that something is interfering with a student's ability to complete degree requirements. It is not in a student's best interest to continue with their studies unless changes are made that will enable successful and consistent academic progress toward graduation.

Students placed on Academic Time Away are given the option to appeal. Students choosing to appeal must follow a prescribed appeal process within provided specific deadlines. Students who successfully appeal their Academic Time Away will be allowed to continue their enrollment and their academic status category will change to Academic Notice. Students deciding not to appeal, or if their appeal is unsuccessful, will have their registration cancelled for the upcoming semester and their academic record will be closed. When this occurs, it is possible for the student to request reinstatement with McKelvey at a future time. Students in this situation will need to show that they have successfully completed challenging coursework at a different institution (normally, at least for one year), or be employed in a paid position (normally, at least for one year), or a combination of the two (school and work). Students who have been placed on Academic Time Away will be allowed to return when it appears that they are genuinely ready to successfully complete coursework at Washington University.

Dual-Degree Students

A student who enters as a Dual-Degree 3-Year Option (3/3) student pursues a McKelvey undergraduate degree for two years and then a McKelvey master's degree the third year. While pursuing the undergraduate degree during the first two years, undergraduate academic standing rules are applied to the student. McKelvey graduate probation and suspension rules are applied during the third year, when the student is pursuing the master's degree.

Satisfactory Academic Progress for Title IV Financial Aid

Federal regulations require that students receiving federal Title IV financial aid maintain Satisfactory Academic Progress (SAP). The minimum GPA requirements needed to maintain eligibility for SAP are dictated by the specific program of study. In each case, per the requirements of 34 C.F.R. 668.34(a)(4(ii), the federal student aid program requires a minimum of a C average to maintain eligibility for aid, but an individual degree or certificate program may have a higher minimum GPA for federal SAP.

SAP is evaluated annually at the end of the spring semester. In order to maintain SAP and thus be eligible for federal financial aid, a student must maintain minimum requirements for cumulative GPA ($\geq$2.0 for undergraduates, $\geq$2.70 for master's students, and $\geq$3.0 for doctoral students). A student must also maintain minimum requirements for pace (credit earned for at least 67% of the credits attempted). In addition, the degree must be completed within the maximum time frame allowed for the program (defined as 150% of the required credits). Students who are not maintaining SAP will be notified by the McKelvey Registrar and, barring an approved appeal, are ineligible for aid for future semesters.

More information about Satisfactory Academic Progress is available from Student Financial Services.

Full-Time and Part-Time Enrollment

Engineering undergraduate degree programs are full-time programs. All undergraduate students are automatically charged full-time tuition each semester. Full-time enrollment is 12 to 21 units of credit per semester. Courses taken in audit status do not count toward full-time enrollment status. Students may not enroll in more than 21 units without special permission. An additional per-unit tuition charge is assessed for enrolled units exceeding the 21-unit limit in a semester.

Part-time enrollment is not allowed unless it is formally approved by Disability Resources or the Student Health Center. Students approved for part-time status may enroll in 1 to 11 units and are charged part-time tuition, along with all standard undergraduate fees. Each semester, these students should contact the Engineering Registrar and request to have their tuition adjusted to reflect their part-time enrolled units. Financial aid may not be available for part-time enrollment, so students should contact Student Financial Services to discuss their specific situations.

Seniors who need to enroll for an extra semester in order to graduate may request part-time enrollment and part-time tuition charges for that additional semester of study. These students will not have full-time student status if they are enrolled in less than 12 units. For students who enrolled as first-year students, part-time enrollment may be requested after their eighth academic semester of study. For dual-degree undergraduate students, part-time enrollment may be requested after their fourth academic semester of study. Prior to the add/drop deadline for the semester, these seniors may petition the Engineering Registrar to have their tuition adjusted to reflect their part-time enrolled units. Students approved for reduced tuition will have their bills adjusted after the add/drop deadline has passed. Summer sessions are not counted as academic semesters.

Leaves of Absence

Engineering students may request to take a leave of absence. For information on how to request a leave of absence, please visit the university's Time Away: Leave of Absence, Withdrawal, and Reinstatement Process webpage. For a leave of absence, students in good standing are assured re-enrollment within the next year. In order to return, students should notify the McKelvey School of Engineering and request a reinstatement in Workday at least six weeks prior to the beginning of the appropriate term.

A student wishing to take a medical leave of absence or be reinstated from a medical leave of absence must have a recommendation from WashU Cares. Additional steps are required in this case and are outlined at the link above. After review of the recommendation made by WashU Cares, the school will decide whether or not to grant the leave or reinstatement request.

Tuition Refunds

All full-time undergraduate students in Engineering are assessed tuition at a full-time tuition rate and do not receive refunds for dropping individual courses. Students who officially withdraw from the university (drop all semester courses) will receive a tuition refund as outlined on the Undergraduate Tuition & Fees page (p. 62) of this *Bulletin.* After the date of the first class meeting, refunds are not granted for short courses, which run less than the full semester length.

Transfer Credit

A student must get prior approval before taking a course at another university. After completing the course, the student must have an official copy of the transcript sent to the McKelvey School of Engineering for evaluation. If the credit is accepted, the course will appear on the transcript with the units but not the grade. Only units of credit for courses with a grade of C or better will transfer. No transfer credit will be accepted for courses taken while a student is suspended from Washington University for violations of the University Student Conduct Code or the Academic Integrity policy. The transfer course approval process is outlined on the McKelvey School of Engineering website.

Transfer credit is never accepted for online courses.

School of Continuing & Professional Studies Courses

The focus of the WashU School of Continuing & Professional Studies (CAPS) is to serve working adults in the St. Louis region. It is specifically oriented toward part-time students who are balancing work, family, and educational goals.

Engineering undergraduate students in their final year of study may enroll in one CAPS course each semester, provided CAPS allows day-school students to enroll in those specific courses. Other engineering undergraduate students may only enroll in CAPS courses that have been preapproved by the Engineering Undergraduate Studies Committee. Consult with your four-year advisor in Engineering Undergraduate Student Services (Lopata Hall room 303) if you have questions.

CAPS courses completed by engineering undergraduate students are counted as free electives, but will not fulfill specific engineering degree requirements (e.g., humanities, social science, natural science).

Exceptions

Exceptions to the above rules may exist for a student's declared degree program when working toward a non-Engineering minor or a dual degree program.

Military Training

Army and Air Force ROTC programs are available at Washington University. These courses are counted as free electives. The last course in the sequence, MILS 4020, will count for social science credit.

Course descriptions for Air Force ROTC and Army ROTC (p. 1178) can be found in the appropriate sections of this *Bulletin*.

Sever Institute Courses

Sever graduate courses are allowed to count as general units and in the GPA for all undergraduate and graduate McKelvey students. The units earned in Sever graduate courses will count as general units needed to satisfy any McKelvey degree, and they will count toward the general Washington University residency requirement for undergraduate degrees. However, they will not count toward the engineering ("E" course) residency requirement for McKelvey undergraduate degrees. The GPA earned in Sever graduate courses will count toward the cumulative GPA, the semester GPA, the Dean's List, the class rank, and Latin honors. Unless approved by the McKelvey department offering the student's degree program, Sever graduate courses will not satisfy any course requirement (core or elective requirement) for any McKelvey undergraduate degree, graduate degree, second major, minor, or certificate program.

Online Courses

Online courses taken by engineering undergraduate students will not count toward graduation requirements. Exceptions include only those courses offered by McKelvey departments and courses offered by Arts & Sciences departments.

Academic Integrity

All students in the McKelvey School of Engineering are expected to conform to high standards of conduct. To review our school statement and university policies on Academic Integrity as well as our violation allegation process, please visit the Academic Integrity at McKelvey webpage.

Academic Calendar

In addition to the university's academic calendar, McKelvey maintains an Engineering Academic Calendar with dates and deadlines that are specific to McKelvey students. This calendar includes course information, which is also helpful for non-McKelvey students taking engineering courses.

Administration

Dean's Office
314-935-6350

Department of Biomedical Engineering
314-935-6164

Department of Computer Science & Engineering
314-935-6160

Department of Electrical & Systems Engineering
314-935-5565

Department of Energy, Environmental & Chemical Engineering
314-935-6070

Department of Mechanical Engineering & Materials Science
314-935-6047

Engineering Information Technology
314-933-3333

Engineering Undergraduate Student Services
314-935-6100

Majors (directory)

Below is a list of majors offered by the McKelvey School of Engineering. Visit the following sections of this *Bulletin* for more information about a specific major. Students must log into Workday and request to switch their major program within Engineering or to add a second major or minor.

- Bachelor of Science in Applied Science (Chemical Engineering) (EECE) (p. 1142)
- Bachelor of Science in Applied Science (Electrical Engineering) (ESE) (p. 1128)
- Bachelor of Science in Applied Science (Mechanical Engineering) (MEMS) (p. 1153)
- Bachelor of Science in Applied Science (Systems Science & Engineering) (ESE) (p. 1128)
- Bachelor of Science in Biomedical Engineering (BME) (p. 1081)
- Bachelor of Science in Business and Computer Science (CSE) (p. 1104)
- Bachelor of Science in Chemical Engineering (EECE) (p. 1140)
- Bachelor of Science in Computer Engineering (CSE) (p. 1096)
- Bachelor of Science in Computer Engineering (ESE) (p. 1126)
- Bachelor of Science in Computer Science (CSE) (p. 1097)
- Bachelor of Science in Computer Science + Economics (CSE) (p. 1098)
- Bachelor of Science in Computer Science + Mathematics (CSE) (p. 1099)
- Bachelor of Science in Data Science (CSE) (p. 1102)
- Bachelor of Science in Electrical Engineering (ESE) (p. 1123)
- Bachelor of Science in Environmental Engineering (EECE) (p. 1141)
- Bachelor of Science in Mechanical Engineering (MEMS) (p. 1151)
- Bachelor of Science in Systems Science & Engineering (ESE) (p. 1125)
- Double Majors and the Pre-Medical Program (EECE) (p. 1142)
- Second Major in Computer Science (CSE) (p. 1106)
- Second Major in Computer Science + Mathematics (CSE) (p. 1107)
- Second Major in Data Science (CSE) (p. 1109)
- Second Major in Electrical Engineering (ESE) (p. 1129)
- Second Major in Financial Engineering (ESE) (p. 1130)
- Second Major in Systems Science & Engineering (ESE) (p. 1129)

Minors (directory)

Residency Rule for Engineering Minors

No more than 6 units of credit transferred from another institution (outside Washington University) can be used to meet the requirements of any minor offered by the McKelvey School of Engineering. The remaining units (up to the amount required for the minor) must be applicable units from Washington University taken for a letter grade. Classes taken with the Pass/No Pass grade option do not meet requirements unless specifically allowed. The review committee that oversees a minor has the authority to establish a more stringent residency rule.

Minors

Below is a list of minors offered by the McKelvey School of Engineering. Visit the following sections of this *Bulletin* for more information about a specific minor. Students must log into Workday and add a secondary program of study to add a minor.

- Minor in Aerospace Engineering (MEMS) (p. 1154)
- Minor in Bioinformatics (CSE) (p. 1111)
- Minor in Biomedical Data Science (BME) (p. 1082)
- Minor in Computer Science (CSE) (p. 1112)
- Minor in Electrical Engineering (ESE) (p. 1130)
- Minor in Energy Engineering (EECE) (p. 1143)
- Minor in Energy Engineering (ESE) (p. 1131)
- Minor in Energy Engineering (MEMS) (p. 1154)
- Minor in Environmental Engineering Science (EECE) (p. 1144)
- Minor in Environmental Engineering Science (MEMS) (p. 1155)
- Minor in Human-Computer Interaction (CSE) (p. 1112)
- Minor in Materials Science & Engineering (MEMS) (p. 1156)
- Minor in Mechanical Engineering (MEMS) (p. 1157)
- Minor in Mechatronics (ESE) (p. 1131)

- Minor in Mechatronics (MEMS) (p. 1158)
- Minor in Nanoscale Science & Engineering (EECE) (p. 1144)
- Minor in Nanoscale Science & Engineering (MEMS) (p. 1158)
- Minor in Quantum Engineering (ESE) (p. 1133)
- Minor in Robotics (ESE) (p. 1132)
- Minor in Robotics (MEMS) (p. 1159)
- Minor in Systems Science & Engineering (ESE) (p. 1132)

Washington University in St. Louis

Beyond Boundaries Program

Program Overview

The Beyond Boundaries Program is a two- or four-year program that allows students to be a part of an ecosystem of interdisciplinary scholars intent on problem solving through cross-discipline collaboration.

The Beyond Boundaries Program will prepare student scholars to engage in interdisciplinary teams and will center around three pillars:

1. Academic preparation for interdisciplinary work
2. Ecosystem of scholars intent on problem solving through cross-discipline collaboration
3. Ongoing support across four years at Washington University

Throughout their time in the program, students will focus on three questions:

1. What role(s) do I want to play on collaborative problem-solving teams?
2. What skills, knowledge, and partnerships are necessary for interdisciplinary work?
3. How can I use my time at Washington University to grow these skills?

Learning Objectives

Students participating in the Beyond Boundaries Program will be able to do the following:

- Describe the value of interdisciplinary approaches to problem solving.
- Apply disciplinary perspectives to interdisciplinary problem solving.
- Assemble interdisciplinary teams around a problem or subject.
- Design interventions/solutions based on interdisciplinary perspectives.
- Facilitate and organize collaborative teams.

Program Completion

Students who participate in and complete the program requirements for their first two years will receive a milestone notation on their official transcript. A description of specific program requirements can be found on the Curriculum tab of this page.

Program students then have the option to leave the program after year two or continue to participate for years three and four. Those who complete years three and four will received an additional milestone notation on their official transcript.

The minimum grade point average requirements needed to maintain eligibility for Satisfactory Academic Progress are dictated by the specific program of study. In each case, per the requirements of 34 C.F.R. 668.34(a)(4(ii), the federal student aid program requires a minimum of a C average to maintain eligibility for aid, but an individual degree or certificate program may have a higher minimum GPA for federal Satisfactory Academic Progress. Beyond Boundaries Program students are required to maintain a 2.0 cumulative GPA. To be in good academic standing in the program on a semesterly basis, students are expected to complete a minimum of 12 units per semester with a minimum 2.0 semester GPA.

Contact:	Simone Picker
Phone:	314-935-8874
Email:	simonepicker@wustl.edu
Website:	http://beyondboundaries.wustl.edu

Curriculum

Phase 1: Foundation (Years 1 and 2)

Year 1 (6 required credits)

Year 1 requirements include an introductory curricular sequence that teaches writing, the framework of interdisciplinary study, and collaborative problem solving, as well as one Beyond Boundaries course:

- Beyond Boundaries Seminar (3 credits total, 1 credit in fall and 2 credits in spring)
- Beyond Boundaries Courses (3 credits, 1 course in fall or spring)

College Writing (a supporting course): Analytical, communication, and research skills are critical to interdisciplinary practice. Through College Writing, students will have the opportunity to practice these skills in skills through a variety texts, contexts, and approaches they can carry with them in the Beyond Boundaries Program.

Fall Semester

- Beyond Boundaries Seminar (1 credit, Beyond Boundaries Program students only)
- One Beyond Boundaries Course (3 credits, either fall or spring)

Spring Semester

- Beyond Boundaries Seminar (2 credits, Beyond Boundaries Program students only)
- One Beyond Boundaries Course (3 credits, either fall or spring)

Year 2: Beyond Boundaries programming and self-directed interdisciplinary learning

In Year 2 of the program, students will shift to self-directed learning. Components of this year include the following:

- Participation in Beyond Boundaries peer mentoring
- Beyond Boundaries workshops and events
- Engagement in on-/off-campus activities, such as these:
  - Speakers or exhibits
  - Networking events or workshops
  - Community service/volunteering events
  - Seminars or conferences
  - Internships/fellowships
  - Interdisciplinary courses/projects/programs

These various opportunities are designed to allow students the flexibility to achieve their academic and cocurricular goals beyond the Beyond Boundaries Program, while keeping them connected to the program community.

Students who complete Years 1 and 2 of the Beyond Boundaries Program receive a milestone notation on their transcript. Students may opt to continue this program into their third and fourth years.

For more information, please review the Beyond Boundaries Program's detailed description of self-directed learning.

Note: Students need to complete all of the requirements for Phase 1 of the Beyond Boundaries Program in order to continue on to Phase 2.

Phase 2: Focus (Years 3 and 4)

Year 3: Beyond Boundaries programming and self-directed interdisciplinary learning

The components mentioned above in Year 2 will also be applicable in Years 3 and 4. In addition, students in this second phase of the program will begin receiving support as they start working on their interdisciplinary capstone projects and thesis papers.

Year 4

This final year will culminate in the completion of the above-mentioned program requirements, including the incorporation of a capstone project or thesis paper.

Students who meet the program requirements of this second phase of the program will receive an additional milestone notation on their official transcript.

Courses

Year 1 Courses for Beyond Boundaries Students

Core Courses

To find Beyond Boundaries courses in Workday, search “Beyond Boundaries” in the subject line on the left.

Beyond Boundaries courses are offered for credit only to all students. They are not offered Pass/No Pass.

Beyond Boundaries Seminar (3 credits total)

The knowledge gained in the Beyond Boundaries Seminar series is designed to contribute to academic success, personal development, and a more rewarding social and academic experience throughout the college experience. The series consists of both a fall and spring course during the first year. The fall class is a 1-credit (1-hour) lecture, and the spring class combines a 1-credit (1-hour) lecture and a 1-credit (1-hour) discussion section.

BEYOND 1000 and BEYOND 1001: Beyond Boundaries Seminar

The Beyond Boundaries Seminar is designed to support students' development in interdisciplinary thinking and collaborative problem solving. Over the course of two semesters, students will engage in discussions, workshops, skill-building exercises, and panel presentations to grow their skills and knowledge in these areas. Over the course of the academic year, we will ask the following questions:

1. What role(s) do I want to play on collaborative problem-solving teams?
2. What skills and knowledge are necessary for interdisciplinary work?
3. How can I use my time at Washington University to grow these skills?

This course (for credit only) is required for all first-year students in the Beyond Boundaries Program and open only to first-year students in the Beyond Boundaries Program.

Beyond Boundaries Courses (3 credits each, open to all first-year students)

In addition to the course mentioned above, first-year students in the Beyond Boundaries Program will be required to complete one Beyond Boundaries course (during their first year), for which they will have priority enrollment.

Beyond Boundaries courses, which are funded by the Office of the Provost and offered to first-year students *only,* are designed to prepare students for a rapidly evolving world characterized by social, political, scientific, and economic challenges that cannot be solved using knowledge from a single discipline. Team-taught by faculty from different schools across Washington University, Beyond Boundaries courses offer a window into how scholars from different disciplines approach big, critical topics such as our aging population, the nature of creativity, the phenomenon of climate change, and the art of medicine.

Not all courses are offered every year.

BEYOND 1002: Beyond Boundaries: The Business of Elections

This course will focus on understanding the primary and presidential elections — particularly the current election cycle — through a multidisciplinary approach that primarily involves political science and business. Campaigns are start-ups that rely on strategy, branding, influencing consumers (voters), financing and other concepts to achieve the election of their candidate. At the same time, American politics is highly polarized, with voters who are increasingly hostile to listening to the other side. Given this context, how does a campaign succeed as an entrepreneurial venture? This course will allow students to compare and contrast how different candidates' policies and platforms may affect different constituencies/sectors of the business/labor world as well as the economy, how the media portrays them, and what role they will play in the general election.

BEYOND 1003: Beyond Boundaries: When I'm 64: Preparing Ourselves and Society for a Good Long Life

Whether you know it or not, you're living in the midst of a revolution — a revolution that is going to change your personal and professional lives. Although old age may seem a long way off, you'll likely live to age 80 or beyond, with a 50% chance of seeing your 100th birthday. The demographic revolution you're going to live through will change the health care you receive, the house you live in, the car you drive, the jobs you do, and the relationships you have. This class will give you a competitive edge in understanding how you can harness what's happening to shape your career and lifestyle. In class you'll be introduced to leaders and ideas from many fields — medicine, engineering, architecture, public health, social work, law, business, art, and psychology — focused on the issues of our aging society. There will also be opportunities to tailor the class to your interests through events on and off campus, including movies, lectures, performances, field trips, and community projects. Each week, we'll gather for lectures and also break into small groups for discussion. This course will set you on a path to lead the aging revolution and transform the society of tomorrow.

BEYOND 1004: Beyond Boundaries: To Sustainability and Beyond: People, Planet, Prosperity (P3)

This class examines the subject of sustainability from multiple perspectives to gain an appreciation for its interconnected environmental, social, and economic dimensions. We explore foundational concepts and principles through a variety of activities and assignments, including readings, discussions, group work, case studies, presentations, and projects. The goal is to integrate knowledge and methods from different disciplines to achieve a holistic understanding of sustainability problems and solutions.

BEYOND 1005: Beyond Boundaries: The Endgame of Entrepreneurship: Leveraging Capitalism for Good

Historically, profit has been a key driver of human behavior. In this class, students will learn to take advantage of the profit-seeking motive of capitalism while also learning from mistakes and unintended consequences capitalism has caused throughout history. Students will apply these learnings toward profit-seeking solutions for the United Nations' Sustainable Development Goals — which are global challenges that call us to work together with boldness and urgency. We will explore how skills from entrepreneurship and venture creation can be used to improve water, climate, education and gender equality globally and here in St. Louis. In interdisciplinary teams, students will learn how to define a problem; listen to customers, competitors and collaborators; create value; measure impact; and communicate their vision. Bold entrepreneurial spirit and skills learned in this class will guide students in their further WashU studies and beyond.

BEYOND 1006: Beyond Boundaries: Gender, Youth, and Global Health

Through in-depth case studies, this course provides an introduction to gender-specific issues in the context of childhood and adolescence, poverty, and global health. Students will learn to identify how gender and gender differences affect conditions of life in the areas of reproductive health, nutrition, conflict, access to healthcare, and the social determinants of health, especially for young people. Students will learn to analyze health conditions and disparities in relation to both the micro dynamics of local worlds and the macro dynamics of large-scale social forces in the postcolonial global field. In addition, students will come to understand the current challenges that global health practitioners and institutions confront in achieving gender equity and the current efforts toward closing the gap. These learning objectives will be achieved using lectures as well as discussion-based sessions and Skype-based interactions with NGOs and experts who are currently working in the field.

BEYOND 1007: Beyond Boundaries: Designing Creativity: Innovation Across Disciplines

From "Ah-ha" epiphanies to slow-developing discoveries, the creative process has been employed by innovators and artists in virtually every corner of the globe for centuries. Designing Creativity is a course that will explore the study and practice of the creative process across many disciplines with input from prominent thinkers and practitioners in the areas of medicine, neuroscience, law, engineering, architecture, human-centered design, business, stage design, and the performing arts. The class will also incorporate practice of design thinking and creativity techniques in a LAB component that will allow students to explore the development of innovative ideas in collaborative teams followed by project presentations to core faculty and classmates.

BEYOND 1008: Beyond Boundaries: Religious Freedom in America

The intersection of religion and law in American society has sparked some of the fiercest cultural engagements in recent memory: Should a for-profit religious corporation have a right not to fund birth control for its employees? Can a public college expel campus religious groups whose membership is not open to all students? May a Muslim grow a beard for religious reasons in prison? Should a cake baker or a florist be permitted to refuse services for a gay wedding? Can a church hire and fire its ministers for any reason? These current debates and the issues that frame them are interwoven in the American story. This course introduces students to the major texts and historical arguments underlying that story. Drawing from the respective expertise of the instructors, it exposes students to a variety of scholarly methods related to the issue: legal history and case law, intellectual history and canonical texts, social history and narrative accounts, and political philosophy and contemporary analyses. For more from these professors, listen to their podcast episode.

BEYOND 1009: Beyond Boundaries: The Art of Medicine

This interdisciplinary, cross-school course at the intersection of history, visual culture and the visual arts includes a roster of notable speakers and offers students a singular encounter with western medicine from ancient times to the present day. In tandem with the history of medicine, the course examines the capacity of the arts to frame medical practice and to raise questions and influence perceptions, both positively and negatively, of medical advancements.

BEYOND 1012: Beyond Boundaries: St. Louis and the Documentary Image

From magazines to maps to documentary movies and TV, we look to pictures to tell us the truth. But no image is ever completely objective; every visual reflection of the real world is mediated by technology, culture, politics, and memory. How do we — as viewers, as creators, as people — sort out the complicated claims pictures make on the world around us? Drawing on collaborations between four areas in two schools — Visual Arts, English, American Culture Studies, and Film and Media Studies — this course will introduce students to theories and practices of visual nonfiction within the city of Saint Louis. Through immersive, site-specific course units focused on a variety of approaches to visual nonfiction in different media, students will engage with the tumultuous history, material culture, and landscapes of St. Louis. The course will introduce first-year students both to their city and their university, preparing them to explore existing coursework in Arts & Sciences and the Sam Fox School.

BEYOND 1013: Beyond Boundaries: Morality and Markets

What does it look like to live a moral life in today's market system? We know all too well what it does not look like. The news is filled with moral failures of leaders and executives at top firms. We like to believe that we would behave differently, but what kinds of pressures inform our moral choices? What pulls us, what pushes us, and what persuades us to act one way rather than another? These are the questions that a course combining business and literature can address in unique ways; the world of fiction helps us to examine the ethical dilemmas of the market we inhabit every day. In this course, we use great books, classics of film and modern television, and the tools of modern psychology and business strategy to think critically about what is entailed in living a moral life in the midst of the modern market.

BEYOND 1015: Beyond Boundaries: Earth's Future: Causes and Consequences of Global Climate Change

Climate change is said by many to be one of the most important issues of our time. This course examines 1) the physical basis for climate change; 2) how climates are changing and how we know and assess that climates are changing; and 3) the effects of climate change on natural and human systems. The course is team-taught and will involve participation by scholars across the university with expertise in specific subjects. Earth's Future is a broad, introductory course for first-year students. While this course presumes no special subject matter knowledge on the part of the student you will be exposed to a broad array of scholarship across the sciences, social sciences, engineering, and humanities.

ENST 1540: Beyond Boundaries: Environmental Racism and the Health of Everyone

Environmental inequalities threaten the health and well-being of low-income communities and communities of color who are increasingly on the front lines in the fight against climate change, air and water pollution, food security, and many other urgent environmental problems. Like many urban areas, the St. Louis region faces egregious social, environmental and health disparities. In this course, we critically examine the role of racism and other structural policy inequalities that produce unequal environments and how those unequal environments contribute to public health disparities in St. Louis and beyond. We explore the use of public health data, policy options, and case studies that allow for evidence-based solutions to environmental racism and improved population health. This course that combines small group sessions, case studies and speakers working on environmental justice in the St. Louis region. We provide students with interdisciplinary perspectives and methods, challenging them to address racism and environmental policy through a population health lens. Student learning will be assessed through case studies, reflections, online assignments, and exams.

Bear Bridge Courses (3 credits): Spring Semester

In the spring semester, first-year students in the Beyond Boundaries Program have an opportunity to apply their interdisciplinary knowledge to important social and intellectual questions via a Bear Bridge course.

Bear Bridge courses are intended to do the following:

- Apply knowledge and experience from team-taught Beyond Boundaries courses in a project-based, applied context.
- Reinforce cohort experience within the Beyond Boundaries Program. Students enrolled in the Beyond Boundaries Program will have additional curricular and cocurricular cohort-building experiences, and Bear Bridge courses will reinforce these connections.
- Prepare students for ongoing interdisciplinary approaches in their following three years on campus. Bear Bridge courses will give students a set of tools to apply interdisciplinary approaches, including informing their choice of major, their approach to their capstone project, and their self-identity as a scholar.

BEYOND 1010: Beyond Boundaries: Empathy First: Creating Solutions with Heart

Decisions that impact the daily lives of people are often made without consideration of the lived experience of those impacted, resulting in harm and eroded trust. Empathy is a critical tool for understanding the lived experience of others and creating better quality of life for all people. This course will introduce the integration of empathy into decisions through the methods, processes, and approaches used in design and social work. Students will examine how empathy is incorporated into the development and implementation of new solutions to wicked problems through conversations with experts in health, law, and business; community-based team projects; and reflection and discussion.

BEYOND 1011: Beyond Boundaries: Law, Race, and Design: Examining the St. Louis Story

This interdisciplinary course focuses on the intersection of law, race, and design in St. Louis. From Dred Scott to Ferguson, St. Louis has served as a focal point for some of the most important issues in our country's long and still unfinished work toward racial equality. The law has played an important role in these developments; judicial opinions, city ordinances, and commission reports have shaped how we understand questions of race and equality. But the law is not simply the written word: it involves people, practices, places, and the stories we tell about them. How we communicate our stories ultimately affects how we understand those stories and how we understand ourselves. This course situates law within stories and equips students to communicate those stories in ways that draw from a range of communication design methodological tools. Using design research, thinking, and a human-centered design approach, this course will challenge students to connect the words of legal documents with the experiences of those whose lives are situated by them. There will be two required self-guided visits outside of normal class time, each of which should take 2.5 to 3 hours, including travel to and from the site. Accommodations for normal class sessions (either ending early or canceling class) will take place to offset some of this time commitment.

Supporting Courses

College Writing (3 credits)

Analytical, communication, and research skills are critical to interdisciplinary practice. Through College Writing, students will have the opportunity to practice these skills through a variety texts, contexts, and approaches that they can carry with them in the Beyond Boundaries Program.

Interdisciplinary Opportunities

Washington University offers courses through interdisciplinary programs that include studies in a variety of disciplines that cross traditional academic boundaries and support academic areas outside of the schools.

- A limited opportunity for some Washington University students to enroll in courses at Saint Louis University and the University of Missouri-St. Louis is available through the Inter-University Exchange Program (p. 1176).
- ROTC (p. 1177) courses are offered in conjunction with the U.S. Air Force and U.S. Army.
- The Skandalaris Center (p. 1180) offers cocurricular programming and practical, hands-on training and funding opportunities to students and faculty in all disciplines and schools.

Inter-University Exchange Program

The Inter-University Exchange (IE) program between Washington University, Saint Louis University (SLU), and the University of Missouri–St. Louis (UMSL) began in 1976 as an exchange agreement encouraging greater inter-institutional cooperation at the graduate level. Over time, this program has evolved to include undergraduate education. The basic provisions of the original agreement are still in place today, and participation continues to be at the discretion of each academic department or unit.

At Washington University, there are several schools that *do not participate* in this program (i.e., degree-seeking students in these schools are not eligible to participate in the IE program, and courses offered in these schools are not open to SLU and UMSL students attending Washington University through the IE program). They are the School of Law, the School of Medicine, the McKelvey School of Engineering, and the School of Continuing & Professional Studies. The Washington University schools that are open to participation in the IE program may have specific limitations or requirements for participation; details are available in those offices.

The following provisions apply to all coursework taken by Washington University students attending SLU or UMSL through the IE program:

- Such courses can be used for the fulfillment of degree or major requirements. (Students should consult with their dean's office for information about how IE coursework will count toward their grade-point average, units and major requirements.)
- Such courses are not regularly offered at Washington University.
- Registration for such courses requires preliminary approval of the student's major/department advisor, the student's division office or dean, and the academic department of the host university.
- Students at the host institution have first claim on course enrollment (i.e., a desired course at SLU or UMSL may be fully subscribed and unable to accept Washington University students).
- Academic credit earned in such courses will be considered as resident credit, not transfer credit.
- Tuition for such courses will be paid to Washington University at the prevailing Washington University rates; there is no additional tuition cost to the student who enrolls in IE coursework on another campus. However, students are responsible for any and all fees charged by the host school.
- Library privileges attendant on enrolling in a course on a host campus will be made available in the manner prescribed by the host campus.

Instructions

Washington University students must be enrolled full-time to participate in the IE program and have no holds, financial or otherwise, on their academic record at Washington University or at the host institution.

1. The student must complete the IE program application form. Forms are available from the Office of the University Registrar website.
2. The student must provide all information requested in the top portion of the form and indicate the course in which they wish to enroll.
3. The student must obtain the approval signature of the professor teaching the class or the department chair at SLU or UMSL, preferably in person.
4. The student also must obtain the approval signatures of their major advisor at Washington University and the appropriate individual in their dean's office.
5. Completed forms must be submitted to the Office of the University Registrar in the Women's Building a minimum of one week before the start of the term.

Course enrollment is handled administratively by the registrars of the home and host institutions. Washington University students registered for IE coursework will see these courses on their class schedule and academic record with the subject codes SLU and UMSL. Final grades are recorded when received from the host institution. The student does not need to obtain an official transcript from SLU or UMSL to receive academic credit for IE coursework at Washington University.

Contact:	Office of the University Registrar
Phone:	314-935-5959
Email:	registrar@wustl.edu
Website:	http://registrar.wustl.edu/student-records/registration/the-inter-university-exchange-program

Reserve Officers Training Corps (ROTC)

The number of ROTC credits that may be counted toward graduation requirements depends on the student's program of study. ROTC students should consult with their academic advisor to determine if or how ROTC course work will satisfy their graduation requirements.

For more information about specific schools, please visit the following pages:

- Undergraduate Arts & Sciences Academic Regulations (p. 1012)
- Undergraduate Business Degree Requirements (p. 1048)
- Undergraduate Engineering Academic Policies (p. 1168)

Air Force ROTC — Aerospace Studies

Professor

S. Michael Castlen
Lieutenant Colonel, USAF

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

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

In AFROTC, Washington University students have the opportunity to be challenged within a unique leadership environment, with the potential to earn a commission as a second lieutenant. Participation in AFROTC is available to undergraduate and graduate Washington University students and does not obligate these students to serve in the U.S. Air Force.

AFROTC attracts the very best and brightest college students. The categorization of officer candidates within AFROTC is based on competitive selection criteria.

For more information, contact AFROTC:

Detachment 207 in St. Louis
314-977-8230
Detachment 207 website

U.S. Air Force ROTC
888-4-AFROTC
AFROTC website

For AFROTC scholarship information, refer to the Scholarship Funds section of this *Bulletin*.

Army ROTC

Military Science. The Army ROTC program is designed to develop leaders for life. In doing so, it develops leadership, management and training skills, regardless of a student's career plans. Those who successfully complete the program earn commissions and serve as second lieutenants in the U.S. Army, Army Reserve or Army National Guard.

All students are eligible to participate in Army ROTC courses. Introductory courses are designed to develop a student's confidence, self-esteem and motivation. The intent is to develop and refine the student's leadership traits and skills to ensure their future success in military and nonmilitary environments. Instruction also includes the role of the military in national defense strategy. The number of ROTC credits that may be counted toward graduation requirements depends upon the student's program of study. ROTC students should consult with their academic advisor to determine if or how ROTC course work satisfies graduation requirements. Once a student accepts a scholarship or enters the advanced ROTC courses (300 and 400 levels), they incur a military obligation.

For more information, contact the Military Science Department, Washington University in St. Louis, 700 Rosedale Ave., Suite 1550, St. Louis, MO 63112; call 314-935-5521; visit the Washington University Army ROTC website; or email Lee Rodriguez (lee.e.rodriguez@wustl.edu), the Army ROTC Scholarships and Enrollment Officer.

For Army ROTC scholarship information, refer to the Financial Support section of this *Bulletin*.

Requirements

Airforce ROTC — Aerospace Studies Program Requirements

For more information, call the detachment for additional information about ROTC cadet in-processing and the first day of class at 314-977-8328. The Saint Louis University Air Force ROTC facility (main office) is located at 3450 Lindell Boulevard, Suite 1033, St. Louis, MO 63103.

Army ROTC Program Requirements

Army ROTC provides the leadership skills needed to balance working with both civilians and enlisted personnel, instilling confidence as an officer, a leader, a trainer, and a mentor. Army ROTC prepares college students to succeed in any competitive environment. The leadership training and experiences that students have in Army ROTC will provide them with a foundation to become commissioned Army Officers upon graduation. Any undergraduate or graduate student can enroll in a Military Science course and participate only in the classes or in the additional military training, such as physical fitness training, leadership labs, and field training exercises.

Courses

- MAIR (p. 1178): Air Force ROTC — Aerospace Studies
- MARM (p. 1179): Army ROTC

Air Force ROTC — Aerospace Studies

MAIR 1010 Heritage and Values of the United States Air Force 1
This course is the first part of a two-course sequence designed to introduce students to the United States Air Force and provides an overview of the basic characteristics, missions, and organization of the Air Force. Leadership Laboratory is mandatory for Air Force ROTC cadets and it complements this course by providing students with followership experiences and prepares them for Field Training. Classroom activity 1 hour and 15 minutes per week; Leadership Laboratory 2 hours per week.
Credit 0 units.
Typical periods offered: Fall

MAIR 1020 Heritage and Values of the United States Air Force 2
This course is the second part of a two course sequence designed to introduce students to the United States Air Force and provides an overview of the basic characteristics, missions, and organization of the Air Force. Leadership Laboratory is mandatory for Air Force ROTC cadets and it complements this course by providing students with followership experiences and prepares them for Field Training. Classroom activity 1 hour and 15 minutes per week; Leadership Laboratory 2 hours per week.
Credit 0 units.
Typical periods offered: Spring

MAIR 2010 Team and Leadership Fundamentals 1
This course is the first part of a two-course sequence that focuses on laying the foundation for teams and leadership. Topics include skills that will allow cadets to improve their leadership on a personal level and within a team. Leadership Laboratory is mandatory for Air Force ROTC cadets and it complements this course by providing the first opportunity for applied leadership experiences and prepares them for Field Training. Classroom activity 1 hour and 15 minutes per week; Leadership Laboratory 2 hours per week. Prerequisites: I02 1010 and lab.
Credit 0 units.
Typical periods offered: Fall

MAIR 2020 Team and Leadership Fundamentals 2
This course is the second part of a two course sequence that focuses on laying the foundation for teams and leadership. Topics include skills that will allow cadets to improve their leadership on a personal level and within a team. Leadership Laboratory is mandatory for Air Force ROTC cadets and it complements this course by providing the first opportunity for applied leadership experiences and prepares them for Field Training. Classroom activity 1 hour and 15 minutes per week; Leadership Laboratory 2 hours per week. Prerequisites: I02 1020 and lab.
Credit 0 units.
Typical periods offered: Spring

MAIR 3010 Leading People and Effective Communication 1
This course is the first part of a two-course sequence that teaches advanced skills and knowledge in management and leadership. Special emphasis is placed on enhancing leadership skills and communication. A mandatory Leadership Laboratory complements this course for Air Force ROTC cadets. Leadership Laboratory provides advanced leadership experiences and gives cadets opportunities to develop and apply leadership skills. Classroom activity 3 hours per week; Leadership Laboratory 2 hours per week. Prerequisites: I02 1010, 1020, 2010, 2020, and labs.
Credit 0 units.
Typical periods offered: Fall

MAIR 3020 Leading People and Effective Communication 2
This course is the second part of a two course sequence that teaches advanced skills and knowledge in management and leadership. Special emphasis is placed on enhancing leadership skills and communication. A mandatory Leadership Laboratory complements this course for Air Force ROTC cadets. Leadership Laboratory provides advanced leadership experiences and gives cadets opportunities to develop and apply leadership skills. Classroom activity 3 hours per week; Leadership Laboratory 2 hours per week. Prerequisites: I02 1010, 1020, 2010, 2020, 3010, and labs.
Credit 0 units.
Typical periods offered: Spring

MAIR 4010 National Security Affairs/Preparation for Active Duty
Cadets learn about the role of the professional military leader in a democratic society; societal attitudes toward the armed forces; the requisites for maintaining adequate national defense structure; the impact of technological and international developments on strategic preparedness and the overall policy-making process; and military law. In addition, cadets will study topics that will prepare them for their first active-duty assignment as officers in the Air Force. A mandatory Leadership Laboratory complements this course. Leadership Laboratory provides advanced leadership experiences and gives cadets opportunities to develop and apply fundamental leadership and management skills while planning and conducting corps activities. Classroom activity 3 hours per week; Leadership Laboratory 2 hours per week. Aerospace Studies courses (MAIR 3010 through MAIR 4020) are advanced courses designed to improve communication and management skills required of Air Force officers. Prerequisites: I02 1010, 1020, 2010, 2020, 3010, 3020, and labs.
Credit 0 units.
Typical periods offered: Fall

MAIR 4020 Preparation for Active Duty
Cadets learn about the role of the professional military leader in a democratic society; societal attitudes toward the armed forces; the requisites for maintaining adequate national defense structure; the impact of technological and international developments on strategic preparedness and the overall policy-making process; and military law. In addition, cadets will study topics that will prepare them for their first active-duty assignment as officers in the Air Force. A mandatory Leadership Laboratory complements this course. Leadership Laboratory provides advanced leadership experiences and gives cadets opportunities to develop and apply fundamental leadership and management skills while planning and conducting corps activities. Classroom activity 3 hours per week; Leadership Laboratory 2 hours per week. Aerospace Studies courses (MAIR 3010 through MAIR 4020) are advanced courses designed to improve communication and management skills required of Air Force officers. Prerequisites: I02 1010, 1020, 2010, 2020, 3010, 3020, 4010, and labs.
Credit 0 units.
Typical periods offered: Spring

Army ROTC

MARM 1010 Introduction to Leadership I
Examine the challenges and competencies that are critical for effective leadership. You will learn how the personal development of life skills such as cultural understanding, goal setting, time management, mental/physical resiliency, and stress management relate to leadership, officership, and the Army profession. Open to all students and enrollment does not require a commitment to join the US Army.
Credit 2 units.
Typical periods offered: Fall

MARM 1020 Introduction to Leadership II
Investigate leadership fundamentals such as problem-solving, listening, presenting briefs, providing feedback, and using effective writing skills. You will explore dimensions of leadership attributes and core leader competencies in the context of practical, hands-on, and interactive exercises. Learn fundamental military concepts and explore the Army's leadership philosophy. I25 MILS 1020 is open to all students and enrollment does not require a commitment to join the US Army.
Credit 2 units.
Typical periods offered: Spring

MARM 2010 Innovative Team Leadership
Explore the dimensions of creative and innovative tactical leadership strategies and styles by examining team dynamics and leadership theories. The course continues to build on developing knowledge of leadership attributes and core leader competencies through the understanding of Army rank, structure, and duties as well as broadening knowledge of land navigation and squad tactics. Enrollment in I25 MILS 2010 does not require a commitment to join the US Army.
Credit 3 units.
Typical periods offered: Fall

MARM 2020 Foundations of Tactical Leadership
Develop greater self-awareness as you assess your own leadership styles and practice communication and team building skills. Examine and practice the challenges of leading teams in the complex operational environment. Study dimensions of terrain analysis, patrolling, and operation orders. Explores the dynamics of adaptive leadership in the context of military operations. Enrollment in I25 MILS 2020 does not require a commitment to join the US Army.
Credit 3 units.
Typical periods offered: Spring

MARM 3010 Adaptive Team Leadership
This is an academically challenging course where you will study, practice, and apply the fundamentals of Army leadership, officership, Army values and ethics, and small unit tactics. At the conclusion of this course, you will be capable of planning, coordinating, navigating, motivating, and leading a team or squad in the execution of a tactical mission during a classroom practical exercise (PE), a leadership lab, or during a military situational training exercise (STX) in a field environment. Prerequisites: successful completion of I25 MILS 1010, 1020, 2010, and 2020 or attendance at the Leader's Training Course (LTC). Contact the Military Science Department for more details.
Credit 3 units.
Typical periods offered: Fall

MARM 3020 Applied Team Leadership
Continue to learn and apply the fundamentals of Army leadership, officership, Army values and ethics as you hone your leadership abilities in a variety of tactical environments and the classroom. Successful completion of this course will help prepare you for success at the ROTC Leader Development and Assessment Course (LDAC) which you will attend the summer following this course at Fort Lewis, Washington. You will receive systematic and specific feedback on your leadership attributes, values and core leader competencies from your instructors, other ROTC cadre, and senior cadets. Prerequisite: successful completion of I25 MILS 3010.
Credit 3 units.
Typical periods offered: Spring

MARM 4010 Adaptive Leadership
This course focuses on practical application of adaptive leadership. Throughout the semester, students will apply the fundamentals of principles of training, the Army writing style, and military decision making. Students will study the special trust reposed to Army Officers by the US Constitution and the President of the United States--a special trust given to no other civilian professions. Students will also study the Army officer's role in the Uniform Code of Military Justice, and the counseling and development of subordinates. Prerequisite: successful completion of the ROTC Leadership Development and Assessment Course (LDAC) or permission of instructor.
Credit 3 units.
Typical periods offered: Fall

MARM 4020 Leadership in a Complex World
Explore the dynamics of leading in the complex situation of current military operations in the contemporary operating environment. Examine differences in customs and courtesies, military law, principles of war, and rules of engagement in the face of international terrorism. You will also explore aspects of interacting with non-government organizations, civilians on the battlefield and host nation support. Significant emphasis is placed on your transition to officership, preparing you for your branch school and first unit of assignment. Prerequisite: successful completion of I25 MILS 4010 or permission of instructor.
Credit 3 units.
Typical periods offered: Spring

MARM 4500 Modern American Military History
A survey of US military involvement beginning with the Treaty of Versailles following World War I and concluding with the current Global War on Terror. Students will follow a chronological study of crucial battles of World War II, Korea, and Vietnam and conclude with in-depth case studies from Iraq and Afghanistan. The class focuses on both tactical and strategic lessons learned and the political and cultural influences that affect the way wars are fought. Prerequisite: sophomore status and good standing in the ROTC program.
Credit 3 units.
Typical periods offered: Fall

MARM 4501 Advanced American Military History
This course is a continuation of the fall semester prerequisite Modern American Military History course, outlining major conflicts that have occurred throughout the course of American history in post WWII 20th and 21st Century. It aims to highlight the contemporary American military's efforts to modernize in a multi-polar international relations environment in its struggle to become the global hegemon. This course familiarizes students with the context of the current profession of arms.

The philosophy guiding the curriculum is centered around how and why the military is structured in present form and how officership in particular has shaped the macro and micro aspects of combat over the last 75 years.
Credit 3 units.
Typical periods offered: Spring

Skandalaris Center for Interdisciplinary Innovation and Entrepreneurship

The Skandalaris Center for Interdisciplinary Innovation and Entrepreneurship is the hub of creativity, innovation, and entrepreneurship at Washington University. We believe everyone can be entrepreneurial. Skandalaris provides programming where anyone can explore their creative and entrepreneurial interests, develop an entrepreneurial mindset, and go from ideation to launch.

Mission

The Skandalaris Center fosters and empowers an inclusive community that finds opportunities in problems and transforms ideas into action. We build an ecosystem of education, research, and resources that engages all WashU students, faculty, alumni, and staff as entrepreneurial leaders and collaborators.

Who We Serve

We work with the best and brightest at WashU — the change-makers, thought leaders, and visionaries — to solve the world's problems and meet local needs through innovation and entrepreneurship. As an interdisciplinary center, our initiatives serve students, faculty, staff, and alumni from all levels and disciplines.

Our Initiatives

We develop programs for WashU entrepreneurs, creatives, innovators, and scholars. Our commitment to interdisciplinary innovation and entrepreneurship is motivated by the following beliefs:

- *Everyone can be creative.* We provide hands-on experiences and the creative means to solve problems.
- *Innovation is the backbone of entrepreneurship.* Our opportunities are designed to develop and share new ideas while connecting with other WashU entrepreneurs and innovators.
- *Good ideas are one opportunity away from success.* Our programs are created to help WashU entrepreneurs and innovators access the resources they need to take their ideas to the next level.
- *Knowledge and skills are key to innovation and entrepreneurship.* Our Center offers events and opportunities to help our community of WashU entrepreneurs, creatives, and innovators learn the ins and outs of innovation and entrepreneurship.

Programs and Resources

- **Course: The Endgame of Entrepreneurship: Leveraging Capitalism for Good**
  This course is offered through the Beyond Boundaries Program. Students will learn to take advantage of the profit-seeking motive of capitalism while also learning from the mistakes and unintended consequences that capitalism has caused throughout history.
- **Experts on Call**
  This program provides an opportunity for the WashU community to connect with experts in the Skandalaris Center or remotely, free of charge.
- **Honors in Innovation & Entrepreneurship**
  Students who have shown exemplary involvement in innovation and entrepreneurship during their time at Washington University are recognized through this program. Honors are earned by accumulating points through a combination of curricular and cocurricular activities.
- **In-Residence Program**
  This program provides WashU students, faculty, staff, and alumni with the opportunity to learn from and work with professionals with extensive industry experience.
- **PhD Citation in Entrepreneurship**
  This program provides opportunities for PhD students who are interested in developing skills and experiences in the areas of entrepreneurship and innovation.
- **Resources**
  The Skandalaris Center, Washington University, and external services and resources are available to support innovators and entrepreneurs.
- **Skandalaris Spaces**
  Our collaboration space is available for hosting meetings or events. Requests should be made a week in advance.
- **Skandalaris Startup Webinars, Panel Discussions, and Workshops**
  These webinars provide an exciting way for alumni to reconnect and share their experiences with entrepreneurship. We also offer free, noncredit workshops designed to encourage creativity, innovation, and entrepreneurship.
- **Startup Venture Promotion**
  The Skandalaris Center is happy to help Washington University in St. Louis students, faculty, staff, and alumni with promoting their startup ventures.
- **St. Louis Entrepreneurial Fellowship**
  This year-long program gives WashU students a chance to explore entrepreneurship at WashU and in St. Louis. The experience includes a spring semester seminar that explores innovation and entrepreneurship, a 10-week paid summer internship at a St. Louis startup, a fall semester capstone project, professional development opportunities, and programs and events to engage with entrepreneurs, founders, and innovators.
- **Student Entrepreneurial Program (StEP)**

StEP provides a unique opportunity for students to own and operate a business on campus that serves the WashU community. Student owners can supplement the valuable business and entrepreneurial skills they learn in the classroom while gaining real-world experience as they manage and lead their own businesses.

- **Student Groups**
  There are many organizations that allow students to gain experience and make valuable interdisciplinary connections in the areas of creativity, innovation, and entrepreneurship.
- **Venture Development**
  The WashU community is invited to set an appointment with a member of our team for help with ideas and businesses at any stage. We will work with these individuals to brainstorm ideas, strengthen financial models, draft business plans, perfect pitches, and more.
- **Washington University Entrepreneurship Courses**
  Courses in entrepreneurship offered across the university are available to students at all levels and in all disciplines.

Competitions

- **IdeaBounce®**
  IdeaBounce® is both an online platform and an event for sharing venture ideas and making connections. This is an opportunity for participants to pitch their ideas (no matter how "fresh"), get feedback on them, and make connections. In-person events happen frequently throughout the fall and spring semesters.
- **Skandalaris Venture Competition (SVC)**
  The SVC provides expert mentorship to new ventures and startups to ready them for commercializing their ideas, launching, and pitching to investors. Teams will develop materials focused on explaining the ideas that they are working on to a broad audience.
  - **Who Can Apply:** Current Washington University students and alumni (within one year of graduation) with an early-stage venture or idea
  - **Award:** Up to $22,500
- **Global Impact Award (GIA)**
  The GIA awards WashU–affiliated ventures with inventions, products, ideas, and business models that will have a broad and lasting impact on society.
  - **Who Can Apply:** WashU students, postdocs, residents, and alumni who have graduated within the last 10 years
  - **Award:** Up to $50,000

Learn More

Please contact the Skandalaris Center to sign up for our newsletter and for additional information about all programs.

Phone:	314-935-9134
Email:	sc@wustl.edu
Website:	http://skandalaris.wustl.edu

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  - Data Analytics Certificate
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  - Geographic Information Systems Certificate
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  - Health Sciences, BSIS
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  - Somatic Studies Certificate
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